

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

**YSGOL SAN SIÔR
CHURCH WALKS
LLANDUDNO
CONWY
LL30 2HL**

School Number: 662/ 3307

Date of Inspection: 1 – 4 July 2003

**By
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Registered Inspector WO 92/16768**

Date: 3 September 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ysgol San Siôr is a Church in Wales Voluntary Aided Primary School, located in the pleasant seaside town of Llandudno serving mainly the parishes of Llandudno and nearby Llanrhos. Pre-inspection documentation indicates that the area is regarded as being neither prosperous nor economically disadvantaged and that the school has many able and few less able pupils.

Currently, there are 230 pupils between 3 and 11 years of age on the school register and they are admitted to school on a part-time basis the term following their third birthday and full-time, the September after which they are four. The demand for school places is high and pupil numbers have grown significantly in recent years.

Some 6% of pupils are registered as being entitled to receive free school meals and 15 pupils (6%), three of whom are statemented, are designated as having special educational needs (SEN). There are no pupils in attendance who come from homes where Welsh is the first language. The school was last inspected in the Summer Term of 1997.

The school has a statement of aims included within its prospectus that reflects its Christian ethos. The School Development Plan (SDP) contains a number of curricular and management priorities and whole-school targets are set in accordance with the requirements of the National Assembly of Wales (NAW).

2. MAIN FINDINGS

The main findings of the report

- San Siôr is a school in which both pupils and their teachers work together in a pleasant environment that is conducive to learning.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very good	Very good
Personal and Social Development	Good	Good
Mathematical Development	Very good	Very good
Knowledge and Understanding of the World	Very good	Very good
Physical Development	Good	Good
Creative Development	Very good	Very good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (Second Language)	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Not inspected	Not inspected

- In KS1 in 2002, according to the teachers' assessments, 96% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage (Wales 80.4%; Conwy 81.9%). In 2001 the figure was 100% (Wales 81%; Conwy 80.8%) and in 2000 it was also 100% (Wales 80%; Conwy 79.3%).
- In KS2 in 2002, 82.6% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 68.1%; Conwy 68.6%). In 2001 it was 72% (Wales 68%; Conwy 68.6%) and in 2000 the figure was 79.2% (Wales 63%; Conwy 64.1%).
- In both KS1 and in KS2, the school's results in the NC assessments for 2002 are significantly higher than the national and county averages in the core subject areas of English, mathematics and science.
- Over the last three years, the school's performance in KS1 has been in the top 25% (upper quartile) of comparable schools in Wales. Over the same period in KS2, for two of the years, the school's performance has been in the top 50% of comparable schools in Wales, but outside the upper quartile. The third year's performance was within the lowest quartile.
- The under-fives make good progress in the application of their developing skills in early literacy, early numeracy and information and communications technology (ICT) across the six areas of learning. Pupils in both KS1 and KS2 also make good progress in the key skills of literacy, numeracy and ICT across the curriculum.
- The governing body, in consultation with the Diocesan Director of Education, elected to make its own arrangements for the inspection of religious education and the pupils' spiritual development. The provision for pupils' moral and social development is good.

Their awareness of other cultures is very good and they have a satisfactory understanding of Welsh culture. The school has a warm and welcoming ethos. Teachers and all other adults connected with the school set good examples in the way they work with pupils and with each other to create a positive and supportive community.

- The attitude of the vast majority of the pupils to their work is good and this does have a positive effect on the standards achieved. There remains however a relatively small minority in KS2, who are insufficiently engaged in their work and this at times has an adverse effect on the learning environment.
- Attendance levels are satisfactory, but the inspectors saw evidence of a lack of punctuality at the beginning of the school day, which is sufficiently so as to be disruptive.
- The quality of teaching was found to be satisfactory or better in 92% of lessons inspected. It was very good in 15% of lessons; good in 45%; satisfactory in 32% and unsatisfactory in 8% of them. The quality of teaching for the under-fives and KS1 was satisfactory or better in all of lessons observed.
- The quality of the curriculum provided to pupils is generally satisfactory. The school has policies and schemes of work for all subjects, providing a clear framework for teaching and the ensuring of progression and continuity in pupils' learning. However, in some instances these guidelines are not always implemented or adhered to.
- The quality of the support and guidance provided by the school for its pupils is very good.
- The quality of provision for SEN pupils is good and they make progress towards the targets set in their Individual Education Plans (IEPs). The standards achieved by most pupils are good in relation to their ability.
- The school has very good partnerships with the parents and the community and has good partnerships with schools and other institutions. There is a regular flow of information between the school and home and local clergy, as well as other diocesan officers, are most supportive of the school and its strong Christian mission. Pupils are well aware of their wider community responsibilities and the school has been formally recognized by the British Council as an International School.
- The quality of the school's self-evaluation and planning for improvement is satisfactory and its leadership and efficiency is also satisfactory. Administrative procedures and daily routines are well established. The headteacher is particularly approachable and teaches Year 6 (Y6) pupils on a morning basis. This arrangement ensures regular and important contact with pupils, but limits the time available for matters relating to management, the strategic direction and overview of standards and quality at the school.
- The school conforms to the NAW guidance in respect of teaching time, but neither the school prospectus nor the governors' annual report to parents fully meet the requirements.

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- The quality of the accommodation is generally good, but the campus is not totally secure and would benefit from an additional gate near the main entrance. Whilst the pupils are generally well supervised, there are several areas, including the school's pond, which are not always within sight of those with supervisory duties.
 - Since the last inspection, standards have improved in Welsh in both key stages and more attention has been given to increasing the pupils' knowledge and understanding of Welsh culture. Curriculum planning has improved and the weaknesses identified in the previous report have been addressed. Assessment procedures are now satisfactory in KS2, but at times, better use needs to be made of assessment information to inform lesson planning and target setting for pupils is not consistently applied throughout the school. Evaluation and monitoring arrangements for standards and the quality of provision are still not sufficiently coordinated and rigorous enough to provide the composite picture that is required. Whilst the current SDP is a very detailed document, there is a general absence of success criteria against which to measure how successful the school is in meeting its priorities.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Pupils' standards of achievement were found to be very good in 15% of lessons observed by the inspectors; they were good in 54% and satisfactory in 31%.
- The standards achieved in the six areas of the Desirable Outcomes for children's learning before compulsory school age are mostly very good in both the nursery and reception classes.
- In KS1 and in KS2, pupils' standards of achievement in the core areas of English, mathematics and science are good.
- In KS1, standards are good in design and technology, information technology, history, geography and art. Standards are satisfactory in Welsh as a second language, music and physical education. In KS2, the standards achieved by pupils are satisfactory in Welsh as a second language, history, geography, music and physical education. Standards are good in design and technology, information technology and art.
- Standards in religious education were inspected under separate arrangements made with the Diocesan Director of Education.
- In KS1 in 2002, according to the teachers' assessments, 96% of pupils attained L2 or above in the core subjects at the end of the key stage (Wales 80.4%; Conwy 81.9%). In 2001 the figure was 100% (Wales 81%; Conwy 80.8%) and in 2000 it was also 100% (Wales 80%; Conwy 79.3%).
- In KS2 in 2002, 82.6% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects (Wales 68.1%; Conwy 68.6%). In 2001 it was 72%

(Wales 68%; Conwy 68.6%) and in 2000 the figure was 79.2% (Wales 63%; Conwy 64.1%).

- In both KS1 and in KS2, the school's results in the NC assessments for 2002 are significantly higher than the national and county averages in the core subject areas of English, mathematics and science.
- Over the last three years, the school's performance in KS1 has been in the top 25% (upper quartile) of comparable schools in Wales. Over the same period in KS2, for two of the years, the school's performance has been in the top 50% of comparable school in Wales, but outside the upper quartile. The third year's performance was within the lowest quartile.
- The assessment data provided for the inspection indicates that over time there are no significant differences between the performance of boys and that of the girls in either of the key stages.
- Overall, there is a fairly close match between the assessments made by teachers and test results in KS2.

3.2 Standards achieved in key skills across the curriculum

- The under-fives make good progress in the application of their developing skills in early literacy, early numeracy and ICT across the six areas of learning.
- Most pupils in both key stages listen attentively in class and show a high level of confidence and maturity when responding to questioning by their teachers and during discussions. A minority however, have difficulty in listening for extended periods without losing interest and there is a tendency for some to be unable to listen to their peers without interruption.
- Standards in reading are generally good in both key stages. Most pupils read extensively for pleasure and information, making use of a good range of material across the curriculum. Older pupils apply their skills well when researching for information.
- Pupils in KS1 and in KS2 write to a good and at times very good standard across the curriculum. They express themselves clearly and produce extended writing competently on a regular basis in a broad range of subject areas.
- Pupils in both key stages make good use of their numeracy skills across the curriculum. They apply themselves particularly well in their work in science and design technology.
- The application of the pupils' ICT skills across the curriculum is good in both key stages. Computers are used effectively as a cross-curricular tool to support learning in most subject areas. This is particularly evident at the upper end of KS2.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The governing body, in consultation with the Diocesan Director of Education, elected to make its own arrangements for the inspection of the pupils' spiritual development.

The provision for pupils' moral and social development is good. Their awareness of other cultures is very good and they have a satisfactory understanding of Welsh culture.

- The school has a warm and welcoming ethos. Teachers and all other adults connected with the school set good examples in the way they work with pupils and with each other to create a positive and supportive community.
- Relationships are good at all levels. Pupils work and play harmoniously together. Social skills develop well through community and the celebration of international events, competitions and team games. Pupils are courteous and friendly. They speak confidently with adults and peers alike. The school has begun to further effectively enhance pupils' personal and social development through initiatives such as a School Council.
- The school promotes positive values and attitudes by celebrating personal achievements.
- The school has a policy on racial equality and pupils' awareness of the importance of being global citizens is very good. This is greatly enhanced by numerous projects and worldwide links with countries such as Brazil and France, together with their twinned school in Australia.
- Pupils' awareness of the diversity and traditions of the Welsh culture is satisfactory. Some opportunities are afforded in subjects such as art, history and geography to promote awareness of Welsh heritage. Visits to places of interest generally assist their knowledge and understanding.
- Pupils are encouraged to consider the needs of others less fortunate than themselves by generously supporting a number of charitable causes such as the local hospice and *Operation Christmas Child*.

4.2 Behaviour and attitudes

In general, the behaviour and attitudes of the pupils is good.

- The school has adopted a suitable range of policies and procedures to promote good behaviour. These have a good effect on the cohesive nature of the school and thereby on all aspects of social inclusion.
- The pupils are confident, friendly and, in the main, courteous and respectful towards their teachers, support staff and visitors to the school. Older pupils, especially Y6 reflect this in their poise and maturity and can discuss most sensibly a wide range of issues that affect their lives.
- The attitude of the vast majority of the pupils to their work is good and this does have a positive effect on the standards achieved. There remains however a relatively small minority in KS2, who are insufficiently engaged in their work and this adversely affects the learning environment.
- The pupils interact well with each other, especially at play, when they engage in a wide variety of activities, which they do in a generally supportive and co-operative manner.

During the inspection process no instances of bullying or any indications of aggressive behaviour were noted.

4.3 Attendance

Attendance levels are satisfactory.

- The average of attendance levels over the past three complete terms is marginally over 94.5%. The school has adopted a wide range of policies and procedures to monitor and maintain attendance levels. Administration is good and further improvement has been targeted.
- Registers are administered correctly. They are neat and tidy, and are now in full compliance with the requirements of the NAW. The support of the parents in this partnership is clear as seen in the volume and content of letters received concerning any absences. (Past records indicate a misinterpretation of the requirements in relation to the recording of the allowance for holidays in term time. This practice was corrected prior to the inspection.)
- The attendance levels of the under-fives are a fair reflection of those of the whole school.
- There is evidence of a lack of punctuality at the beginning of the school day, which is sufficiently so as to be disruptive. This is exacerbated due to the lack of space within some classrooms.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was found to be satisfactory or better in 92% of lessons inspected. It was very good in 15% of lessons; good in 45%; satisfactory in 32% and unsatisfactory in 8% of them.

- The quality of teaching for the under-fives and KS1 was satisfactory or better in all of lessons observed. In the case of the under-fives, teaching is securely based on a knowledge and understanding of the Desirable Outcomes for children's learning before statutory school age.
- Most teachers have a sound knowledge and understanding of the majority of the NC subjects they teach.
- Across the school, relationships between teachers and pupils are good.
- Where teaching is of high quality, teachers give clear presentations that ensure lively interaction, with good class organization and control. There is clear evidence of pupils working as a class, in small groups, pairs and individually. Teachers work particularly hard to motivate pupils, to keep them on task and to move their learning forward.

Questioning strategies are well developed and work is planned effectively so that all pupils can make progress. Lessons are clearly structured and are based on previous learning, thereby ensuring continuity and progression. There are clear learning objectives and outcomes for each lesson. Teachers have high expectations and set challenging tasks. Good support enables the pupils to complete their work and all efforts are praised and encouraged. In most cases, resources are appropriate and are put to good and at times, very good use.

- The lessons in which there are shortcomings are not well planned and are not sufficiently stimulating of the pupils. Their pace lacks appropriate momentum; they are over-directed and have no clarity of aims. Most of the unsatisfactory teaching reflects a weakness in classroom management and the inability to ensure that pupils have a firm enough understanding of concepts, together with work that is not adequately differentiated for the range of needs and abilities. Pupils' learning is not promoted sufficiently and interest is lost.

5.2 Assessment, recording and reporting

The arrangements for the assessment, recording and reporting of pupils' progress are satisfactory.

- The school has a policy that contains guidelines for implementing its assessment procedures, together with a termly timetable for assessing elements of the core subjects.
- Assessment of the under-fives is completed in accordance with Local Education Authority (LEA) procedures and recorded in corresponding booklets. The results are used appropriately to plan suitable work and ensure progress.
- KS1 pupils' achievements are monitored appropriately through *I Can* booklets, in which parents, teachers and pupils comment on the progress made.
- A start has been made on setting targets for individual pupils and whilst a programme of testing is regularly applied in English, mathematics and science in KS2, the tracking of progress against the information gained lacks sufficient clarity.
- Detailed records are kept by class teachers, but at times insufficient use made of this information in lesson planning to promote higher standards.
- The school carefully analyses the results of NC tests to identify strengths and weaknesses in attainment. This information is used well to focus on initiatives to improve core subject standards at the end of KS2.
- Portfolios of work in the core and foundation subjects have not yet been developed effectively as a tool for whole-school agreement on the various subject level requirements.
- The school has a marking policy but the marking of pupils' work varies in quality. It is most effective where teachers provide constructive comments on the work and discuss

ways to improve with the pupil. In other cases marking is very superficial and lacks sufficient guidance and instruction.

- The overall quality of the written reports on pupils' progress and achievement is generally satisfactory. Subject commentaries however tend to provide an outline of what has been learned without identifying suitable targets for further improvements. The reports for the under-fives are appropriate and satisfy the requirements of the Desirable Outcomes document.
- Parents are regularly invited to school to discuss and view their children's work and to gain an awareness of what is taught.

5.3 Curriculum

The quality of the curriculum provided to pupils is satisfactory.

- Good opportunities are provided in the curriculum for the under-fives to progress in the six areas of learning.
- The school has policies and schemes of work for all subjects, providing a clear framework for teaching and the ensuring of progression and continuity in pupils' learning. However, in some instances these guidelines are not always implemented or adhered to.
- The school's procedure for short term planning is generally satisfactory, but does not always provide opportunities to the note the key skills for development, assessment opportunities or differentiated activities.
- The school provides opportunities for the setting of some pupils in KS2 for subjects such as mathematics. This has a positive effect on the curriculum and standards achieved.
- Personal and Social Education (PSE) is promoted on a daily basis within lessons and school life in general.
- Visitors to school share their knowledge and skills with pupils and contribute effectively to the curriculum. The curriculum is also enriched by educational visits to the local area and further afield.
- The school's provision for extra-curricular activities is good. They include sporting clubs, cookery and art clubs as well as providing opportunities to learn French and Spanish.
- The provision for the Cwricwlwm Cymreig is satisfactory.
- The homework set supports the learning undertaken in class.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided by the school for its pupils is very good.

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- The school succeeds in providing a safe and happy environment in which pupils are well supported.
 - The teachers know their pupils well and are fully aware of their pastoral responsibilities. They are willing to listen and offer advice on any matter and the pupils know that they are able to approach them at any time.
 - The school actively promotes healthy eating and nutrition and has gained national recognition for this.
 - Pupils' personal and academic progress is monitored effectively by staff and the weekly effort certificates and student of the week award supports this.
 - The school keeps careful records appertaining to the health and welfare of pupils and staff have been trained in first-aid.
 - The school's child protection policy conforms to statutory requirements. Procedures are well established and clearly understood by the staff. There is limited involvement in contributing to the Care Plans drawn up by the local authority's Social Services Department for looked after pupils.
 - There are sensitive and appropriate policies in place for equal opportunities and sex-education.
 - Support staff and mid-day supervisors make a valuable contribution to the care and welfare of the pupils.
 - Fire drills are regularly undertaken.

5.5 Provision for pupils with Special Educational Needs (SEN)

The quality of provision is good and pupils make progress towards the targets set in their IEPs. The standards achieved by most pupils are good in relation to their ability.

- The school has a detailed SEN policy that has been updated to meet the requirements of the Code of Practice that became operational in 2002. In-service-training (INSET) has been provided by the SENCO to familiarize colleagues with the new requirements.
- Fifteen pupils are designated as having SEN, three of whom have statements of their needs. The provision includes support by a specialist SEN teacher for those pupils on the School Action and Action Plus Stages, with attention by assistants for statemented pupils. The SEN register is correctly maintained.
- Overall, pupils receive good access to the school's curriculum and there is equality of opportunity for all. There are good arrangements in place for the early identification of their needs.
- IEPs are updated regularly. Both the SENCO and teachers work closely with parents on this task. The school's links with the home are very good in this respect and parents are given a formal opportunity to discuss their children's progress twice annually. This is well appreciated.

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- Detailed records are kept on all pupils and a range of methods is employed to assess their progress.
 - Classroom assistants make a valuable contribution to pupil development.
 - The designated governor is fully aware of her responsibilities and is supportive of the school.

5.6 Partnerships with parents and community, schools and other institutions

The school has very good partnerships with the parents and the community and has good partnerships with schools and other institutions.

- There is strong evidence of parents being very appreciative of the efforts made by the school on behalf of their children. Equally, their support in the form of giving assistance within the classroom, running numerous school clubs and helping during educational visits, is very evident.
- Parental support, as well as that of past parents and the community in general, is formalised within the *Friends of the School*. This is a very active body and raises significant funds as well as being a valuable focus for social events.
- There is a regular flow of information between the school and home and there are ample opportunities for parents to discuss their children's progress both formally and informally. All members of staff are approachable. The home-school agreement has been well received by parents and the school newspaper, *The Red Dragon* is an annual publication that contains a wealth of information and is widely read by the community at large. The school's own website, which is regularly updated by the pupils, provides another valuable source of information about the school and its activities.
- The local clergy, as well as other diocesan officers, are most supportive of the school and its strong Christian mission.
- Pupils are well aware of their wider community responsibilities and the school been formally recognized by the British Council as an International School. The involvement within the town of Llandudno is very good, with the school being active across a variety of fronts, from church services, concerts, and festivals to support for the local hospice. This in turn is reciprocated by members of the community visiting to support the school's own projects. The school has also been recognized for the quality of its gardens by the *Llandudno in Bloom* award.
- The school is in a good partnership with the other primary schools in the district, with professional contacts between the teaching staff and sporting ones between the pupils. Y6 pupils are most comfortable and re-assured with the pastoral arrangements made for their transfer to Ysgol John Bright, Llandudno and the cross phase curricular arrangements are good. Arrangements made for those few pupils who choose to progress to other secondary providers are also effective.

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- The support provided by the Conwy Unitary Authority (UA) and its officers is good. Other agencies, such as the Police, Fire Brigade, the RNLI and also the British Transport Police, in relation to railway safety, are good partners with the school.
 - The school provides work experience for pupils from Ysgol John Bright, as well as placement for student teachers from colleges of education.

5.7 Partnership with industry

The school's partnership with industry is good.

- The school has a clear strategy for integrating this aspect within its curriculum and thereby succeeds in enriching the educational experiences of the pupils.
- A range of visits, sponsorships and other contacts has proved fruitful. These include sponsorships by local businesses for a variety of school projects. Visits, which have been curricularly linked to AMGEN at Machynlleth, Wylfa Power Station and the North Wales Weekly News, are examples. Links have also been established with the Construction Industry Training Board and members of various professions have also talked about their occupations to the pupils, thereby heightening their awareness of the world of work.
- Preliminary work has also been completed into the award of *Investors in People* and other developments are also planned.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation and planning for improvement is satisfactory.

- The self-evaluation report prepared for the inspection provides an analytical summary of the progress the school has made on a wide range of issues.
- The SDP is a very detailed document and there are good arrangements in place for staff members to provide a meaningful contribution towards it. The sections relating to the review of school policies and future projections of pupil numbers are particularly useful. However, there are a large number of issues identified for development and this together with the general absence of timescales, responsibilities and success criteria, results in the document lacking the focus and framework that is necessary to steer the school along its chosen route for improvement and the ability to measure how successful it actually is in meeting its targets.
- Short-term curriculum planning is monitored by the headteacher and some curriculum coordinators also undertake aspects of monitoring of their respective subject areas. However, evaluation and monitoring arrangements are not sufficiently coordinated and rigorous enough to provide the composite picture that is necessary to plan effectively for improvement. Currently there are no arrangements in place for evaluating the quality of teaching.

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- Targets are set for both key stages in the core subjects over a period of three years. The school has high expectations and the targets are usually achieved.
 - The school is aware of its performance in a local and national context, but little use is made of national benchmarking data to assist the school in identifying its performance and position in relation to schools of a similar kind.
 - Through its thorough analysis of pupil attainment, the school is fully aware of any differences in performance that might emerge between boys and girls.

6.2 Leadership and efficiency

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

- The administrative procedures and daily routines are well established and are guided by policies that have been adopted over a period of time. There are good arrangements in place for their review.
- A pleasant and supportive atmosphere exists within the school. The headteacher is particularly approachable and teaches Y6 pupils on a morning basis. This arrangement ensures regular and important contact with pupils, but limits the time available for matters relating to management, the strategic direction and overview of standards and quality at the school.
- The membership of the governing body reflects a wide and useful range of experience and it is highly supportive of the school. Governors participate in the LEA's training programme and individuals have been allocated responsibility for the overview of curriculum subject areas. Regular written reports are provided by the headteacher for members' information, together with presentations by staff members, but in general, the governing body does not offer a strategic view and act as a critical friend to the school.
- A number of sub-committees have been formed and these feed through appropriately into the full governing body.
- The budget is well managed by the head teacher in consultation with the governing body and currently there is a significant surplus in place. However, the funds have been appropriately allocated. The school provides good value for money.
- Issues raised by the most recent report of the UA's internal auditors have been actioned appropriately.
- Regular staff meetings are held to discuss a range of curricular and management issues.
- To date, there has not been enough emphasis placed on the role of co-ordinators in monitoring quality and standards in their respective subject areas.
- The school conforms to the guidance in respect of teaching time, but neither the prospectus nor the governors' annual report to parents fully reflect to requirements.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and learning resources is generally good.

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- The school employs sufficiently suitably qualified teachers with a satisfactory balance of subject expertise.
 - All teachers have clear job descriptions indicating their subject area and other responsibilities.
 - The school undertakes periodic performance reviews with its teachers and this assists in identifying individual professional development needs.
 - The learning support staff provide effective assistance and significantly enhance the quality of pupils' learning. The mid day supervisors and kitchen staff contribute effectively to the school's caring ethos.
 - Whilst the quality of accommodation is generally good, with that for the under-fives being particularly well planned, there is a lack of space in some KS2 classes. The building is accessible from outside to those with physical disabilities, but wheelchair movement inside would be difficult. The gardens are well maintained and the hard play areas are marked with stimulating and colourful markings.
 - The quality of resources in all subjects is good and these are extensively used to support the curriculum. The under-fives however, do not have sufficient large toys for the number of children that require their use.
 - The learning environment is bright and welcoming and is considerably enhanced by the attractive displays of pupils' work.
 - The building is well maintained and kept clean by the caretaker and cleaners.
 - The campus is not totally secure and would benefit from an additional gate near the main entrance. Whilst the pupils are generally well supervised, there are several areas, including the school's pond, which are not always within sight of those with supervisory duties.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for children's learning. Both the part-time nursery children who attend school on a morning or afternoon basis only and the full time reception children make very good progress in four out of the six areas of learning.

The children's development in language, literacy and communication skills are very good in both the nursery and reception classes.

Good features

- In the nursery class, children listen well to stories and show an increasing awareness of language when responding to general questions and when discussing characters and scenes in stories. They understand language patterns and use them confidently to convey their needs, describe feelings and express opinions. The *Bertie Bear* toy encourages children to talk about their experiences and news. They recognize symbols that represent sound, hold books correctly and understand how they work. They are also gaining confidence when putting marks on paper and many can write their own names and copy neatly under teacher's writing, as when writing their own adaptation of the story of *The Hungry Caterpillar*.
- Reception children use basic language patterns confidently when starting sentences and answer questions correctly. They display an ability to use extended language and vocabulary in class discussions and when playing class games. The children read fluently from the early stages of a reading scheme and can make simple observations on the characters in the stories. Many write independently.
- Children in both classes enjoy talking about and taking the class story sacks home.

Shortcomings.

- There are no significant shortcomings.

The children's mathematical development is very good in both the nursery and reception classes.

Good features

- Children in the nursery class are able to count and recognize simple numbers. They are beginning to understand the concept of number and can make sets according to colour and features. They recognize simple two-dimensional shapes. Mathematical language relating to capacity and number recognition is reinforced with sand and water play. They know and can sing counting rhymes. They understand and recognize simple pieces of money.
- Reception children's understanding of shape extends to an awareness of three-dimensional shapes using play dough. Their knowledge of number is developing to include number value to double figures. They understand mathematical language such as *more, less, smaller than, larger than* and can confidently count forwards and backwards, missing numbers using a number line. They are aware of the value of simple coins and can confidently use the denominations in solving basic shopping problems.

Shortcomings

- There are no significant shortcomings.

The nursery and reception children's knowledge and understanding of the world is very good.

Good features

- The children in the nursery class are eager to talk about their locality and their families. They correctly observe changes in the weather and are becoming aware of the changes in the seasons and of the passage of time. They are beginning to understand by means of

visits, the features of their own town in comparison with a village in the countryside. When learning about people who help them, they understand that some jobs are relevant to their lives such as that of a fireman or policeman. They are aware of magnets and derive pleasure from discovering their properties. They are confident when handling the computer and can vary the permutations of programmes such as *2 Simple*. They are aware of sources of food when cooking Easter baskets and pancakes.

- Reception children further their understanding of time through seasonal observations and observing the differences between nights and mornings in winter. They are increasingly aware of places outside their immediate locality and can compare towns and the countryside. They understand differences between various materials and their suitability for bedding for soft toys. They confidently investigate those materials that can attract or repel magnets.

Shortcomings

- There are no significant shortcomings

The personal and social development of both nursery and reception class children is good.

Good features

- Nursery and reception children play well together and relate confidently to adults.
- Nursery children are aware of the importance of consideration towards others and the need to take turns and sharing when participating in activities. They are polite and realize the need for personal hygiene. They are enthusiastic and eager to start their activities at the beginning of sessions and show curiosity when discovering new things.
- Reception class children respond sensibly to daily routines. They are increasingly able to become engrossed in a task and work independently following instructions. They respect the needs of others and support their peers during activities and this is enhanced during *Circle Time* sessions.

Shortcomings.

- Insufficient opportunities are provided to respond positively to cultural experiences.

The physical development of nursery and reception children is good.

Good features

- Nursery children are able to handle small tabletop equipment such as scissors well and use a variety of small pieces of equipment effectively when playing with sand and water. They handle brushes skilfully when painting and can use a variety of differing sized writing implements with ease. Their balance and co-ordination is developed when playing outdoors with bikes and cars. They are beginning to master the techniques of throwing and catching small apparatus such as balls and beanbags.
- Reception children display development in their ability to handle equipment involved in board games such as *Walking in the Jungle*. They can use scissors competently to cut materials such as cotton wool and adapt their techniques to other equipment to glue it to

make a collage of a sheep. They showing increasing awareness of co-ordination of movement when moving in different directions, running and skipping.

Shortcomings.

- The children do not make enough use of a variety of different sized equipment such as balls to improve their hand-eye co-ordination.

The creative development of the children in both the nursery and reception class is consistently very good.

Good features

- Nursery and children enjoy painting, mixing colours and observing the results. When playing in the Vet's Surgery, they show ability to imitate the jobs of a nurse and Vet. They enjoy singing nursery rhymes and language songs in both English and Welsh. They create realistic pictures of *Commotion in the Ocean* in paint and other media and also self-portraits on plates. They show the ability to construct models of their locality using various sized boxes.
- Reception class children use dough to make simple two and three-dimensional models. Their cutting, folding and joining skills are apparent when creating bags from different materials to hold a present. They play imaginatively when dressing up for role-play in the Cafe corner and enjoy singing songs. They are able to emulate old black and white photographs to create their own pictures and to observe and copy Van Gogh's *Starry Night*. The children produce attractive computer paintings and are familiar with the use of a digital camera.

Shortcomings.

- There are no significant shortcomings.

English

Overall, standards are good in both KS1 and KS2. Standards in oracy, reading and writing are good across both key stages.

Good features.

- In KS1, pupils contribute enthusiastically to lessons and listen attentively to the ideas of others. They develop an appropriate understanding of such terms as *author, illustrator, character* and *index*.
- In KS2, the majority of pupils have well developed speaking and listening skills. Most pupils listen carefully and speak confidently about their work. The more able contribute well in class discussions and draw on an extended vocabulary.
- By the end of KS1, the majority of pupils use phonic, graphic and contextual clues well when reading unfamiliar words. They read appropriate books and passages for their age with a good level of understanding.

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- In KS2, pupils employ a good range of reading strategies and readily answer questions about the storyline, setting or characters in a novel and make coherent predictions about outcomes. They confidently express preferences for particular authors or types of story. They read a wide range of material including fiction, non-fiction and poetry, and develop higher reading skills such as skimming and scanning.
 - In KS1, pupils improve their writing through the stimulus of shared stories and considering story beginnings and endings. Some pupils in both Y1 and Y2 are able to organize their ideas into very good extended narrative by using a wide vocabulary, character studies and imaginative settings.
 - In KS2, pupils consistently develop their knowledge of grammar and punctuation. At the lower end of KS2, they regularly use their comprehension skills, select appropriate vocabulary to complete conversation and are aware of the conventions of formal letter writing.
 - Older pupils write well for a variety of purposes and audiences including letters, dialogues, persuasive writing, pamphlets and creative work. They have a developing knowledge of descriptive vocabulary and the power of various types of language and use this to good effect in their writing. Some of the work produced in Y5 and 6 is of a very high standard.

Shortcomings.

- Pupils at the lower end of KS2 do not write regularly enough for different purposes and audiences.
- Where published material is used as a stimulus, written tasks become repetitive.
- Insufficient attention is paid by pupils to the presentation of their work.

Mathematics

Standards are good in both key stages.

Good features

- In KS1, pupils respond swiftly to questioning and make good use of number facts and calculation strategies that they are familiar with, applying them correctly to mental calculations and written work, often to a very good standard.
- Through practical activities, problem solving and investigative work, they show a good understanding of mathematics in everyday situations. They use a good range of mathematical terms in their work.
- Pupils' work on shape and the measures is developing well, collecting data and recording their work accurately in graphical format.
- In KS2, current and previous work shows that most pupils have a firm understanding of number work.

-
- They exhibit a sound understanding of the measures and show good skills in the application of this understanding in practical situations.
 - Good progress is made in their understanding of three-dimensional shapes through investigation and practical activities. Older pupils' work on angles is also developing well, showing competence in estimating, measuring and constructing different angles.
 - They work confidently with decimal, fractional and percentage forms, realizing that they can be of equivalent value.
 - Pupils are familiar with and use a variety of graphs to represent data. Older pupils in the key stage, make skilful use of computers in this respect.
 - They show a developing understanding of probability.

Shortcomings

- Some younger pupils in KS2 show uncertainty in dealing with key mathematical concepts.

Science

Standards are good in KS1 and in KS2.

Good features

- Pupil in both key stages benefit greatly from the rich scientific environment within and outside the school that allows them to observe the wonders of plant and animal life from day to day on an informal basis.
- In KS1, younger pupils are able to make appropriate choices of materials with which to dress the class teddy bear. They realize that some materials are better than others to provide protection. In working with materials, they use terms like *transparent* and *flexible* correctly.
- Older pupils know that materials can be changed through cooling, twisting, bending and stretching. They recognize materials to be natural and manufactured.
- They recognize appliances that are electrical and know of the dangers of electricity.
- In KS2, through experimenting with magnets, younger pupils in this key stage have come to understand the meaning of attraction and repulsion and are able to make correct use of both terms. They have investigated how magnets react and have come to understand that similar poles repel against one another and that different poles are attracted. Their skills of prediction are developing well as they consider the categorization of a collection of objects only some of which are attracted to a magnet.
- Pupils have a high level of awareness of the importance of healthy eating and regular exercise. They have come to understand how the heart functions and the way it acts as a pump to distribute blood around the body.
- Older pupils in this key have successfully undertaken an investigation into whether the size of a person's hand span has a bearing on grip. Data was accurately collected on each member of the class and, with the minimum of assistance from their teacher, pupils were able to draw accurate conclusions, recording their work independently.

Shortcomings

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- Pupils' knowledge and understanding of science is not always matched by the level of their scientific enquiry skills.

Welsh (second language)

Standards are generally satisfactory in oracy, reading and writing in both key stages.

Good features.

- In KS1, pupils acquire suitable vocabulary to sustain simple conversations about clothing, holidays and forms of transport. They understand basic commands, answer the register using appropriate responses and follow teachers' instructions correctly.
- Pupils ask and answer questions about the weather and sing in Welsh to reinforce their knowledge of the language. Some confidently take part in role-play situations.
- The pupils begin writing in Welsh by correctly copying words and familiar phrases.
- They can read from a shared book with teacher support.
- In KS2, pupils ask and answer questions about such topics as food and clothing. They take part in simple structured dialogues and role-play situations such as at a travel agent's office. This reinforces their knowledge and understanding of the language.
- Pupils at in Y5 and 6 can read familiar passages on various topics independently and with a suitable degree of expression.
- Satisfactory progress is made in writing, using and applying appropriate vocabulary and patterns to the task in hand such as writing a postcard about a visit.
- Welsh words and phrases are displayed throughout the school to reinforce learning.

Shortcomings.

- Across both key stages, pupils lack confidence when speaking Welsh and are not always sure of the correct sentence patterns.
- Pupils use the language within a narrow range of contexts during their daily routines in school.

Design and technology

Standards are good in both key stages.

Good features

- In KS1, the pupils are able to express their likes and dislikes and can evaluate objectively various patterns of wallpaper for decorating the rooms of teddy's house. They create their own designs carefully and make simple suggestions about ways of making improvements.
- Computers are used effectively to design a coat for Joseph and pupils display good cutting, gluing and sewing skills in the making of the coats.

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- In KS2, pupils have a developing understanding of the design and making process as they make their own felt bags.
 - Pupils have successfully applied the knowledge they have gained from detailed research into various types of bread into creating their own recipes intended to encourage more people to eat bread.
 - Older pupils have carefully evaluated different types of slippers that are on the market before undertaking the design and making of their own. They work with a good range of materials and the finished products are of a very good standard. Their evaluations are self-critical and thoroughly completed.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are good in KS1 and KS2.

Good features

- In KS1, pupils show good development of their skills. They use the keyboard and mouse successfully and with increasing confidence.
- They handle simple art packages effectively to produce pictures and patterns, together with data handling programmes and CD-ROMs to support specific learning.
- Pupils come to be able to use a number of word processing features to present, edit and improve their work. They also learn how to print, save, and load work, with some pupils displaying very good standards in this aspect.
- In KS2, pupils' data handling skills are good. They produce bar, line and pie graphs to display data they have collected in various subject area.
- They make appropriate use of CD-ROMs and the Internet to search for information. They use e-mail messaging for a variety of purposes.
- Older pupils use Super Logo to create and edit complicated procedures.
- Pupils' word processing skills are generally good, with the older pupils in the key stage displaying very good skills, making consistent and confident independent use of the facilities to present their work across the curriculum.
- They also successfully input into and manage the school's own website.

Shortcomings

- There are no significant shortcomings.

History

Standards are good in KS1 and satisfactory in KS2.

Good features

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- Early in KS1, the pupils develop a good understanding of chronology. They use a range of terms relating to the passage of time and are able to correctly sequence events in their own lives.
 - Through studying photographic and other evidence from the past of seaside holiday practices in Llandudno, they have a good understanding of how the town has changed over the years. They can offer sound reasons for the changes.
 - They talk confidently about how shops and eating habits have changed over the years.
 - Pupils are very well stimulated by the exceptionally wide range of artefacts from the Victorian period that they have access to. Role-play makes a significant contribution to their understanding of home life during this period and they are thrilled to participate in a routine washing day and other activities within the Victorian “home” that they make use of. They talk confidently about the differences between then and nowadays, achieving standards that are very good.
 - In KS2, the pupils are able to recall relevant facts about the Tudor period and the introduction of the printing press.
 - Census material and visits to a local graveyard have provided a rich resource for pupils to understand more about their own locality.
 - Older pupils know of some of the effects the Second World War had on everyday life and how life has changed since then.

Shortcomings

- Pupils’ work in KS2 is at times too focussed on copying information.
- Their study of some historical topics is superficial.
- Pupils’ historical enquiry skills are not developing consistently throughout the key stage.

Geography

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils have a good developing awareness of the human and physical features of their own locality. They know its location in relation to the rest of Wales and the British Isles.
- They recognize Llandudno as being an important holiday destination and are able to offer valid reasons for its development.
- They have a good awareness of the concepts of *near* and *far* in relation to their own locality.
- Pupils’ mapping skills are developing well. They draw simple maps of their journey to school, learn to use simple co-ordinates correctly and come to be able to follow the instructions given by their teacher and locate places correctly on a map of Llandudno.
- In KS2, pupils have undertaken a survey of what jobs people do within their own locality, giving them an understanding of how it compares with other places.

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- They are aware of some of the physical features of the area of Llandudno and the effect erosion has on the coastline.
 - Pupils' can identify some of the differences between rainforest settlements in South America and their own area.
 - They have a good understanding of environmental issues and the negative impact some changes can have on the local environment, recognizing their own responsibilities in this respect.
 - Pupils in this key stage fully realize that they are global citizens and decisions made in one place can have a significant impact elsewhere.

Shortcomings

- Pupils' geographical enquiry skills are not developed consistently across KS2.
- The work completed by KS2 pupils is at times superficial.

Art

Standards of achievement are good in both key stages.

Good features.

- Aspects of art contribute extensively towards the high standard of displays throughout the school.
- In KS1, pupils develop their observational skills by reproducing self-portraits in the style of Van Gogh.
- They explore the effect of colour, pattern and printing by creating attractive tie and dye designs.
- Older KS1 pupils, demonstrate skilful use of clay to produce tiles depicting seaside scenes.
- Early in KS2, pupils develop an awareness of texture, depth and shape when observing and sketching still life portraits of flowers. Good progress is made in blending and softening lines and shades and in the use of various brush stroke techniques.
- They plan and prepare work in sketchbooks to a good standard, concentrating on aspects such as line, form and tone.
- Good progress is made in Y4 when studying chair sculptures and constructing three-dimensional artefacts. The pupils have explored and developed various elements within pattern and creating their own printing blocks.
- When emulating the style of artists such as Kyffin Williams, Y5 pupils have explored the line, tone, colour and shape of the rural environment to create their own effective landscape paintings. They successfully use a variety of media to create textile images.

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- Work of a consistently high standard has been produced in Y6 in a range of areas such as ceramics, collage, textiles and printing. A study of the work of sculptor Umberto Boccioni has inspired pupils to experiment with media before undertaking their own project on *People in Motion*.
 - Visits to art galleries and working with artists further develop pupils' awareness and appreciation of various art forms.

Shortcomings.

- There are no significant shortcomings.

Music

Standards are satisfactory in KS1 and KS2.

Good features.

- Pupils across both key stages display enthusiasm when given the opportunity to sing in lessons or in the more formal atmosphere of school assemblies.
- In Y1, pupils become aware of rhythm and pulse and can correspond and compose their own by using names of the days of the week or months of the year.
- Y2 compose their own sequence of sounds in order to depict different weather using tuned and untuned percussion. They are beginning to be aware of some musical elements such as *high* and *low*.
- At the beginning of KS2 pupils compose their own rhythmic and ostinato accompaniment to songs and are able to repeat and recall rhythmic patterns.
- They are beginning to sing an expanding repertoire of simple part songs such as *Ble mae Daniel*.
- By the end of KS2, pupils successfully combine tuned and untuned percussion to compose their own graphic score depicting a space journey and display an awareness of pitch and dynamics.
- Pupils are able discuss and evaluate a variety of music from Holst's *The Planet Suite*, to contemporary music by such artists as Robbie Williams, describing their main characteristics.
- Pupils in Y6 demonstrate the ability to analyse and respond to contrasting moods in music and are able to make distinctions within musical elements.
- Visits from peripatetic staff enhance the music provision within the school.

Shortcomings.

- Pupils do not evaluate their own compositions and the performances of others sufficiently.

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- Their ability to develop, compose and record their work using different types of notation is under developed in both key stages.

Physical education

During the inspection, it was not possible to observe the full range of activities in physical education. Lessons in athletics and games were observed and standards in both KS1 and in KS2 are satisfactory.

A number of after school clubs enrich provision in physical education and gives pupils a further opportunity to develop a range of skills in a variety of disciplines.

Good features.

- In KS1 pupils warm up appropriately and make satisfactory use of space for their movements.
- The majority of pupils bounce a ball well and can aim it at accurately at a target. Their catching and throwing skills and awareness of the importance of taking turns develop well when working in groups.
- In KS2, pupils are becoming aware of the importance of accuracy when throwing a discus or javelin and how to achieve the greatest possible speed when hurdling and jumping.
- Provision for swimming in KS2 is good. The school states that many pupils are awarded certificates for competence in swimming various lengths.

Shortcomings.

- Pupils do not sufficiently evaluate their own and each other's performance in order to suggest improvements.
- A lack of self-discipline amongst some pupils affects their levels of performance.

Religious education

The governing body, in consultation with the Diocesan Director of Education, elected to make its own arrangements for the inspection of religious education.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection held in the Summer Term of 1997, the following were identified as key issues for action:

- raise standards in Welsh in KS1 and KS2;
- increase pupils' knowledge and understanding of aspects of Welsh culture;
- improve the quality of aspects of planning;

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- establish an assessment procedure that is used consistently across KS1 and KS2, to ensure reliable information on pupils' progress;
 - develop whole-school methods for monitoring and appraising quality and standards;
 - set qualitative and numerical standards for the development of the school.

Since the last inspection, standards have improved in Welsh in both key stages and more attention has been given to increasing the pupils' knowledge and understanding of Welsh culture. Curriculum planning has improved and the weaknesses identified in the previous report have been addressed. Assessment procedures are now satisfactory in KS2, but at times, better use needs to be made of assessment information to inform lesson planning and target setting for pupils is not consistently applied throughout the school. Evaluation and monitoring arrangements for standards and the quality of provision are still not sufficiently coordinated and rigorous enough to provide the composite picture that is required. Whilst the current SDP is a very detailed document, there is a general absence of success criteria against which to measure how successful the school is in meeting its priorities.

8.2 Key issues for action

There is a need to:

- raise the standards achieved by pupils through attending to the shortcomings identified in Section 7 of this report;
- ensure that the SDP provides a better focus for development than at present through the setting of a limited number of priorities against specific timescales and measured against clear success criteria;
- put in place clear systems that provide a more coordinated and rigorous approach to the evaluation of the quality of provision and standards;
- ensure that there is greater clarity in the tracking of pupils' progress in KS2 and that target setting is implemented more effectively throughout the school;
- fully satisfy the requirements of the NAW in relation to the school prospectus and the annual report of the governing body to parents at the school.

APPENDIX

A. Basic information about the school

Name of School	Ysgol San Siôr
School type	Voluntary Aided
Age-range of pupils	3 – 11 years
Address of school	Church Walks Llandudno Conwy.
Post-Code	LL30 2HL
Telephone Number	(01492) 878149
Headteacher	Mr I K Jones
Date of appointment	September 1993
Chair of Governors / Appropriate Authority	Rev Philip Cousins
Registered Inspector	Mr D M Cray
Dates of inspection	1-4 July 2003

B School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	30	29	29	27	32	22	32	216

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.54

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	15:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	29
Teacher (fte) : class ratio	1.2:1

Percentage attendance for three complete terms prior to the inspection

Term	R	KS1	KS2	Whole school
1 Spring	94%	95%	94%	94%
2 Summer	93%	92%	94%	93%
3 Autumn	94%	95%	96%	95%

Percentage of pupils entitled to free school meals	5.6%
Number of pupils excluded during 12 months prior to inspection.	0

C. Results of National Curriculum assessments.

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 27					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School			4	81	15	
		National		4	13	63	20	
Reading	Teacher Assessment	School			4	62	35	
		National		4	14	54	28	
Writing	Teacher Assessment	School			4	96		
		National		5	13	71	10	
Speaking and Listening	Teacher Assessment	School				85	15	
		National		2	11	64	22	
MATHEMATICS	Teacher Assessment	School				69	31	
		National		2	9	61	26	
SCIENCE	Teacher Assessment	School				81	19	
		National		2	10	68	20	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	96%	In Wales:	80.4%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessments KS 2 Results: 2002			Number of pupils in Y6: 23										
Percentage of pupils at each level			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School								5	36	59	
		National						1	6	17	46	30	
	Test/Task	School		4						4	35	57	
		National		2	1	1			5	12	41	38	
Mathematics	Teacher Assessment	School								13	26	61	
		National						1	4	19	47	28	

	Task/Test	School						4	9	26	61	
		National		2	1	1		4	19	43	30	
Science	Teacher Assessment	School							5	36	59	
		National						2	13	50	33	
	Task/Test	School		4					4	35	57	
		National		2					1	10	47	38

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:	87%	In the school:	82.6%
In Wales:	69.6%	In Wales:	68.1%

D Excepted or disappiled under Sections 364 or 365 of the Education Act 1996.

A Pupils who have failed to register a level due to absence.

N Pupils who have failed to register a level for reasons other than absence.

B Pupils not entered for the tests because they are working outside the set levels of the tests.

W Pupils who are working towards level 1.

D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent nine full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- fifty four lessons or sessions were observed;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- ten parents were present at the pre-inspection meeting and 102 (64%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	RgI	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information

			technology; history; geography.
Mrs EW Honour	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh (Second Language); English; art; music; physical education.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

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