

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

**Ysgol Ro Wen
Ffordd Pontwgan
Ro Wen
Conwy
LL32 8TS**

School number : 662 / 2102

Date of the Inspection : 11 - 12 November, 2002

**BY
Wil Williams
Registered Inspector : WO88 / 67644
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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:

	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.

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1. CONTEXT

The school and its priorities

Rowen is a small rural village located in the Conwy Valley, not far from the town of Conwy. The school is situated on the outskirts of the village. Since its construction in approximately 1867, few alterations have been made to the school building.

The school has been through an unsettled period during the last academic year, and as a result, the inspection, originally scheduled for the summer term was postponed until the autumn term. During the period in question, three different acting headteachers have led the school.

The two current staff members are comparatively new to the school. The KS1 teacher was appointed in September 2001 and the current headteacher commenced his duties at the beginning of the term during which the school was inspected.

There has been a gradual decline in the population of the village and in the number of pupils attending the school over the last five years. During the inspection period, there were 20 full-time pupils and three part-time nursery children on the school register. The pupils are taught by a headteacher who also has full-time responsibility for a class, one class teacher, and a classroom assistant who works in the school for 15 hours a week.

The area is described as one that is neither prosperous nor economically disadvantaged. None of the pupils claim free school meals.

The full range of abilities is represented in the school. 19% of the pupils are designated as having Special Educational Needs [SEN] but none of them are statemented. This percentage is in keeping with the county and national figure.

English is the main home language of approximately 90% of the pupils, but 60% of them are now able to speak Welsh to first language standards. All subjects are taught through the medium of Welsh.

The school was previously inspected during the spring term, 1997. Five key issues were identified for action by the school, namely to:

- raise standards in geography in Key Stage 1[KS1] and KS2, in design and technology in KS2 and standards in the other subjects that were satisfactory;
- implement more varied teaching strategies in order to improve the learning, most especially in KS2;
- make greater use of assessment records in order to plan more appropriate activities for individual pupils;
- ensure that all KS2 pupils feel confident to seek help to improve their work;
- ensure an appropriate fire exit.

The School Development Plan [SDP] for 2002-2002 identifies three main priorities, namely to:

- bring consistency into the medium term planning and to map the curriculum so that it meets the current needs of the school;
- allocate curriculum responsibilities in the light of staff changes;
- respond to the 1997 inspection report.

2. MAIN FINDINGS

The main findings of the report

- The curriculum provided is broad and balanced and is of a satisfactory 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 general quality of the provision for children under five is appropriate for their needs. Standards in the six areas of learning are as follows:

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

- Standards of achievement were good in about one out of every five lessons observed and satisfactory in the remainder. Pupils' standards of achievement in the various NC subjects and in religious education are as follows:

	KS1	KS2
Welsh		
- Oracy	Satisfactory	Satisfactory
- Reading	Satisfactory	Satisfactory
- Writing	Satisfactory	Satisfactory
English		
- Oracy	Appropriate progress is made in all the aspects	Good
- Reading		Good
- Writing		Satisfactory
Mathematics	Satisfactory	Unsatisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Unsatisfactory
Music	Good	Satisfactory
Physical education	Satisfactory	Good
Religious education	Satisfactory	Unsatisfactory

- The standards achieved by children under five in the key skills are satisfactory in language and communication and in numeracy, and good in ICT.
- In KS1 and KS2, standards in the key skills are satisfactory in numeracy and in reading and writing in Welsh and in English. Speaking and listening skills are good in English [KS2] and

satisfactory in Welsh. Satisfactory standards are achieved in ICT in both key stages.

- The size of the cohort of pupils taking the annual NC assessments and tests in Y2 and Y6 is small. In general, the school's KS1 and KS2 results in the core subjects are higher than the national averages.
- It was judged that the quality of the teaching was good in approximately one third of lessons and satisfactory in the remainder. A pleasant learning environment is created in the classrooms, good support is provided for pupils, classroom organisation is effective and discipline procedures positive. At times, expectations with regard to the amount of work that pupils should complete in a lesson are too low.
- The quality of assessment, recording and reporting to parents is satisfactory. Comprehensive records of pupils' achievements in the core subjects are maintained, but the assessments in the foundation subjects are not sufficiently detailed. The quality of the assessment procedures used with the children under five is good
- The quality of the provision for pupils with SEN is good. Standards are satisfactory. Pupils are fully integrated during normal class activities and their confidence is boosted by the sensitive manner in which they are treated.
- Pupils' moral and social development is good; their spiritual and cultural development is satisfactory. They have a clear understanding of what is expected of them and of the values and principles promoted by the school.
- The quality of pupils' behaviour is generally good. They are courteous and respectful towards each other and with adults. Their attitude to learning is satisfactory. Pupils' attendance levels are good.
- The quality of the support and personal guidance offered to pupils is good. Staff members are mindful of the safety and personal welfare of pupils and a happy community has been created within the school.
- Partnerships with parents and the community, schools and other establishments are good. The parents are very supportive of the school's aims and of the education and values it promotes. Effective links have been established with local pre-school units. Pastoral and curricular links with local secondary schools are good.
- The quality of self evaluation and planning for improvement is unsatisfactory. The school did not have self evaluation procedures but the new headteacher has now introduced the process. The statutory requirement to set targets has been conformed with in full. A SDP has been produced for the period 2002-2003, but it is not an appropriate document for planning in the long term.
- The quality of the school's leadership and efficiency is satisfactory. The headteacher, staff and governing body work well together and have set a clear direction for the development of the school. The governing body carries out its duties thoroughly. The school's financial resources are managed with care and the school provides satisfactory value for money.

- The progress made in responding to the issues raised in the 1997 report is unsatisfactory in relation to raising standards {Key Issue 1} and satisfactory or better in relation to the remainder [Key Issues 2-5].

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were good in approximately 21% of the lessons and satisfactory in the remainder.

- The provision for children under five is appropriate and promotes the Desirable Outcomes for children's learning. The children's personal and social development, their knowledge and understanding of the world and their physical development, are good. Their language, mathematical and creative development are satisfactory.
- Good standards are achieved in music and history in KS1 and in oracy and reading in English and in physical education in KS2.
- Standards in mathematics, art and religious education are satisfactory in KS1 and unsatisfactory in KS2.
- Satisfactory standards are achieved throughout the school in oracy, reading and writing in Welsh, science, design and technology, information technology and geography.
- Writing standards in English, history and music are satisfactory in KS2.
- The standards achieved by the children under five in the key skills are satisfactory in language and communication and in numeracy, and good in ICT. In KS1 and KS2, standards are satisfactory in numeracy and in reading and writing in Welsh and in English. Standards in speaking and listening are good in English and satisfactory in Welsh. Satisfactory standards are achieved in ICT in both key stages.
- The size of the cohort of pupils taking the annual NC assessments and tests in Y2 and Y6 is small. Almost without exception, KS1 pupils achieve level 2 or higher in Welsh, mathematics and science each year.
- The results achieved by KS2 pupils have also been good over the last three years. With the exception of English in 2000 and 2001, and mathematics this year, every pupil has achieved level 4 or higher in Welsh, English [2002], mathematics and science. The school's mathematics results in 2002 were approximately 10% lower than the average for Wales.
- The standards achieved by pupils with SEN are satisfactory.

3.2 Standards in key skills

The standards achieved by the children under five in the key skills are satisfactory in language and communication and numeracy, and are good in ICT. In KS1 and KS2, standards are satisfactory in numeracy and in reading and writing in Welsh and in English. Standards in speaking and listening are good in English and satisfactory in Welsh. Satisfactory standards are achieved in ICT in both key stages.

- The children under five make consistent progress in their ability to use language, literacy and

communication skills in a variety of curricular contexts. They listen intently during whole-class activities, express their opinions clearly in their mother tongue and try hard to use oral Welsh. A number of pupils make appropriate progress in their ability to use number in a variety of practical situations. At a fairly elementary level, they use the computer purposefully as a learning tool.

- KS1 pupils listen intently to others and respond appropriately to what they have said. KS2 pupils respond confidently in English and try hard in Welsh, but they cannot use Welsh confidently to discuss aspects of the curriculum or to express their opinions. In KS1, pupils use the appropriate subject terminology, but KS2 pupils are less confident in their use of scientific, mathematical and geographical terminology.
- Throughout the school, pupils read for pleasure on a regular basis, especially in English, but the ability of a significant number of them to gather, organise and present information has not been sufficiently developed. Only a small number of KS1 pupils read proficiently enough to enable them to use books for information.
- Pupils, in both key stages, write regularly in both languages but do not make sufficient progress in their ability to adapt their writing style to meet the demands of various contexts and audiences.
- Throughout KS1 and KS2, pupils use their numeracy skills with increasing accuracy in various contexts. They deal accurately with number work and have a firm grasp of standard measures. Their ability to collate, record and analyse data has not been sufficiently developed.
- In KS1 and KS2, pupils use a word processor satisfactorily to organise and present information, but their ability to use ICT to collect and present information in the form of data is limited.
- Pupils with SEN achieve satisfactory standards in the key skills, consistent with their age and ability.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' moral and social development is good. Their spiritual and cultural development is satisfactory.

- The pupils have a clear understanding of what is expected of them and of the principles and values promoted by the school.
- The quality of pupils' relationships is good, as is their general behaviour. They are courteous in their dealings with the teachers and welcoming towards visitors.
- The pupils' ability to accept responsibilities is fostered well. They respond in a mature and responsible manner when asked to work independently.
- Regular collections for good causes contribute well to the moral and social development of pupils.

- A devotional atmosphere is established during the whole-school religious acts of worship. Pupils respond enthusiastically during these sessions but time for reflection is under-emphasised.
- Pupils' knowledge about the history and background of their community is good. Their knowledge about the culture of Wales and of other cultures and traditions is satisfactory.

4.2 Behaviour and attitudes

The general quality of pupils' behaviour is good. Their attitude to learning is satisfactory.

- Pupils are courteous and respectful in their dealings with each other, their teachers, other members of staff and with visitors to the school. They understand the basic school rules. Parents support the school's procedures.
- In general, pupils are interested in their work. They pay attention to the teachers' instructions and are ready to co-operate. At times, a small number of them lose interest and when this happens their willingness to co-operate declines.
- The arrangements made to nominate the 'pupil of the week' celebrates good work, effort, and perseverance.
- The school is aware of the need to review its behaviour policy so that it meets the requirements laid down by the National Assembly Government.
- No instances of bullying, sexism, racism or any other kind of discrimination were observed during the inspection period. Strategies have been adopted to deal with any such cases should they arise.

4.3 Attendance

The school's attendance levels are good.

- The pupils are very keen to attend school and enjoy the experience.
- Parents are aware of the school's expectations and provide prompt explanations for any absences. There are very few unauthorised absences.
- The school satisfies the legal requirements to record and present attendance reports.
- Pupils arrive at school in good time. Promptness receives appropriate attention during daily activities.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of the teaching was good in 32% and satisfactory in 68% of lessons.

- The relationship of trust that has been established between teachers and pupils provides a pleasant learning environment. Good support is provided for pupils as they undertake their tasks.
- Appropriate expectations are set for the children under five. The tasks they are set are interesting and the activities are clearly structured. The quality of the support provided for the children by the classroom assistant is good.
- The attributes that characterise the good teaching include:
 - clear and lively presentations;
 - an effective start to lessons by referring to previous learning;
 - clear guidelines to pupils on how to complete their tasks;
 - activities that are appropriate to the age and ability of pupils;
 - resources of good quality are provided and used effectively;
 - purposeful use is made of the interactive white board;
 - purposeful questioning and opportunities for each individual to respond;
 - thoughtful classroom organisation and positive discipline.
- The most common deficiencies in the teaching include:
 - introductions to lessons that are too long and teaching that lacks a clear focus;
 - tasks that do not provide a sufficient level of challenge for pupils;
 - expectations that are too low in respect of the amount of work that should be completed by pupils during a lesson.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- In KS1 and KS2, records are maintained of pupils' personal development, their reading development and details of their progress in the core subjects. The portfolio of language work that has been compiled is a useful device for promoting a systematic approach to assessment and for establishing a whole-school consensus about NC attainment levels. Samples of work are kept in individual pupil profiles and this is a useful record of pupils' progress over a period of time.
- The method used to assess the foundation subjects is not sufficiently detailed to raise standards nor does it inform the planning process.
- Every nursery child is assessed and guidelines provided by the Local Education Authority [LEA] are used to prepare a baseline assessment of children as they are admitted to the reception class. The quality of the Baseline Assessment is good.
- Pupils' work is marked regularly but although the comments provided by the teachers are positive, they do not offer pupils advice as to how their work can be improved. Arrangements have been made to set targets for individual pupils but to date this has not had an effect on standards.
- Oral and written reports are provided for parents on their children's progress. The annual reports to parents contain analytical comments and useful information about the children's achievements. They are of a satisfactory standard.

5.3 Curriculum

The school provides a broad and balanced curriculum that meets the requirements of the NC and religious education. The quality of the curriculum is satisfactory.

- The school is aware of the content of the local religious education scheme of work and implements sections it in part.

- The quality of the curricular provision for children under five is good and successfully promotes the Desirable Outcomes. A range of activities that cover the six areas of learning are provided for the children. There is no scheme of work for the Early Years.

- Teachers' daily and termly planning is detailed but the schemes of work produced are not linked specifically enough to the requirements of the school. They do not provide teachers with sufficiently clear guidance as to how the NC should be taught and which concepts and key skills should be introduced. This hinders the continuity and progression of pupils' skills and knowledge in both key stages.

- Aspects of Personal and Social Education [PSE] are included in the school curriculum, but the planning does not plan specifically to meet the requirements of the national non-statutory guidelines.

- In both key stages, the homework which is set on a regular basis and the home reading scheme, effectively support the pupils' class work.

- The attention given to the Cwricwlwm Cymreig is superficial.

- Extra-curricular activities, instrumental tuition, after-school clubs, visits, Urdd activities and competitions enrich the curricular provision to a considerable extent.

- No pupils have been disapplied from the requirements of the NC.

5.4 Support, guidance and pupils' welfare

The quality of the support and personal and educational guidance provided for pupils is good.

- The staff are caring in relation to the safety and personal welfare of pupils. Pupils turn confidently to teachers when they require assistance. A happy community has been created within the school.

- Equal opportunities are provided in all the school's activities.

- Sex education is included as part of the science curriculum. With the parents consent, the health visitor discusses their physical development with Y6 pupils. A number of aspects of PSE are presented through the short stories used during the periods of morning worship.

- The teachers are familiar with the school's child protection arrangements and are aware of the steps that should be taken to implement it.
- No member of staff has a current qualification in first aid, but arrangements have been made for training to be provided in the near future. Pupils receive immediate attention when minor accidents occur and the school has appropriate procedures for contacting parents in the case of an emergency. Fire extinguishers and portable electrical appliances are inspected annually.
- Appropriate steps have been taken to control admission into the building. No separate play area is available for the children under five.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the provision for pupils with SEN is good. Standards are satisfactory.

- A register of pupils with SEN is maintained and the school conforms with the requirements of the Code of Practice. The statutory process is adhered to when pupils' progress is reviewed.
- Links with designated members of the governing body are good. The school has clear procedures for identifying pupils' educational needs. The procedures for consulting and co-operating with parents are effective. The use made of external agencies and classroom assistants is effective.
- The level of attention provided for pupils from a very early age is good, and they are fully integrated into classroom activities. They are given appropriate attention which fosters their development.
- Comprehensive records are maintained which detail the difficulties encountered by every pupil with SEN. Teachers have a good understanding of the pupils' educational needs and plan appropriately for them by setting short-term targets and detailed programmes of work.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and the community, schools and other agencies, are good.

- The parents fully support the school and the education and values it promotes. The Friends of the School Association makes a valuable contribution to the school by arranging fund-raising activities.
- Through a monthly calendar and frequent letters, parents are well provided with information relevant to the life and work of the school.
- The governing body has established a sub-committee to prepare a new school handbook that will conform with the requirements of Circular 14/01 issued by the National Assembly of Wales. The governors' annual report to parents is current and conforms in full with the statutory requirements.

- The school receives the willing co-operation of the local community. The village hall is used for physical education lessons. Special services are held in the local chapel. Relevant visits are arranged to other places in and outside the locality.
- Effective links have been established with the local pre-school units. Curricular and pastoral links with neighbouring secondary school are good.
- Links with the various services offered by the LEA are good.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school does not have a policy for developing the contribution of industry to the curriculum. Nevertheless, some strategies are implemented that provide beneficial experiences for the pupils.
- Grants have been secured for developing the school garden and also for employing an artist in residence to develop pupils' pottery skills.
- Sponsorship from Education and Learning Wales [ELWA] has made it possible for engineers to visit the school to discuss practical aspects of their work by using construction kits.
- KS1 and KS2 pupils have visited a ferry as part of their studies in geography. KS1 pupils have visited local shops as part of the work undertaken to study patterns in materials and wallpapers.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self evaluation and planning for improvement is unsatisfactory.

- There was no self-evaluation system in place during the last academic year, but the headteacher has now established new procedures. An annual self evaluation programme to monitor the standards of achievement and evaluate the quality of teaching is now functional.
- The school fully conforms with the statutory requirement to set targets. The targets set are relevant to the ability and potential of the current cohort of pupils. The internal procedures recently established to set individual learning targets for pupils identify clear objectives that pupils should strive to achieve.
- A SDP has been produced for the period 2002 – 2003. It concisely identifies the developmental needs of the school during the coming year. Although it is useful in the short-term, it is not suitable for guiding long-term strategic planning. There are no references in the plan to the school's financial management.

6.2 Leadership and efficiency

The quality of leadership and efficiency is satisfactory.

- The headteacher has settled into his role in a comparatively short space of time and has received substantial support from the staff and parents.
- The headteacher, staff and governing body work well together and provide a clear sense of direction for the development of the school. Appropriate emphasis is placed on the raising of standards and on establishing secure management procedures throughout the school. The headteacher has no non-contact time that would allow him to lead whole-school developments.
- The governing body carries out its duties conscientiously. Its members know the school well and communicate effectively with the parents. They played a crucial role when the school was going through a period of instability.
- Curriculum responsibilities have been re-designated between the headteacher and assistant teacher and their job descriptions are to be modified to reflect these changes. The role of staff members as curriculum leaders has not been developed to a sufficient extent.
- The day-to-day running of the school is effective. The headteacher and governing body communicate clearly and regularly with the parents.
- The headteacher and governing body exercise careful over the school's financial resources. The financial decisions made reflect the requirements of the school. The school gives satisfactory value for money.

6.3 Staffing, accommodation and learning resources

Staffing

- Classes are relatively small and staffing levels are good. Staff members have the necessary experience and qualifications to teach all the NC subjects, religious education and the Desirable Outcomes. They update their teaching skills by attending regular professional development courses.

Buildings and accommodation

- The buildings and accommodation are adequate for the number of pupils on the school registers. They are well maintained and provide pupils with a secure environment for work. As the school lacks its own hall, the local Village Hall is used for physical education lessons. This is an effective arrangement. The hard-surfaced playground is adequate in size, but there is no secure play area for children under five.

Teaching resources

- The provision of resources is satisfactory for teaching most subjects of the NC, religious education and the Desirable Outcomes. There is a shortage of weighing and measuring equipment in mathematics, there are no sensors for use in science lessons, the range of ICT

software is rather limited and there are no large toys for the children under five. These deficiencies have a negative effect on standards in these areas.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The educational provision for the children under five is appropriate and successfully promotes the Desirable Outcomes in children's learning. The standards achieved by the children vary from satisfactory to good; on the whole they are satisfactory.

The nursery children are taught in a class that includes Y1 and Y2 pupils.

Part-time children (3 – 4 years)

Good features

- The personal and social development of the children is good. They behave appropriately and relate well to each other and to adults. They learn to play together in a friendly manner and share toys and resources fairly.
- They make satisfactory progress in their initial literacy skills. They discuss and listen to each other and are developing their understanding of the Welsh language by reciting numbers, naming the colours and responding to simple questions.
- The children's mathematical development is satisfactory. They count confidently and compare, set and count familiar objects, and produce simple coloured patterns.
- Through the varied experiences provided for them, the children's knowledge and understanding of the world is developing satisfactorily. They discuss the day's events, the weather, how people lived in earlier times and their own lives when they were younger.
- Their creative development is satisfactory. They describe processes such as mixing paints and respond to rhythm in music.
- The children's physical development is good. They use apparatus appropriately and help to put it away at the end of a lesson. They respond positively to their teacher's instructions.

Shortcomings

- The skills developed by the children when colouring and copying do not sufficiently influence their ability to identify or to form letters correctly.
- No enclosed secure area is available for the children's play and this has an adverse effect on their competence in handling large toys.

Reception children (4 – 5years)

Good features

The pupils make good progress in their personal and social development, and respond positively to classroom routine. They understand that they have to wait their turn and that they need to share with others. They understand what it is to be kind and courteous and are ready to help others and to ask for help when they require it.

- Their standards in language, literacy and communication skills are satisfactory. They listen well to the teacher's instructions and repeat simple rhymes and songs. They begin to relate their experiences orally during news sharing periods in class. They develop appropriately in their ability to identify letters and write words. Their reading skills are developing satisfactorily as they learn to use books.
- Pupils' mathematical development is satisfactory. They are beginning to use mathematical language and can sort, match and order objects. They name basic shapes and show some understanding of concepts such as 'more' and 'less'.
- The children's knowledge and understanding of the world is developing well. Their knowledge and interest are fostered well through the various experiences provided for them. They discuss their lives in the past with confidence and explain the purpose of various artefacts comparing them with today's appliances. They use a computer with a fair degree of independence.
- The children's creative development is satisfactory. They sing a variety of songs with enthusiasm and enjoy expressing rhythm with their bodies and with percussion instruments. They mix paints and produce colourful tessellations.
- The children's physical development is good. Their manipulative skills develop appropriately as they learn to handle small apparatus. Their understanding of the effect of exercise on the human body is developing and they use space effectively in physical education lessons, displaying increasing control over their bodies. They use apparatus confidently.

Shortcomings

- Children's oral skills are not developed sufficiently during role-play situations.
- The small minority of children who write independently continue to use copying out exercises. This limits the further development of their skills.

Welsh

In KS1 and KS2, standards are satisfactory in oracy, reading and writing.

Good features

- The oral skills of KS1 pupils develop satisfactorily; they can listen intently over extended periods. Some individuals talk confidently in the class situation, responding to questions and offering spontaneous comments.
- Y1 and Y2, pupils respond to the contents of books, expressing opinions about events and characters. By Y2, a small minority of the pupils read with appropriate expression. Their knowledge of the vocabulary of the world of books is satisfactory.
- By the end of KS1, pupils' writing is of a satisfactory standard. They produce short pieces of writing, normally as a record of personal news, and use basic punctuation at an appropriate level. They spell the most commonly used words correctly and are beginning to use a word book to record words that are new to them.
- In KS2, pupils listen appropriately and are ready to respond. They are very ready to converse with adults in informal situations. They are keen to learn and to use an increasingly wide range of vocabulary related to the subject under discussion.
- Pupils read an increasingly wide range of texts to a satisfactory standard. The most confident readers use factual texts appropriately and use ICT to gather information. With the assistance of the useful writing frames provided for them, they write reviews of some of the books they have read. A small number of the pupils read fluently, accurately and with meaning.
- Pupils write regularly within a limited range of experiences. They have recently produced examples of extended and imaginative writing of a satisfactory standard.

Shortcomings

- In both key stages, the pupils' oral responses are not sufficiently extended.
- In both key stages, pupils lack the skills necessary to enable them to write independently.
- A significant number of pupils select books that do not appropriately match their current level of development as readers. This has a negative effect on their progress and enjoyment.

English

In KS1, pupils make progress that is consistent with their age and ability. In KS2, standards in oracy and reading are good and standards in writing, satisfactory.

Good features

- Pupils talk confidently in formal and informal situations. They listen appropriately and are ready to respond. They can use the spoken language in extended forms for the purpose of enquiry, to convey meaning and to express opinions.

- They read fluently and with meaning, and discuss content when expressing opinions about the work of various authors. Their ability to gather information from various sources including the Internet is good. They read a variety of texts and enrich their reading experiences by taking books home to read.
- A small number of pupils can deal effectively with a variety of forms of writing and display the ability to handle words effectively. They produce extended pieces of free writing of good quality. They are aware of spelling patterns that occur frequently and have a good grasp of punctuation conventions.

Shortcomings

- In KS2, a few pupils do not produce extended pieces of writing.
- Pupils' handwriting and the presentation of their work are not sufficiently tidy.

Mathematics

Standards are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- Pupils' ability to use flexible methods of handling numbers orally and mentally is satisfactory. They write numbers correctly and can count on and count back in steps of various sizes. They use the addition and subtraction processes correctly and understand the relationship between them. By Y2, they have an appropriate understanding of place value when dealing with two-digit numbers and us simple fractions, such as half and quarter to record time.
- They can present information in the form of pictograms and block graphs and make some use of ICT software. They describe the attributes of two-dimensional [2-D] and 3-D shapes and have a fundamental understanding of symmetry.
- In KS2, a small minority of pupils use a good range of strategies for handling number calculations mentally. They respond quickly when dealing with number problems. They offer explanations for the strategies they use and have a good understanding of number bonds. Throughout the key stage, the pupils use addition, subtraction, multiplication and division facts competently and their understanding of place value is secure. Their understanding of fractions is satisfactory.
- Pupils' understanding of measures of length and weight is secure and they can interpret data by using a satisfactory range of graphs.

Shortcomings

- Mental mathematics has not been developed adequately across the school. The range of mental strategies used by the vast majority of pupils is limited, especially in KS2.
- The ability of a significant number of KS2 pupils to recall multiplication facts and number bonds is weak.
- There are a number of significant gaps in KS2 pupils' mathematical knowledge and understanding, especially in relation to fractions, decimals, geometric shapes and probability.

- Pupils' ability to interpret data is weak in both key stages.

Science

Standards are satisfactory in both key stages.

Good features

- With the assistance of their teacher, KS1 pupils undertake a satisfactory range of investigative studies. They make sensible predictions about the likely outcomes of their investigations and make use their senses when making observations. Their ability to use scientific vocabulary is developing satisfactorily.
- They can name the main parts of the human body and label them on a simple diagram. By comparing themselves as they are at present with the way they were when they were younger, they can describe the main changes in their bodies as they grow. They can identify the main differences between living and non-living things and draw a simple food pyramid.
- In KS2, by following their teachers' instructions, pupils carry out simple investigations in a systematic manner. They make sensible predictions of the likely results of their investigations, they show an appropriate awareness of fair testing and keep accurate measurements as they proceed with their work. They understand the need to control variables and, when directed to do so, repeat their investigations in order to achieve accuracy. They record their results in the form of simple graphs and tables.
- Throughout the key stage, pupils' knowledge and understanding of forces and motion progresses satisfactorily and they have a basic understanding of the forces involved in pushing and pulling. They know about the magnetic forces of attraction and repulsion and can group materials on the basis of whether they are magnetic or non-magnetic. They describe in simple terms the effect of friction on the movement of objects as they roll down a slope.

Shortcomings

- Pupils' investigative skills have not developed sufficiently in either KS1 or KS2, and the ability of Y5 and Y6 pupils to carry out investigations independently is limited.
- Pupils' ability to search for relevant scientific knowledge has not been fully developed in either KS1 or KS2.
- KS2 pupils' knowledge and understanding of substantial sections of the programmes of study is superficial, especially in relation to physical processes.

Design and technology

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils work with an appropriate range of materials and components and develop their ideas by practising their shaping, assembly and rearranging skills. They express their initial ideas in the form of simple designs, note the resources they intend to use and write a short

account of the process they have followed. They show that they have a good understanding of the floor turtle as they programme it to follow a sequence of movements.

- KS2 pupils discuss the requirements of the tasks they undertake in a rational manner and put forward suggestions as to how they should proceed with the work. They produce an initial draft plan before commencing with the practical aspects. They identify the main requirements of the task and predict some of the problems they may encounter during the making process. They use simple computer software in order to produce a procedure that can control a series of commands.

Shortcomings

- KS1 and KS2 pupils make only limited use of mechanisms and electrical components in their products.
- In neither key stage do pupils make sufficient use of their designing and making skills to make products of a high standard.
- The planning and design work is superficial in both key stages.

Information technology

Standards are satisfactory in both key stages.

Good features

- KS1 pupils use a word processor independently and appropriately to produce and amend their work. They print their own work and the more able can save their work. They work independently on the computer when using drawing packages and a variety of software that reinforces their learning in language and number. With support, they use a simple data program to produce graphs.
- KS2 pupils use a word processor confidently as they produce, amend and save their work on a personal file. They extract information from a CD or from the Internet and open messages sent as e-mails. With support they use control packages at a simple level and a programme for collating and representing data.

Shortcomings

- Pupils' ability to maximise the potential of a word processor has not been adequately developed.
- In KS1, pupils' ability to use programs for modelling is limited, as is the ability of KS2 pupils to use spreadsheets.
- A good number of pupils in both key stages show a lack of confidence when using ICT.

History

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils understand the significance of new and old artefacts. They can name and compare them and explain their use. They respond knowledgeably and enthusiastically to questions that are asked about historical issues that are familiar to them.
- Through role play activities and handling artefacts, pupils develop a sense of empathy with the children and people from another period. This has enhanced their interest and has extended their understanding of life in the age of Queen Victoria.
- In KS2, the pupils have acquired a good level of understanding of life during the Second World War years. They can recall the main events of that period and can list and compare the living conditions of those times with their own lives today.
- Relevant educational visits enrich the pupils' experience and add to their ability to empathise with people who lived during specific periods of history.
- Pupils use a variety of information resources, including books, photographs, artefacts and ICT and compare their use with the resources that are available today.

Shortcomings

- When comparing different historical periods, KS1 pupils are uncertain of the chronology and sequence of events.
- In KS2, pupils' understanding of a time line is limited.
- In KS2, pupils' knowledge about historical periods is superficial and they cannot make convincing comparisons between different periods.

Geography

Standards are satisfactory in both key stages.

Good features

- The pupils' geographical skills develop appropriately. They can follow simple instructions and produce maps and simple plans of familiar places. They can locate their village on a map of Wales and name some of the country's geographical features. They have a satisfactory grasp of geographical terminology.
- Their knowledge about their local area is good. They can describe its main geographical features and express personal opinions about the quality of the environment in their locality.
- KS2 pupils ask appropriate questions about the geographical features of their area and, when undertaking fieldwork in the vicinity of their village, then collate and arrange information in a well organised manner. They use grid references at an elementary level in order to identify locations on a map and have a degree of understanding about scale. They have some knowledge about river systems and can describe the main features of different habitats.
- When studying India, the pupils describe, in general terms, the nature of community life, the economy, the way of life and the weather of that country.

Shortcomings

- In KS1, the study of a contrasting area is superficial, as is the study, in KS2, of a country that is developing economically.
- Pupils are too dependent on information that is provided for them when they collate, record, present and interpret data.
- KS2 pupils' level of knowledge about places in Wales and in Europe is weak.

Art

Standards are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- The techniques employed by KS1 pupils when they use glue and mix paint are satisfactory. Their skill in the use of various media and their awareness of colours is well established. They mix paints confidently. They produce colourful and effective drawings using ICT software and display some awareness of line and form.
- Through their involvement with a limited range of experiences in art, KS2 pupils have acquired some understanding of line, texture and tone. They use IT software to produce original pictures that are of a satisfactory standard.

Shortcomings

- Neither KS1 nor KS2 pupils have an appropriate awareness of the work of Welsh or world-famous artists and have not emulated their painting styles.
- In neither key stage do pupils work with a sufficiently wide range of media or to a sufficiently wide variety of scales.
- In KS1 and KS2, pupils do not produce enough 3D work.
- The range of the work undertaken by KS2 pupils is very limited and pupils make little use of their creative and imaginative powers.

Music

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils combine performing and composing activities to a good standard. They respond appropriately to various rhythms and are learning to become aware of tempo as they select and choose instruments suitable for accompanying lively and slow songs. They display good levels of control when handling a variety of non-percussion instruments. The quality of the question and answer sessions involving the use of untuned instruments is good.
- Pupils sing a range of songs; they phrase clearly and sing with appropriate expression.

- KS2 pupils listen intelligently to music and respond to it at a simple level, concentrating on some of the musical aspects. They reach good standards in their use of the voice; they sing tunefully, confidently and with expression.
- More than a quarter of the pupils benefit from guitar lessons and all the KS2 pupils have been given some recorder lessons. They have performed in concerts arranged for the local community. This has raised pupils' awareness and has enabled them to develop a better understanding of musical elements.

Shortcomings

- In both key stages, pupils' understanding of the Welsh dimension to the curriculum is limited and they have little awareness of musicians and music from other cultures.
- In KS1, pupils do not evaluate their work in a way that would lead to an improvement in their performance.
- KS2 pupils' composition recording skills are not sufficiently developed; their appraisal is not detailed or perceptive enough.

Physical education

Standards are satisfactory in KS1 and good in KS2.

Good features

- KS1 pupils dress appropriately for physical education lessons, listen carefully to their teacher. They work hard throughout the sessions. They display an increasing control of their movements and create simple movements with various parts of their bodies. They run and jump in various ways, step lightly and change the pace and direction of their movements. They wait their turn patiently and improve the quality of their movements through practising. Y2 pupils have a good awareness of space; the boys in the group demonstrate considerable imagination in their work.
- The pupils work independently and move apparatus in a well-organised and careful manner. They have an elementary understanding of the effect of exercise on heart rate and discuss their work confidently.
- The good level of KS2 pupils' knowledge about the characteristics of refined movements has a very positive effect on the quality of their work. They exert themselves physically for the duration of the lessons, show that they have a good awareness of the shape and movement of their bodies and evaluate their work against simple criteria. The vast majority of them perform the basic shapes in gymnastics correctly and use the appropriate terminology to describe their work. They produce complex sequences of movements and display clear shapes and good posture.
- They co-operate readily when working in pairs; they plan their movements together and evaluate each other's work.

Shortcomings

- KS1 pupils have not developed their skills sufficiently to enable them to produce simple sequences of movement.
- During movement activities, a small minority of KS1 pupils tend to follow each other around the room rather than attempting to find a space for themselves.
- The younger pupils in KS2 find it difficult to follow a series of instructions.

Religious education

Standards are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- In KS1, pupils have a satisfactory awareness of the Bible as a holy book. The vast majority can relate stories about Jesus Christ in their own words. They are beginning to understand the significance of prayer and have a good level of awareness of the purpose of places of worship.
- In KS2, pupils discuss and express opinions confidently about topics such as caring for others and friendship. They deal maturely with issues of this kind.
- The pupils display an awareness of personal values. They discuss the responsibility that people have for each other in an intelligent manner.

Shortcomings

- In both key stages, pupils' grasp of religious terminology and concepts is uncertain and they cannot discuss religious matters to any depth.
- In KS1 and KS2, pupils cannot differentiate between the various religions and cannot discuss their special characteristics, their festivals or the way of life of their followers.
- In KS2, pupils' knowledge of the Bible is weak and they cannot recall the stories and characteristics that are unique to Christianity or those of other traditions.
- KS2 pupils' grasp of religious facts, concepts and symbolism is uncertain.
- KS2 pupils' understanding of the spiritual dimension of religion has not been fully developed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in the spring term 1997. The report identified five key issues for action, including the need to:

- raise standards in geography in both key stages and in design and technology in KS2 and standards in the other subjects in which standards were satisfactory;
- implement more varied teaching strategies in order to improve the learning, most especially in KS2;
- make more use of assessment records to plan more appropriate activities for individual pupils;
- ensure that all KS2 pupils feel confident enough to seek help to improve their work;
- ensure that pupils have access to a fire exit.

The progress made in achieving the Key Issues included in the 1997 report is unsatisfactory in regard to raising standards [Key Issue 1] and satisfactory in relation to the remaining key issues [Key Issues 2-5].

- Standards in geography in both key stages and in design and technology in KS2 have improved from unsatisfactory to satisfactory. The subjects that are now unsatisfactory have declined from being either satisfactory or good in the 1997 report. A number of other areas have declined from good to satisfactory since 1997.

- A good range of teaching strategies were observed in both classes. .
- The quality of assessment is generally satisfactory; the quality of assessment in the core subjects is good. Effective use is made of day-to-day assessments for the purpose of planning activities for individuals and groups.
- Key Issue 4 is no longer relevant to the ethos of the school. The school is now a happy community where pupils turn confidently to their teachers for support.
- The officers of the LEA considered the issue concerning a fire exit and have come to the conclusion that no further action is required.

8.2 Key issues for action

The school needs to:

- raise standards in mathematics, art and religious education which are unsatisfactory in KS2;
- raise standards in the subjects that are satisfactory by paying attention to the shortcomings that have been identified;
- establish effective self-evaluation arrangements and improve the quality of the SDP;
- *continue to update policies and schemes of work in order to achieve more effective continuity and progression throughout the school and to provide the teachers with clearer guidelines;
- increase the percentage of good teaching by paying attention to the shortcomings that have been identified.

* Noted as a priority in the SDP

APPENDIX

School Data

A. Basic Information About the School

Name of the School	Ysgol Ro Wen
Type	Community Primary
Age range of pupils	3 – 11 years of age
School address	Ffordd Pontwgan, Ro Wen Conwy
Postcode	LL32 8TS
Telephone number	01492 650643

Name of Head	Mr Derfel Môn Griffiths
Date of appointment	September 2002
Chair of Governors	Mrs Julie Barr
Registered Inspector	Wil Williams
Date of inspection	11 November – 12 November 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	4	3	1	3	3	2	20

<i>Number of teachers</i>			
	Full-time	Part-time	Equivalent to full-time
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	10:1
Size of classes on average, apart from nursery and special classes	10
Teacher:class ratio	1:1

<i>Percentage of attendance during the three whole terms before the inspection.</i>					
	N	R	KS1	KS2	Whole school
Autumn Term 2001	63.4	89.7	96.2	96	94
Spring Term 2002	67.3	92.6	97.2	96.7	95.5
Autumn Term 2002	69.7	95.6	93.6	94.8	94.7

Number of pupils excluded during the previous 12 months.	0
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C. Results of National Curriculum Assessments 2002

Results of National Curriculum Assessments KS1: 2002	Total number of pupils Y2: 1
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: 2002	Total number of pupils Y2: 2
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 days by two professional inspectors and one lay inspector. During this period:

- a total of 19 lessons were observed with the time being shared fairly equally between the classes;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- samples of pupils' work of two school terms were examined;
- a cross-section of pupils were heard reading in Welsh and in English;

- all the school's documentation, including the SDP and the schemes of work in all the subjects, were examined;
- the teachers' assessment records and copies of the reports provided for parents were studied;
- the attendance records were studied;
- detailed attention was given to the school budget;
- a formal meeting was held with the governing body in the school before and after the inspection;
- a parents meeting, at which 9 parents were present, was attended, and 12 parents' questionnaires analysed.

E. Composition and Responsibilities of the Inspection Team

Wil Williams - Registered Inspector
 Gwenan Williams - Team Inspector
 Griff Charles Morris - Lay Inspector

Responsibilities of team members

Wil Williams	Gwenan Williams	Griff Charles Morris
<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.