

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

**Ysgol Babanod T. Gwynn Jones  
Llanelian Road  
Old Colwyn  
LL29 9UA**

**School number : 662 / 2108**

**Date of the Inspection : 20 – 23 May, 2002**

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Registered Inspector : WO88 / 67644  
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under ESTYN contract number– T/218/01P**

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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**

Ysgol Babanod T Gwynn Jones is a County Maintained Community Nursery/Infants School, catering for boys and girls aged 3-7 years. The school is situated in Old Colwyn, a large village which is located on the outskirts of the coastal holiday resort of Colwyn Bay, Conwy. The vast majority of the pupils reside within the school catchment area with the remaining living either in nearby villages or in Colwyn Bay.

At the time of the inspection, there were 196 full time pupils between the ages of 4 and 7 enrolled at the school in addition to 49 part-time nursery children. The present staffing compliment comprises 11 full time teachers (including the headteacher), two nursery nurses and three support staff. The staffing situation has been stable for many years with over half of the staff having taught at the school for a period in excess of ten years. Pupil numbers have declined steadily over the past four years with the present trend likely to continue for at least another twelve months. Consequently, staffing levels will be reduced in September 2002.

The school was previously inspected during the Spring Term of 1996 during which five Key Issues were identified. They included the need to:

- establish a programme for the professional development of staff;
- develop strategies to maintain high teaching quality;
- further develop provision for pupils with Special Education Needs [SEN];
- improve the process of School Development planning;
- ensure the efficient use of the headteacher's time and expertise.

The present headteacher was appointed to the school in 1997, approximately twelve months after the last school inspection.

The residential area from which the pupils are drawn is described as neither prosperous nor economically disadvantaged. 22% of the pupils are entitled to receive free school meals; this figure is marginally higher than the LEA average.

Pupils at the school represent the full range of academic ability. The number of pupils deemed to have special educational needs is significantly higher than the LEA average. Prior to April of this year, 35% of the pupils were included on the SEN register, three of whom a statement of SEN had been made. Since the school has adopted the new Code of Practice, 20.5% of pupils are included in the SEN register.

English is the predominant language spoken by the pupils at home. There are no pupils for whom Welsh is their mother tongue. The Welsh Second language Programme of Study is taught at the school.

Ysgol T Gwynn Jones is recognised as an Investor in People and has been awarded the Basic Skills Quality Mark.

The general philosophy of Ysgol T Gwynn Jones is to 'provide a broad and balanced education for all children, and to prepare them for their next stage in the acquisition of skills, knowledge and learning' [School Development Plan].

According to the School Development Plan [SDP], the school's main priorities for the period 2001 – 2002 were:

- raising standards in writing
- training staff to implement THRASS;
- develop systems for tracking pupils' progress throughout the school;
- completion of review of curriculum policies.

## 2. MAIN FINDINGS

### The main findings of the report

- The quality of the curriculum provided is good and meets the statutory requirements of the National Curriculum [NC] and religious education.
- The quality of the educational provision for children under five is very good. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social development	Good
Mathematical development	Good
Knowledge and understanding of the World	Very good
Physical development	Very good
Creative development	Very good

- At KS1, pupils' standards of achievement in the various NC subjects and religious education are as follows:

English	
- Oracy	Good
- Reading	Good
- Writing	Good
Mathematics	Good
Science	Good
Welsh Second Language	Good
Design and Technology	Good
Information Technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Good
Music	Good
Physical Education	Good
Religious Education	Good

- In the key skills of language and communication, numeracy and information and communication technology [ICT], standards achieved by children under five are good. At

KS1, standards in speaking and listening, reading and writing and numeracy are good. Standards in ICT are satisfactory.

- Over the past three years, the school's results in the English, mathematics and science statutory tests at the end of Y2 have been slightly higher than the LEA and Wales results. The school also performs better than other schools of similar background and size.
- The quality of the teaching was judged to be good or better in all lessons with the teaching being consistently good in the under fives classes. The positive relationships that are evident in every classroom promote pupils' motivation and provide them with a secure and happy learning environment.
- The quality of assessment, recording and reporting is good. The school's policy provides clear guidelines and is implemented effectively throughout the school.
- The provision for pupils with SEN is very good. These pupils achieve good standards in the core subjects in accordance with their ability and age.
- The quality of self-evaluation and planning for improvement in the school is good. Clear strategies have been established to identify the school's strengths and weaknesses and high priority is given to raising pupils' achievement. The SDP is a good quality document.
- The quality of the leadership and the efficiency of the school are very good. The headteacher provides positive leadership and vision which gives clear direction to the school's work. The governors fulfil their statutory duties effectively and are fully involved in the school's development. Financial resources are managed effectively providing good value for money.
- Pupils' spiritual and cultural development is good. Their moral and social development is very good. Pupils have a clear understanding of what is expected of them and of the values and principles fostered by the school. The school is a happy community and the quality of the relationships between adults and pupils is very good.
- Pupils' behaviour and attitudes are good. Attendance levels are satisfactory.
- Support and guidance and the attention given to pupils' welfare is very good. Personal and Social Education [PSE] is taught according to the recommendations of the national framework. The school has adopted a policy for promoting Racial Equality and Diversity.
- The school's partnership with parents and the community, schools and other institutions is good, with some very good features. Parents are actively involved in their children's education and make significant contributions to the life of the school.
- Good progress has been made in responding to the key issues of the 1996 report. All five key issues identified have been addressed successfully.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement are satisfactory or better in all lessons. They are good in about 70% of lessons and satisfactory in the remaining 30% of lessons.

- Provision for children under five is very good and promotes the desirable learning outcomes. The children's knowledge and understanding of the world, their physical and their creative development are very good. Their personal and social development, language, literacy and communication skills and mathematical development, are good.
- In KS1, standards in the core subjects of English, mathematics and science are good.
- In the foundation subjects, standards in information technology and geography are satisfactory. Standards are good in all the remaining subjects.
- In the key skills of speaking and listening, reading, writing and numeracy, good standards are achieved. Standards in ICT are satisfactory.
- Over the past three years, the school's performance in the English, mathematics and science NC statutory tests at the end of Y2 have been slightly higher than the LEA and Wales results. The school also performs better than other schools of similar background and size.
- Pupils with SEN achieve good standards in all curriculum areas in accordance with their ability and age,.

### **3.2 Standards in key skills**

Standards achieved in the key skills by children under five are good in language and communication, numeracy and ICT.

At KS1, standards in speaking and listening, reading and writing are good. Standards in numeracy are also good whilst standards in ICT are satisfactory.

- Children under five develop progressively in their ability to use language, literacy, and communication skills in different curriculum contexts. They make very good progress in their ability to speak Welsh. Reception class children listen intently and express their ideas confidently. A good number of children make good progress in their ability to use number in different practical situations. At a basic level, they use the computer as an educational tool.
- KS1 pupils listen intently to others and respond appropriately to what they say. They use relevant subject vocabulary in their work and perform confidently in all the English language skills.
- Pupils read for pleasure regularly and by Y2, are beginning to use books and texts as sources of information.
- Pupils' writing shows a steady improvement throughout the key stage. By Y2, the more confident writers are able to modify their writing style to match different contexts and audiences.
- As they progress through the key stage, pupils' understanding of Welsh in different curriculum contexts and their ability to express their needs and views increase steadily.
- Pupils use their numeracy skills effectively in different contexts. They handle number work accurately, they have a secure grasp of standard and non-standards measures and can handle simple data confidently.

- Pupils' ability to use ICT develops apace with their age but they are not sufficiently skilled in using ICT in a variety of subject contexts.
- Pupils with SEN achieve satisfactory standards in their use of key skills across all curriculum areas in accordance with their ability and age,.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- Pupils have a clear understanding of what is expected of them and of the values and principles fostered by the school.
- Whole-school collective worship sessions contribute effectively to pupils' spiritual development. Pupils are encouraged to reflect and to consider issues of a spiritual nature.
- The pupils' are well aware of the values that promote their development as citizens and they contribute to good causes that are concerned with the welfare of people who are less fortunate than them.
- The school is a happy community and the quality of the relationships between adults and pupils is very good. Pupils are encouraged to accept responsibilities and respond in a mature and responsible manner.
- Pupils' level of awareness of other cultures and religions is good and their understanding of the bilingual society of Wales is being fostered consistently.

##### **4.2 Behaviour and attitudes**

Behaviour and attitudes are good.

- The school has adopted, and consistently applies, policies and procedures which ensures that the highest standards of behaviour and attitude to work are realised.
- The school has a very good system for the recognition of good behaviour. This has a most positive effect on pupils.
- Pupils are invariably friendly and courteous to each other. They are respectful towards the teaching and support staff and also towards visitors to the school. Care given by the older pupils to their younger colleagues is also very evident.
- There are effective procedures to prevent any bullying, sexism, racism and other forms of discrimination. During the inspection there were no instances of bullying or of any aggressive behaviour.

##### **4.3 Attendance**

Attendance levels are satisfactory.

- Registers are completed in full compliance with the requirements of the National Assembly. The school has adopted a range of policies and procedures to monitor, maintain and improve attendance levels. Precise attention is given to record keeping.
- With one or two exceptions, punctuality is good. This ensures a prompt start to the school day. This is also reflected in the school's rigorous approach to this aspect.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

The quality of the teaching was judged to be good in approximately 70% of lessons and satisfactory in remaining 30% of lessons. The teaching was consistently good in the under fives classes.

- The positive relationships that are evident in every classroom promote pupils' motivation and provide them with a secure and happy learning environment.
- Pupils acquire knowledge, skills and understanding progressively and receive regular feedback from teachers enabling them make progress.
- Teachers plan their work meticulously and identify clearly the proposed learning outcomes of their teaching. A wide range of teaching strategies is employed which include whole class teaching, group work and individualised tasks. The lessons cater appropriately for the learning of pupils of differing abilities and interests, and ensure the full participation of all.
- The teaching of children under five is based on sound knowledge of the desirable learning outcomes. High expectations are set, interesting and challenging tasks are provided and lessons are clearly structured. Children are encouraged to express their ideas and to make meaningful decisions about their work. Both the Nursery and Reception classes benefit substantially from the expertise of the support staff.
- The good features in the teaching at KS1 include:
  - learning objectives that are shared with the pupils;
  - reflecting upon previous learning at the start of lessons;
  - a good pace which sustains pupils' interest;
  - tasks that are ambitious and interesting;
  - challenging questions that elicit extended responses from the pupils;
  - high expectations that require pupils to make some decisions themselves;
  - effective direct teaching where specific skills are taught or when information is shared.

The most common shortcomings in the satisfactory teaching are:

- low expectations that do not challenge pupils knowledge and understanding;
- the lack of a definite objective and failure to inspire the pupils;
- an inability to focus sufficiently on the quality of pupils' work.

### **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- The school's policy for assessment, recording and reporting provides clear guidelines and is

implemented effectively throughout the school.

- The quality of the baseline assessment for the under fives is of good quality.
- The teachers have a sound awareness of the pupils' achievements and progress. They know their pupils well and monitor their development effectively.
- Written work is marked regularly, and the both oral and written comments made by teachers ensure that pupils are fully aware of the quality of their work.
- The school keeps a comprehensive profile of pupils' development and uses a range of assessment procedures. Pupils' strengths and the areas requiring further development are identified.
- The quality of the annual reports to parents is good and they are well received by parents. Parents are invited to the school regularly to discuss their children's progress during consultation meetings with the staff. All discussions with parents are recorded and kept in the pupils' profile.
- The school has begun to keep portfolios of pupils' work. They include samples of work assessed according to NC levels, which are used for moderation purposes.

### **5.3 Curriculum**

The quality and organisation of the curriculum is good. The school provides a broad and balanced curriculum that fully conforms with the requirements of the NC and religious education.

- The school curriculum draws on the cultural backgrounds and experiences of all pupils and seeks to promote positive attitudes towards ethnic difference, cultural diversity and racial equality.
- The curriculum for the under fives is very good and promotes successfully the six areas of the desirable learning outcomes.
- There are policies and schemes of work either in place or being developed in all of the subjects. They are all at least satisfactory and offer valuable guidance for teachers.
- Teachers' short and medium term planning effectively support the pupils' learning. The planning for the development of key skills, PSE and y Cwricwlwm Cymreig is good.
- The wide range of educational visits and the extra-curricular activities provided for the pupils enrich and support their learning.
- The homework that is set has a good effect on the pupils' learning.

### **5.4 Support, guidance and pupils' welfare**

The quality of the support and guidance and the attention given to pupils' welfare is very good.

- The school has an extensive range of appropriate policies and procedures. Teachers know the needs of their pupils well and respond positively when asked for help.
- Educational guidance is very good. This is evident in the general standard of teaching and individual record keeping.
- Supervision during the whole of the day is very well structured and efficient. Pupils feel secure and happy within a safe and well-protected environment.
- The school has a very comprehensive child protection policy, and the staff are familiar with the procedures.
- All aspects relating to security and health and safety are dealt with thoroughly. All the staff are aware of these policies and procedures.
- PSE is taught according to the requirements of the national framework. This includes sex education.
- Equality of access to the curriculum, social inclusion and all aspects of racial integration are provided for all pupils. The school has adopted a policy for promoting racial equality and diversity.

### **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is very good. Pupils achieve good standards in the core subjects in accordance with their ability and age.

- The school conforms fully to the requirements of the new Code of Practice. There are effective arrangements for the early identification of needs and for discussion with parents.
- The special needs co-ordinator [SENCO] ensures that the provision and planning for each pupil with SEN are appropriate and that staff are adequately trained.
- The Individual Education Plans (IEP) are of good quality. They specify targets, outline strategies, note who is responsible for these pupils and involve parents in the process. The strategies implemented by the class teachers and support staff meet the needs of the pupils well.
- The pupils who are on a statement of SEN receive valuable support. The support staff respond well to pupils' needs and contribute significantly to their social and educational development.
- The progress of pupils with SEN is reviewed regularly throughout the school year. Meetings are held with parents and appropriate targets are agreed upon.
- The designated SEN governor keeps in close contact with the SENCO in order to ensure that the provision for these pupils is managed effectively.

### **5.6 Partnership with parents and community, schools and other institutions**

The partnership with parents and community, schools and other institutions is good, with some very good features.

- The school's partnership with the parents is very good. Parents readily support the school both in the classroom and during extra-curricular activities. The school has an active Parent Teacher, and Friends Association that makes very significant contributions towards school funds and also organises a wealth of social activities.
- Parents are encouraged to become actively involved in their children's education through the Family Learning programmes.
- The School Prospectus is of a good standard and fully complies with the statutory requirements.
- The school is an important institution within the community. Special occasions, contacts with the local church and other events, are well supported by the local community. The pupils make significant contributions to a number of charities.
- The partnership with the local junior school is very good. Curricular links and the arrangements for pupils' transfer at the end of Y2, are very effective. The school also has good contacts with other primary schools in their cluster group.
- Officers from the LEA support the school in many aspects of its work. The school has regular links with other institutions and agencies, such as the Police and Fire Brigade.

## **5.7 Partnership with industry**

The partnership with industry is good.

- The school has a purposeful strategy for developing a successful partnership with business and commerce.
- Frequent visits to local businesses, shops and supermarkets are integrated within the curriculum.
- Members of a variety of occupations have visited the schools and have been questioned by the pupils about their work. This has served very well to heighten the awareness of the pupils of the world of work.
- The school has been recognised as being an "Investor in People".

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- A self-critical culture has been established by the headteacher, staff and governors. Clear strategies have been established to identify the school's strengths and weaknesses and a high priority is given to raising pupils' achievement.
- Self-evaluation draws on first-hand evidence of the quality of teaching and learning, and evaluation of the standards achieved by pupils in the NC subjects, particularly in English and ICT. Curriculum leaders play an active part in the process but their role, especially in relation to observing staff teach, has not been fully developed. Written reports are produced following each evaluation and these are drawn to the attention of the governing body.
- The performance of individual pupils and classes is regularly monitored and decisive action taken to make improvements. National, local and internal data is used to assess aspects of the school performance against that of other schools.
- The SDP is a good quality document. It is a useful and effective management tool drawing upon information gathered from the self-evaluation processes and from other internal reviews. It addresses issues that are relevant to the school's needs and includes clear programmes for action. Challenging targets are set, appropriate strategies are devised and the intended outcomes are identified. The SDP is well-resourced and realistic timescales are set for implementation. The school monitors the progress of the actions specified in its development planning and evaluates their outcome.

## **6.2 Leadership and efficiency**

The leadership and efficiency of the school is very good.

- The headteacher provides positive leadership and vision which gives clear direction to the school's work. Expectations are high and there are shared values and beliefs about learning and relationships.
- Policies are clear and focus on pupils' needs. These are well understood by staff, governors and parents and are implemented effectively.
- Staff understand their role in the development and running of the school. They work effectively as a team and are fully committed to the school's success. Support staff play a crucial role in raising standards and in assisting the teachers in their work.
- The governors fulfil their statutory duties effectively and are fully involved in the school's development. They plan appropriately for the school's future development.
- Financial resources are managed effectively providing good value for money.
- The governing body takes an overview of the financial management of the school, appropriate resources are allocated to meet the objectives of the SDP and specific curriculum areas are targeted.

## **6.3 Staffing, accommodation and learning resources**

### *Staffing*

- There is a sufficient number of appropriately qualified and experienced teaching and support staff to meet the needs of the school. Staff update their skills regularly through continuous professional development and disseminate good practice with their colleagues. All staff are sufficiently proficient to teach Welsh Second Language programmes of study.

### *Accommodation*

- The accommodation is adequate for the number of pupils on roll and for teaching all curriculum subjects. Through thoughtful and tasteful displays, staff provide a stimulating and informative learning environment for the pupils.
  
- Standards of cleanliness and hygiene are very good.
- The school buildings and grounds are well maintained and allow the curriculum to be taught effectively.

### *Resources for learning*

- With the exception of ICT, the stock of learning resources is good in all curriculum areas. Resources provided by the teachers are of good quality and meet the needs of individual pupils. The lack of an adequate number of appropriate computers in each classroom adversely affects the standards pupils achieve in ICT.
- Learning resources are accessible to pupils and promote good standards.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the under-fives**

The provision for the under fives in the Nursery and Reception classes is very good and promotes the desirable outcomes in the six areas of learning. Standards are good or better.

#### **Good features**

##### **Nursery Class (3-4 years)**

- The children's personal and social development is good. Good relationships are established, the children enjoy taking part in a variety of activities and learn to play and share together.
- The children's language, literacy and communication skills are good. They enjoy listening to stories, they interact well orally and are beginning to recognise some letters. They recognise their names and can handle a book like a reader. They enjoy pre-writing activities and are learning to write their own names independently. They understand simple instructions in Welsh and make good efforts to use the language in whole group situations.
- The children's mathematical development is good. They use numbers confidently in various class activities. They recognise numbers to five and can correspond numbers with the correct number of objects. Their use of mathematical language is developing appropriately. They recognise some 2-D shapes, sort accurately and handle money when involved in role-play.
- The children's knowledge and understanding of the world is very good. They participate well in exploratory activities, their observation skills are developing and they talk confidently about themselves and their families. Their early ICT skills show good development.
- The children's creative development is very good. They use their imagination well during role-play and sing from memory a suitable range of songs. They produce effective paintings, patterns and 3D work.
- The children's physical development is very good. They use small apparatus with a growing degree of control and respond to instructions correctly. When using large toys they demonstrate an appropriate degree of control over their movements.

### **Reception class (4-5 years)**

- The children make good progress in their personal and social development. They behave well, enjoy good relationship with each other and with adults and work together effectively in groups. They are familiar with stories from the Bible and learn about friendship and care for others.
- The children's literacy and communication skills are good. They listen attentively, respond well to stories and recall details from familiar stories. They contribute enthusiastically during group or class discussions. A good majority recognises letters and their sounds and familiar words and can read captions and simple sentences. They read simple books appropriately and have begun to write simple sentences independently.
- The children make good progress in their Welsh Second Language skills. They follow instructions, respond to commands and take part in simple role-play songs pronouncing the words fairly correctly.
- The children's mathematical development is good. They handle number confidently, recognise and name large numbers and count to at least ten. They handle money and give change during role-play. They understand concepts such as 'more than' and 'less than' and recognise 2D shapes and common 3-D shapes accurately.
- The children's knowledge and understanding of the world is very good. Their observation skills are good, they sort objects that float and sink and form simple conclusions. They classify old and new objects and correctly use the term 'long ago'. They plan, create and produce objects such as boats, using a wide range of materials. Their ICT skills are developing satisfactorily.
- The children's creative development is very good. They enjoy role-play, use appropriate language to match the situation and sing a variety of nursery rhymes, songs and hymns with clear diction. They play a number of untuned instruments to accompany their songs. They mix colours and create a variety of imaginative work in paint and other media and techniques. They observe pictures by famous artists in detail, imitating and drawing very well for their level of development.
- Their physical development is very good. Their fine motor skills are developed increasingly by handling scissors, pencil and brush as well as small play equipment. Their ability to climb, slide, pedal and push is developing well. They follow instructions accurately, move in different ways and are beginning to become aware of space. They learn to catch and throw a ball correctly.
- The children's spiritual, moral, social and cultural development is promoted very effectively.

### **Shortcomings**

- Children are not aware of aspects of other cultures.

### **English**

Standards are good in all the English skills.

### **Good features**

- The great majority of pupils listen well. Y1 pupils express themselves readily in familiar situations. They talk confidently about aspects of their work and speak clearly using appropriate language. When answering questions they offer extended responses.
- Pupils make good progress in their reading. They apply an appropriate variety of strategies, such as word-building, to tackle new words and correct errors. They read with a growing fluency and expression. They draw information from a number of sources, including reference books, CD-Rom and audio equipment.
- Pupils produce written work of a good standard. By means of a variety of structured activities they increase their understanding of language forms and spelling strategies. By Y2, they are confident writers, forming their own sentences and short paragraphs. They write coherently and with imagination and are beginning to develop a sense of style. Pupils' handwriting is neat and intelligible.

### **Shortcomings**

- Pupils have not developed fully their ability to produce non-fiction written work.

### **Mathematics**

Standards are good

#### **Good features**

- Pupils are able to discuss numbers confidently and respond quickly to mental tasks using a good variety of strategies.
- They make good progress in their understanding and use of the four rules of number and have an appropriate understanding of time, money and fractions.
- Pupils have a good understanding of number. In Y1, they recognise numbers up to 20 and number bonds up to ten. By the end of Y2 they have a good understanding of number value up to 100 and beyond and use and apply mathematics successfully across the curriculum.
- Pupils use non-standard and standard units of measurement correctly. They present and interpret data through graphs and charts and come to sensible conclusions.
- Pupils recognise and name familiar 2-D and 3-D shapes. They describe their properties using the correct mathematical vocabulary.

### **Shortcomings**

- The skills and understanding of the less able pupils are not sufficiently developed.
- The more able pupils are not extended in every aspect of the work.

### **Science**

Standards are good

### **Good features**

- Pupils talk confidently about their work and respond positively to ideas about possible investigations. They describe the features of objects, living things and events they observe and use simple equipment such as magnifying glasses, correctly. Pupils have a good understanding of the requirements of fair testing. They conduct investigations by following instructions and make predictions as to the likely outcome. They describe their method of working and record their results on pre-prepared worksheets and tables. By Y2, pupils turn to books and CD Roms to find out information about the topic being studied.
- They have a good understanding of the work in progress and can recall well previous knowledge across all aspects of the programmes of study.
- Y1 pupils have a good understanding of the basic principles of forces and motion. They explain in simple terms that pushing and pulling are examples of forces and that friction and gravity effect movement. By using appropriate language and scientific vocabulary pupils explain that forces can make things speed up, slow down or change direction.
- Following a visit to the school pond, Y2 pupils have significantly increased their knowledge of habitats and pond life. By using charts, they identify much of pond life, describe their characteristics and make simple drawings of them. They have a thorough understanding of the life cycle of a frog and relate it to the way humans grow and develop.

### **Shortcomings**

- Pupils' ability to make their own suggestions of how the investigations can be carried out has not been developed fully.

### **Welsh Second Language**

Standards are good.

### **Good features**

- Pupils are eager to take part in their Welsh lessons. They enjoy playing various language games and their confidence when speaking in their second language gradually increases.
- Pupils listen well to classroom instructions and respond correctly. They speak with intelligible pronunciation and intonation. They ask and answer simple questions following a pattern they have learned.
- Pupils read stories along with their teachers and the majority understand the gist of the content. They read out captions and labels and, by Y2, they read familiar sentences and dialogues.
- A significant majority cope successfully with tasks such as filling gaps requiring factual knowledge, labelling, answering questions and writing single sentences. Their work is generally accurate.

- Pupils show an awareness and knowledge of aspects of Welsh culture.

### **Shortcomings**

- Pupils are unable to extend their oral responses during informal conversations.

### **Design and technology**

Standards are good.

#### **Good features**

- Pupils complete ‘design and make’ tasks in conjunction with classroom topics to a good standard. Their measurement, marking and cutting techniques are good. Pupils know that materials have different properties and that some are better suited than others for making products. They follow instructions well and recall the sequence of steps satisfactorily. They are aware of the need to work safely.
- They speak meaningfully and intelligently about what they do, using appropriate language. Pupils have good problem solving skills. Products are finished to a good standard reflecting the ages and abilities of the pupils.
- Pupils make and use simple mechanisms with moving parts when working on models of their own.

### **Shortcomings**

- Pupils’ ability to evaluate products against the original design is not sufficiently developed.

### **Information technology**

Standards are satisfactory

#### **Good features**

- A good majority of the pupils have satisfactory keyboard skills and display a significant degree of control of the mouse as a tool to move the cursor on screen.
- They use an appropriate range of software. They make good use of simple data programmes for presenting and interpreting information gathered in a number of ways.
- Drawing programmes and the floor robot are used confidently to support art work and mapping skills. Satisfactory standards are achieved.
- The more confident pupils are aware of the potential of the World Wide Web in order to send electronic messages and to search for information. Pupils also make effective use of CD-ROMs to glean information.
- Pupils are developing their skills using the inter-active whiteboard to a satisfactory standard.

### **Shortcomings**

- A significant minority of pupils lack confidence in using ICT equipment and are unable to correct, save and print their work without assistance.
- Pupils do not practice and refine their computer skills sufficiently to become adept users of ICT.

### **History**

Standards are good.

#### **Good features**

- Pupils discuss confidently how the past is different from the present and use a good range of words and phrases, such as 'old' and 'long ago' to express their ideas. They sequence events and objects that are within their experience and make simple comparisons of two contrasting periods.
- Stories of relevance to Wales foster successfully pupils' concept of time long ago and increase their awareness of changes over time.
- Pupils find out about the past from a range of historical sources, including visits to places of interest, illustrations and artefacts and they differentiate between fact and fiction. Pupils in Y2 explain events from the past, citing historical sources as proof of their accuracy.

### **Shortcomings**

- The ways in which pupils communicate their knowledge and understanding of the past is too limited.

### **Geography**

Standards are satisfactory

#### **Good features**

- Pupils' mapping skills and work in conjunction with co-ordinates are developing satisfactorily across the key stage. Year 2 pupils identify Wales and the other countries on a map of Britain and indicate where they live. They discuss the significance of maps and their use on a basic level.
- Pupils have a satisfactory understanding of their local area. They use geographical vocabulary accurately when describing features of the seashore.
- They describe and record the weather using simple sentences or conventional symbols.

### **Shortcomings**

- Pupils do not compare the local area with a contrasting area.
- Pupils' have a superficial understanding of the work.

## **Art**

Standards are good.

### **Good features**

- Pupils use a range of materials and produce work of consistently good standard in both 2-D and 3-D form. They are aware of the different elements of art and discuss the use of line, tone, colour, pattern and shape intelligently in their own work. They use a range of material, tools and processes to good effect.
- Their control of an increasing number of techniques is developing as they draw and paint from observations, memory and from their feelings. They create their own shades of colours and use them to good effect in their paintings.
- Their appreciation and understanding of established works of art are developing appropriately and they reproduce the styles of particular artists in their own work.
- They use computer software to create interesting and colourful pictures.

### **Weaknesses**

- Pupils' ability to make models from clay and plasticine is under-developed.

## **Music**

Standards are good.

### **Good features**

- Pupils know a variety of English and Welsh songs and hymns and, by Y2, they sing more challenging songs. The quality of the singing is good; attention is given to breathing, posture and other musical elements.
- The great majority of pupils name tuned and un-tuned instruments correctly. They accompany their singing on the instruments and maintain a steady beat. They imitate and repeat simple rhythm.
- The younger pupils create sound effects in response to a story and follow their compositions from a simple graphic score. They have a basic understanding of musical terms which they use correctly.
- Y2 pupils appraise their own composition and performances and suggest ideas for further development.
- Pupils' ability to compose and arrange music by using a variety of sound sources is developing appropriately.

- Pupils listen to a range of music and are beginning to evaluate what they hear. They recognise some musical elements and offer appropriate responses.
- Y2 pupils play the recorder and perform in special services. This promotes their awareness of notes, rhythm and time.

### **Shortcomings**

- Pupils do not make sufficient use of ICT to develop music.

### **Physical education**

Standards are good.

#### **Good features**

- Pupils throughout the key stage change independently for lessons, dress appropriately and show commitment to their work. They are aware of the changes that happen to their bodies as they exercise and recognise the effects.
- Pupils listen and respond readily to instructions, they name body parts used in movement and describe what they and others are doing.
- They play and move in a variety of ways and explore various activities with increasing confidence and control. Pupils practice their skills to improve their performance. They work safely with others and show increasing spatial awareness as they run, chase and dodge to avoid others.
- The pupils' ability to throw, catch, roll and bounce a ball is satisfactory. They participate enthusiastically in simple competitive games; they have a good awareness of the need for fair play and to abide by the rules.

#### **Weaknesses**

- A small minority of pupils has very little awareness of space which would enable them to work independently without interferences.

### **Religious education**

The standards are good.

#### **Good features**

- Pupils know the stories of some of the main characters in the Old Testament as well as stories about the life of Jesus. They record them orally and in writing.

- Y2 pupils understand the significance of prayer and are able to produce personal prayers, which show their awareness of the need to be thankful for the world and all living things.
- Following a visit to a local church, the pupils name some features of the building and the functions they serve. They are aware of the main church festivals and know of the significance of important dates in the religious calendar.
- They know that the Bible is the Christian's holy book and understand the significance of the Torah to the Jewish faith. They discuss the Jewish celebration of Passover in some detail.
- The pupils' awareness of principles, such as friendship and caring for others, is developing well. They begin to understand the need to show respect for children and people who are different from them and recognise that violent behaviour is unacceptable.

### **Shortcomings**

- Pupils' ability to express opinions on religious matters is limited.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school was inspected in the spring term, 1996. The report noted five key issues for action, including the need to:

- establish a comprehensive programme for the professional development of staff;
- develop strategies to maintain consistently high teaching quality, ensuring that high expectations are sustained, that all pupils are appropriately challenged and that efficient use is made of all available time;
- further develop provision for pupils with special educational needs;
- improve the process of school development planning.
- ensure the efficient use of the headteacher's time and expertise.

Good progress was made by the school in responding to the Key Issues of the 1996 report.

- The school has a well-structured programme for ensuring the continuous professional development of all members of staff.
- During the inspection, in six out of every ten lessons, the teaching was judged to be good with pupils being appropriately challenged.
- The provision for pupils with SEN is now judged to be very good.

- The quality of the present SDP is good.
- The headteacher is the school SENCO and is actively involved in the school's aim to raise standards.

## 8.2 Key issues for action

The school needs to:

- raise standards in subjects and aspects that are satisfactory by attending to the shortcomings noted;
- maintain and build upon the standards in those subjects that are judged to be good;
- further develop the role of curriculum leaders in the school's self-evaluation process;
- continue to develop and refine the school's assessment and recording procedures.

## APPENDIX

### School Data

#### A. Basic Information About the School

Name of School	Ysgol Babanod T Gwynn Jones
School type	LEA maintained Community
Age range of pupils	3 – 7 yrs
Address of school	Llanelian Road, Old Colwyn
Post-code	LL29 9UA
Telephone number	01492 516594

Headteacher	Mrs Margaret A de Cordova
Date of appointment	January 1997
Chair of Governors	Mrs Pat Roberts
Registered Inspector	Wil Williams
Dates of inspection	20 – 23 May 2002

#### B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	24.5	67	64	66	221.5

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0	11

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.7 :1
Pupil : adult (fte) ratio in nursery classes	9.6 :1
Pupil : adult (fte) ratio in special classes	N/A :1
Average class size, excluding nursery and special classes	21.88
Teacher (fte) : class ratio	1.1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R	KS1	Whole school
Summer term 2001	92.82	94.5	93.54
Autumn term 2001	93.15	93.6	93.45
Spring term 2002	91.35	92.22	91.96

Number of pupils excluded during 12 months prior to inspection	0
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### C. Results of National Curriculum Assessments 2001

<b>National Curriculum Assessment KS1 Results: 2001</b>			Number of pupils in Y2: 78					
<b>Percentage of pupils at each level</b>								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	12	62	27	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	1	9	46	44	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	12	79	9	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	9	60	31	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	3	12	64	21	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	6	53	41	0
		National	0	2	10	67	21	0

#### **D. The Evidence Base of the Inspection**

The school was inspected over a period of four days by a team of three professional inspectors and one lay inspector. A total of eighteen inspection days was spent at the school. During the period:

- 71 lessons were attended, dividing the time fairly equitably between classes;
- pupils were questioned in detail on their knowledge and understanding of the curriculum;
- pupils' work over two terms was examined;
- a cross-section of pupils were heard reading in English and Welsh;
- all school documentation was studied including the SDP and schemes of work for all subjects;
- teachers' assessment records and reports prepared for parents were studied;
- attendance registers were inspected;
- detailed attention was given to the school budget;
- a formal meeting was held with the school's governing body, before and after the inspection;
- a pre-inspection parents' meeting was arranged and attended by 15 parents. A total of 44 questionnaires and three letters received from parents were analysed.

#### **E. Composition and Responsibilities of the Inspection Team**

<b>Wil Williams</b>	<b>Rhianwen H. Roberts</b>	<b>G Dylan Roberts</b>	<b>William Owen</b>
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<ul style="list-style-type: none"> <li>• The school and its priorities</li> <li>• The main findings of the report</li> <li>• Standards achieved in subjects and areas of learning</li> <li>• Standards achieved in Key Skills across the curriculum</li> <li>• Teaching</li> <li>• Quality of Self-Evaluation and Planning for Improvement</li> <li>• Leadership and Efficiency</li> <li>• Staffing, Accommodation and Learning Resources</li> <li>• Science</li> <li>• History</li> <li>• Art</li> <li>• Physical Education</li> <li>• Progress since the last inspection</li> <li>• Key Issues for action</li> </ul>	<ul style="list-style-type: none"> <li>• Support, Guidance and Pupils' Welfare</li> <li>• Provision for Pupils with special Special Educational Needs</li> <li>• Provision for the under-fives</li> <li>• English</li> <li>• Welsh Second language</li> <li>• Music</li> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' Spiritual, Moral, social and Cultural Development</li> <li>• Curriculum</li> <li>• Assessment, Recording and Reporting</li> <li>• Mathematics</li> <li>• Design and Technology</li> <li>• Information Technology</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' Spiritual, Moral, social and Cultural</li> <li>• Behaviour and Attitudes</li> <li>• Attendance</li> <li>• Support, Guidance and Pupils' Welfare</li> <li>• Partnership with Parents and Community, Schools and Other Institutions</li> <li>• Partner ship with industry</li> <li>• Accommodation and Learning Resources</li> </ul>
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***The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.***