

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

**Ysgol Tan Y Marian  
Ffordd Swn y Don  
Colwyn Bay  
LL29 9LL**

**School Number: 6622253**

**Date of Inspection: 13 – 16 September 2005**

**by**

**Merfyn Douglas Jones  
78185**

**Date: 15 November 2005**

**Under Estyn contract number: T/013/05P**

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Ysgol Tan Y Marian was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Tan Y Marian took place between 13<sup>th</sup> and 16<sup>th</sup> September 2005. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For all inspections, there is a written report on seven key questions.

For short inspections, there are no subject sections.

For standard inspections, there are also reports on six subjects.

For full inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a full inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Ysgol Tan y Marian is a community school for junior pupils aged seven to eleven. It is situated in Peulwys, on the outskirts of Old Colwyn, in the county borough of Conwy. It is administered by the local education authority (LEA). The catchment area of the school is described as disadvantaged socially and economically.
2. Currently, the school has 88 pupils on roll, aged from seven to eleven years.
3. Ninety-six per cent of pupils are of white ethnic origin and all speak English as their first language. Four per cent come from an ethnic minority background. No pupils come from a Welsh speaking home. No pupils receive support teaching in English as an additional language and there are no pupils 'looked after' by the local authority.
4. Thirty-nine per cent of pupils have been identified as having special educational needs. Eight pupils have statements of Special Educational Needs (SEN). A maximum of twelve are taught for half of each day in the school's unit for pupils with learning difficulties (The Summit). Eleven pupils are on 'school action' and fifteen on 'school action plus' of the Code of Practice for SEN.
5. Forty-nine per cent of pupils are entitled to receive free school meals (FSM), which is well above the national average.
6. Eight pupils were excluded on a temporary basis in the last 12 months.
7. Including the head teacher, the school has six full-time teachers and one part-time teacher, and the average class size is twenty-two.
8. The head teacher was appointed in September 1999.
9. The school was last inspected in December 1999.

<b>The school's priorities and targets</b>
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10. The school's Vision Statement is:

'To maximise the attainments and aspirations of all Ysgol Tan y Marian pupils, so that they develop into successful and caring adults.'

11. **The Main priorities for 2004 – 2005 as identified in the school's development plan (SDP):**

Improve pupils' standards of achievement in all subjects.

Develop and improve links with the community, other schools, feeder schools and the local secondary school.

Develop clear school procedures for dealing with bullying.

Improve pupil attendance.

Develop skills, expectations and whole-school procedures for monitoring standards of achievement.

Produce a PSHE (Personal and social health education) policy and scheme of work.

Review current child protection procedures.

Develop the role of the governing body in monitoring management aspects and initiatives in the SDP.

## Summary

12. Ysgol Tan Y Marian is an improving and inclusive school where children are well cared for, and where the staff work hard to provide pupils with a broad and interesting range of experiences.

### Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	3
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	2
7. How efficient are leaders and managers in using resources?	2

### Standards

13. Overall, pupils' standards of achievement in lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	46%	48%	6%	0%

14. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English		3
Mathematics		3
Science		2
Welsh as a second language		3
Design and Technology		2
Information Technology		3
History		2
Geography		3
Art		2
Music		No judgement made
Physical Education		3
Religious Education		3

15. Pupils with special educational needs (SEN), including those in the resourced provision unit (The Summit), make good progress relative to their age and ability and achieve targets set in their individual educational programmes (IEPs).

16. Standards and progress in the key skills of speaking and listening, reading, numeracy and using information and communication technology (ICT) have good features that outweigh shortcomings. Good use is made of pupils' writing skills across the curriculum and pupils' work demonstrates good standards and progress.
17. Although the pupils have a good understanding of the heritage and culture of Wales, bilingualism is not effectively integrated into the life of the school and, as such, pupils' bilingual skills and competence are underdeveloped. It is evident from discussions with pupils that they are aware, and appreciate that all pupils are treated the same and given the same opportunities. They are also aware of how well they are doing in their work and what they need to do to improve, being involved in setting personal targets.
18. On-entry to the school assessments indicate that pupils' standards of achievement are below local and national averages. Analysis of value added data indicate that pupils make steady progress from entry to the end of the key stage.
19. Over the last few years, end of key stage assessment results have been consistently below county and national averages. Pupils' assessment results in science have gradually improved in comparison to similar schools, (i.e. those with similar numbers of pupils entitled to free school meals) having been one of the priorities set by the school in its school development plan. However, results in English and mathematics have remained static despite input by LEA advisors, various changes in teaching methods and 'catch up' initiatives.
20. Generally, there is little difference between the performance of boys and girls.
21. Pupils are making good progress in their creative skills but less so in their problem solving skills.
22. Pupils are motivated and have an acceptable degree of enthusiasm for work, in particular the stimulating practical activities. There are occasions when some pupils are slow to settle down to their work but the majority of them show positive attitudes to learning.
23. With a few exceptions in each class, pupils' behaviour is good. Pupils move around the school in a quiet and orderly manner. In most instances, they show respect to their fellow pupils and to adults, listening and responding appropriately to instructions and requests.
24. Most pupils understand what is expected of them, in terms of their standards of behaviour.
25. Attendance levels have remained stable since the previous school inspection. Overall, the average level of attendance for the last year (3 terms) is good when compared to similar schools. The level of unauthorised non attendance is relatively high despite the significant reduction since the previous inspection.

26. Pupils make steady progress in developing their personal and social skills and in their moral and wider development. This is because teachers encourage pupils to become more sensitive to the needs of others, to care for those that are less fortunate and to be aware of racial issues.
27. Pupils are developing a good understanding and awareness of other cultures and faiths. However, pupils' spiritual awareness and understanding is underdeveloped.
28. The pupils' preparation for effective participation in the workplace is in the very early stages of development.

### **The quality of education and training**

29. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	51%	37%	0%	0%

30. 100 per cent of the 33 lessons observed were graded as 3 or better. This is above the target set by the Welsh Assembly Government.
31. Most lessons are well planned with clear learning objectives. Teachers exercise their authority firmly and fairly, and have good relationships with their pupils. However, some of the strategies used to combat misbehaviour are inconsistent with the school's behaviour plan and are not always successful, particularly with the older pupils.
32. Teachers have good subject knowledge and use this effectively in lessons. All teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their ability and backgrounds.
33. Resources, including the interactive whiteboards, are well used to motivate and support the pupils.
34. Good use is made of open questioning.
35. The promotion of pupils' bilingual skills is underdeveloped and the use of incidental Welsh is inconsistent and lacks challenge for the older pupils.
36. One third of the lessons observed had shortcomings, which included:
  - A lack of challenge in the work for the higher achieving pupils because of teacher's low expectations and the use of inappropriate worksheets;
  - Work is too teacher directed with overlong lesson introductions;
  - Missed opportunities for independent learning and study skills and for the effective use of ICT and of support staff.

- The quality of assessment, recording, and reporting is sound, with good features outweighing shortcomings, and fully meets requirements. Pupils say that teachers help them to understand and overcome difficulties they may have with their work and discuss with them how they can improve it. They see homework club as an important part of this.
37. The quality of assessment, recording and reporting in The Summit unit is very good.
  38. The quality of reports to parents is good.
  39. Many successful improvements have been made since the time of the previous inspection and the school is now effective in providing experiences that meet learner's needs and interests.
  40. Provision for developing pupil's basic skills is good, but although teachers are having some success in the promotion of key skills and the common requirements of the national curriculum, they do not always systematically plan for these on a daily basis.
  41. A wide range of extra-curricular opportunities both within and outside the school day enriches and extends the quality of curricular provision.
  42. Visits out into the locality are carefully planned to support work in a range of subjects and have helped to forge good community links. Sporting, musical, and other activities are open to all.
  43. The promotion of pupils' social and moral development is good. A real strength is the development of a comprehensive personal and social programme of work, which is helping pupils to behave better and to become more mature and thoughtful.
  44. Spiritual development is promoted well in subjects such as art and music, but less well in assemblies and other aspects of school life.
  45. The school effectively promotes pupils understanding of diversity by providing interesting and relevant work involving Welsh, European and world cultures.
  46. Lifelong learning skills, such as carrying out research in the library or on the Internet, and taking responsibility around the school, are promoted well. Opportunities for developing pupil's entrepreneurial skills are more limited.
  47. The school has strong links with parents, who enthusiastically support school events and activities.
  48. The curriculum fully complies with legal requirements.
  49. The school has not implemented a policy on sustainable development and global citizenship. Developing pupils' understanding of these aspects is at an early stage of development.

50. Pupils are well cared for, guided and supported.
51. The school provides a secure, welcoming, happy, safe and caring environment for pupils to learn. Good relationships exist between pupils, staff, parents and the local community.
52. Pupils settle into the school quickly and happily.
53. The system for monitoring, recording and analysing attendance is effective. In accordance with the Attendance Policy a 'first day response' procedure is used effectively for any unexplained absences.
54. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour.
55. The schools' systems (Golden time and Attendance Tree), for rewarding good attendance, punctuality and behaviour, are effective.
56. School buildings are secure and provide a safe environment for pupils to learn.
57. The Child Protection Policy is current and staff members have relevant training and update briefings.
58. The quality of provision for pupils with additional learning needs has improved since the time of the previous inspection, both in The Summit unit and in mainstream classes and is now very good overall, enabling pupils to achieve well. All pupils with additional learning needs are very well supported, including those with behaviour difficulties.
59. Tan Y Marian School is an inclusive community, where all groups of pupils are supported well.

### **Leadership and management**

60. The head teacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides good leadership and has successfully moved the school forward since the last inspection.
61. The school takes some account of national priorities but the provision for promoting Bilingualism, Education for Sustainable Development and Global Citizenship is underdeveloped.
62. Governors are supportive of the school and are regularly provided with information about the schools' operations by the head teacher. However, they are not fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards the pupils achieve.

63. The Governors Annual Report to Parents does not meet regulatory requirements and a number of the statutory policies and documents have yet to be adopted.
64. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils.
65. The school has good strategies in place for assessing, tracking and evaluating pupils' standards of achievement in all subjects. Teachers use assessment records to set appropriate individual targets for learners.
66. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence. These inform the priorities in the school development plan (SDP).
67. The steady rise in pupils' standards of achievement in recently targeted areas, such as behaviour and science, indicates the effectiveness of the school's planning for improvement.
68. The school has made good progress since the last inspection. Eight of the nine key issues have been well addressed and the ninth, regarding the planning for the development of key skills, is partly achieved.
69. The inspection team agreed with the judgements made by the school on three of the seven key questions. Where there was a difference in judgements, the inspection team believed the school was overly cautious, and awarded the higher grade.
70. The overall provision for staffing, accommodation and resources is now good. Pupils are well taught and supported by caring, enthusiastic and well-trained teaching and non-teaching staff.
71. The provision and quality of learning resources is now much improved from the time of the previous inspection.
72. The development of information, communication and technology skills has been slow, due to a lack of suitable hardware and software. New resources have been purchased and already pupil's confidence is improving, and is beginning to enhance the quality of their work.
73. The school has suitable accommodation for the numbers of pupils concerned and the inside of the building is attractive, well decorated and litter free. Colourful displays of pupils work celebrate pupil's learning.
74. The outside of the building is stark and unattractive and has been regularly damaged by vandalism. However, this has reduced as pupils have come to value the school.

## Recommendations

75. In order to improve standards further, it is recommended that the school should:
- R1 Raise standards in subject areas and in Key Skills, and ensure consistency in planning and delivery.
  - R2 Provide more challenging tasks for the higher ability pupils and create appropriate opportunities for pupils to become independent learners with problem solving skills.
  - R3 Improve provision to further pupils' bilingual skills and spiritual development.
  - R4 Increase opportunities for pupils to experience the world of work, sustainable development and global citizenship.
  - R5 Further extend the governing body's strategic management role and ensure that all statutory documents and policies are in place and implemented.

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

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

76. The findings of the inspection team match the judgements made by the school in its self-evaluation.
77. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English		3
Mathematics		3
Science		2
Welsh as a second language		3
Design and Technology		2
Information Technology		3
History		2
Geography		3
Art		2
Music		No judgement made
Physical Education		3
Religious Education		3

78. In the 33 lessons observed, pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	46%	48%	6%	0%

79. Pupils with special educational needs (SEN) make good progress in relation to their age and abilities and achieve targets set in their individual education programmes (IEPs). In the resourced unit, pupils respond well to high quality teaching and support.
80. Standards and progress in the key skills of speaking and listening, reading, numeracy and using information and communication technology (ICT) have good features that outweigh shortcomings. Good use is made of pupils' writing skills across the curriculum and pupils' work demonstrates good standards and progress.
81. Although the pupils have a good understanding of the heritage and culture of Wales, bilingualism is not effectively integrated into the life of the school and, as such, pupils' bilingual skills and competence are underdeveloped.
82. It is evident from discussions with pupils that they are aware, and appreciate that all pupils are treated the same and given the same opportunities. They

are also aware of how well they are doing in their work and what they need to do to improve, being involved in setting personal targets.

83. On-entry assessments indicate that pupils' standards of achievement are below local and national averages. Analysis of value added data indicate that pupils make steady progress from entry to the end of the key stage.
84. Over the last few years, end of key stage assessment results have been consistently below county and national averages. Pupils' assessment results in science have gradually improved in comparison to similar schools (i.e. those with similar numbers of pupils entitled to free school meals). This was one of the priorities set by the school in its school development plan. However, results in English and mathematics have remained static despite input by LEA advisors, various changes in teaching methods and 'catch up' initiatives.
85. Generally, there is little difference between the performance of boys and girls.
86. However, the high percentage of pupils with SEN (39 per cent this year), of which 25 per cent have behavioural problems, has a significant impact on standards.
87. Pupils are making good progress in their creative skills but less so in their problem solving, which are underdeveloped..
88. Pupils are motivated and have an acceptable degree of enthusiasm for work, in particular the stimulating practical activities. There are occasions when some pupils are slow to settle down to their work but the majority of them show positive attitudes to learning. Most pupils maintain concentration in lessons, which has a positive effect on the standards they achieve and the quality of life in school.
89. With a few exceptions, pupils' behaviour is good and the behaviour of previously excluded pupils has improved. Pupils move around the school in a quiet and orderly manner. In most instances they show respect to their fellow pupils and to adults, listening and responding appropriately to instructions and requests.
90. Pupils' manners and attitudes at playtime and at lunchtimes are good. They are happy and participate readily in lessons and activities. They are considerate of others and of school property and demonstrate a developing level of self-confidence, taking a degree of responsibility for their own behaviour and attitudes. Most pupils understand what is expected of them, in terms of their standards of behaviour.
91. There are a few reports of recent incidents of bullying or inappropriate behaviour and there were eight exclusions during the last reporting period.
92. Attendance levels have remained stable since the previous school inspection. Overall, the average level of attendance for the last year (3 terms) is good. It

is substantially better than the average for the group of schools with a similar percentage of pupils eligible for free school meals, but marginally below the LEA average and the National average. The level of unauthorised non attendance is relatively high despite the significant reduction since the previous inspection

93. There are no significant variations in attendance levels across the school.
94. With a small number of exceptions, punctuality is good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption.
95. The school takes account of the requirements of National Assembly for Wales (NAW) Circular 3/99.
96. Pupils make steady progress in developing their personal and social skills and in their moral and wider development. Good relationships exist between pupils and adults, which helps to enable pupils to become secure and confident in their learning. Teachers encourage pupils to become more sensitive to the needs of others, to care for those that are less fortunate and to be aware of racial issues. Because of this pupils develop a greater understanding of right and wrong. However, pupils' spiritual awareness and understanding is underdeveloped.
97. Pupils show a suitable appreciation and awareness of equal opportunity related issues and the need for respect and understanding within society. Boys and girls play well together.
98. The pupils' awareness of the world of work is underdeveloped.

## The quality of education and training

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

**Grade 2:** Good features and no important shortcomings

99. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 3 and underestimated the overall quality of teaching.

100. In the 30 lessons observed, the grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	51%	37%	0%	0%

101. One hundred per cent of the lessons observed were graded as 3 or better. This is above the target set by the Welsh Assembly Government. Twelve per cent of teaching has outstanding features, which include:

- Very good relationships between teacher and pupils;
- A variety of purposeful and interesting activities that match pupils' needs;
- Challenging questions to develop pupils' own ideas;
- The effective use of classroom assistants and a wide range of resources, to engage pupils fully in their learning.

102. Most lessons are well planned with clear learning objectives. Teachers set clear and appropriate time limits for pupils to complete tasks and this ensures that lessons progress at a good pace.

103. Teachers exercise their authority firmly and fairly, and have good relationships with their pupils. However, some of the strategies used to combat misbehaviour are inconsistent with the school's behaviour plan and are not always successful, particularly with the older pupils.

104. Teachers have good subject knowledge and use this effectively in lessons. Teachers' use of educational visits, artefacts and role-play are good features and stimulate pupils' interest and knowledge.

105. Resources, including the interactive whiteboards, are well used to motivate and support the pupils.

106. Good use is made of open questioning.

107. All teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their ability and backgrounds.

108. Although there are instances of good practice, where teachers are confident in the Welsh language, overall the promotion of pupils' bilingual skills is underdeveloped, and the use of incidental Welsh is inconsistent and lacks challenge for the older pupils.
109. Planning for the development of pupils' creative skills is good but opportunities for the development of their problem solving skills are often missed.
110. One third of the lessons observed had shortcomings, which included:
- A lack of challenge in the work for the higher achieving pupils because of teacher's low expectations and the use of inappropriate worksheets;
  - Work is too teacher directed with overlong lesson introductions;
  - Missed opportunities for independent learning and study skills and for the effective use of ICT and of support staff.
111. The quality of assessment, recording, and reporting has good features that outweigh shortcomings across the school. Assessment arrangements fully meet requirements. There have been many improvements since the time of the previous inspection, which are enabling teachers to assess pupils' progress over time in all subjects, but particularly in English and mathematics, and to track their progress carefully. This helps them to identify areas where their planning needs to be adjusted in order to provide work that is at the right level for all pupils in their care. They do this well.
112. Most of the assessments used are standardised or school generated tests that do not always show how well pupils are progressing in terms of the expectations of the national curriculum. Similarly, work carefully compiled in records of achievement is often not dated or levelled. This makes it difficult for teachers to judge whether their expectations are high enough and whether pupils are making sufficient progress.
113. Pupils say that teachers help them to understand and overcome difficulties they may have with their work and discuss with them how they can improve it. They see the homework club as an important part of this. Formal target setting arrangements for all pupils, however, are still at an early stage. Pupils are not skilled, therefore, in evaluating their own progress and development. Formal targets are set for some pupils, which are displayed on their desks so they can be referred to regularly and pupils say these are useful reminders. This good practice is not in place for all pupils.
114. The quality of assessment, recording and reporting in The Summit unit is very good. This is because information gleaned from regular assessments is shared with pupils and used really well to inform and develop targets recorded in pupil's individual education plans (IEP's). Targets are small and achievable and are thoroughly reviewed by the daily ongoing assessments carried out by all staff, both when pupils are in the unit and when they are back in their mainstream classes. This makes a very good contribution to pupil's learning.

115. The quality of reports to parents is good. Reports provide detailed information of progress in work covered over time and progress in pupil's personal development. They also indicate where in their work children need to improve and how parents can help them.

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

**Grade 2:** Good features outweigh and no important shortcomings

116. The overall findings of the inspection team do not match those of the school in its self-evaluation report in that the school awarded itself a Grade 3. The inspection team decided that the school had been overcautious, and awarded a higher grade.
117. Many successful improvements have been made since the time of the previous inspection and the school is now effective in providing experiences that meet learner's needs and interests in many areas of the curriculum. Much time and effort has been devoted to developing the curriculum, which is now broad, balanced and relevant and full of rich and interesting experiences. It gives coherence and balance to pupil's learning and standards, and now fulfils all legal requirements.
118. Provision for developing pupil's basic skills is good, but although teachers are having some success in the promotion of key skills and the common requirements of the national curriculum, they do not always systematically plan for these on a daily basis. Pupil's literacy and mathematical skills are promoted well.
119. The development of information, communication and technology skills has been slower to develop, due to a lack of suitable hardware and software. New resources have been purchased and already pupil's confidence is improving, and is beginning to enhance the quality of their work.
120. A wide range of extra-curricular opportunities both within and outside the school day enriches and extends the quality of curricular provision. Pupils say they enjoy these activities, and they benefit their learning, particularly homework club.
121. Visits out into the locality are carefully planned to support work in a range of subjects and have helped to forge good community links. Sporting, musical, and other activities are open to all.
122. Visitors to the school involve pupils in workshops, talks and other activities. Curricular provision is well enhanced by all these experiences.
123. The promotion of pupils' social and moral development is good. A real strength is the development of a comprehensive personal and social programme of work, which is helping pupils to behave better and to become

more mature and thoughtful. The work of the School Council has helped to foster a sense of responsibility for the school.

124. A programme of healthy eating is having some impact on pupil's food choices. The school's provision includes offering pupils a break-time breakfast bar.
125. The school effectively promotes and celebrates pupils cultural development, including *Y Cwricwlwm Cymreig*, European cultures and cultures and faiths of the wider world.
126. Spiritual development is promoted well in subjects such as art and music, but less well in assemblies and other aspects of school life.
127. Opportunities to develop pupils' bilingual skills are often missed.
128. Lifelong learning skills, such as carrying out research in the library or on the Internet, and taking responsibility around the school, are promoted well. This helps pupils work co-operatively together, in pairs and groups, contribute to the smooth running of the school and also prepares them for living within a community. Opportunities for developing pupil's entrepreneurial skills are more limited.
129. The school has strong links with parents, who enthusiastically support school events and activities. At least once per term parents are provided with a copy of the informative school newspaper – 'Tan y Marian Times'.
130. Work experience placements are provided for High School pupils. The school has good links with the feeder Infants' School and with the High School. Links with a Teacher Training College are established with 'trainee teachers' placed at the school in previous years.
131. Some topics contained in the schools' Personal and Social Education (PSE) lessons help broaden and enrich the pupils' work related education. Partnerships and formal links with local industry are at an early stage of development. Teachers have yet to undertake industrial/commercial placements, and use these experiences to enrich the curriculum.
132. Pupils are only involved with a very small number of practical examples of promoting sustainable development and have yet to develop a greater understanding of, and a commitment to, sustainable development. Recycling and energy conservation is not actively promoted. The school has not implemented a policy on sustainable development and global citizenship. Developing pupils' understanding of global citizenship is at an early stage of development.

#### **Key question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

133. The findings of the inspection team differ from the school's self-evaluation of grade 3 as the shortcomings previously identified have now been addressed.
134. Pupils are well cared for, guided and supported.
135. The school provides a secure, welcoming, happy, safe and caring environment for pupils to learn. Parents consider pupils are well cared for and supported appropriately, and are satisfied with help and guidance provided for their children. The deployment of support staff is well organised and meets the needs of each pupil.
136. The school identifies and reacts constructively to individual pupils' needs and requirements. External support services are used appropriately, regularly and effectively.
137. Good relationships exist between pupils, staff, parents and the local community.
138. The school has an 'open door' policy and parents are invited to attend three parents' evenings per year to discuss their child's progress and/or any other matter related to their education.
139. There are good induction arrangements for pupils joining the school from the Infant's School and the transfer arrangements for pupils moving from Year 6 to the High School are established and effective.
140. Pupils settle into the school quickly and happily.
141. The schools support staff strive to satisfy each pupil's particular needs. Health education related topics are contained within the schools' PSE lessons.
142. The system for monitoring, recording and analysing attendance is effective. There is good liaison with the education welfare officer (EWO) and LEA attendance officer.
143. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour.
144. The schools' systems for monitoring and for rewarding good attendance, punctuality and behaviour are effective.
145. The School buildings are secure and provide a safe environment for pupils to learn. However, the preparation of 'risk assessments' for both on-site and off-site activities is only in the very early stages of being completed.

146. The governing body has adopted relevant Health and Safety policies. Staff and pupils have an appropriate awareness of 'Health and Safety'.
147. Effective procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.
148. The head teacher is the designated Child Protection co-ordinator. The Child Protection Policy is current and staff members have relevant training and update briefings. Staff are fully aware of, and regularly practice, the appropriate procedures they must follow.
149. Complaint and appeal procedures are clear and detailed.
150. The quality of provision for pupils with additional learning needs has improved since the time of the previous inspection, both in The Summit unit and in mainstream classes and is now good overall, enabling pupils to achieve well. All staff are concerned for the development of these pupils and work hard to provide them with rich and interesting experiences.
151. The assessment of these pupils needs is thorough and evidence gathered is used well to inform teacher's planning and targets in pupils IEP's.
152. All pupils with additional learning needs are very well supported, including those with behaviour difficulties. Many pupils display very challenging behaviour and it is to the credit of the Head, teachers and support staff that in most lessons pupils, who have the potential to disrupt their own and others learning, behave well and stay on task. The local behaviour support team provides some help and advice and teachers say they have benefited from regular assertive discipline and anger management training.
153. Tan Y Marian School is an inclusive community, where all groups of pupils are supported well. Pupil's learning is benefiting from the higher levels of support staff that the school has recently funded. Musical, sporting and other activities are available for all, funded by the school where necessary.
154. Pupils have a good understanding of what racial and gender equality means because the school effectively promotes this aspect across all areas of activity, particularly through its personal and social programme of work. Pupils say that if they have any concerns they are listened to and measures such as the School Council and comments boxes have helped with this.
155. A detailed and useful anti-bullying policy is in place and followed by all staff.
156. Bullying or inappropriate behaviour is considered a serious matter and the school adopts a 'no nonsense' approach. Any reported instances of bullying or inappropriate behaviour are dealt with promptly and effectively. Incidents of bullying are comprehensively recorded.

157. The school effectively promotes pupils understanding of diversity by providing interesting and relevant work involving Welsh, European and world cultures. This helps to raise pupil's knowledge and understanding of this aspect.
158. The school building and site has been properly adapted to ensure that pupils with disabilities can be fully integrated into the life and work of the school.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

#### Grade 3: Good features outweigh shortcomings

159. The findings of the inspection team match the judgements made by the school in its self-evaluation.
160. The school has a clear vision statement and overall aims with regard to partnerships, education and management. These have been drawn up and agreed by staff and governors who are committed to raising standards and to providing a caring and inclusive school.
161. The head teacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides good leadership and has successfully moved the school forward since the last inspection.
162. There are agreed policies and shared values regarding equal opportunities, racism and personal and social development. These are well understood by staff and are well promoted across the school.
163. The school takes some account of national priorities but the provision for promoting Bilingualism, Education for Sustainable Development and Global Citizenship is underdeveloped.
164. Pupils' individual target setting is well established and teachers know their pupils well.
165. There is an effective staff appraisal system which successfully links both teachers' professional development and the priorities set by the school in its SDP.
166. Most of the members of the governing body are newly appointed and are developing an awareness of their responsibilities, following support from the Local Education Authority (LEA).
167. Governors are supportive of the school and are regularly provided with information about the schools' operations by the head teacher. However, they are not fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards the pupils achieve. The role of governors as a 'critical friend' has yet to be effectively developed and adopted.
168. The school meets most of its regulatory and legal requirements. The Governors Annual Report to Parents does not meet regulatory requirements and a number of the statutory policies and documents have yet to be adopted.

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

**Grade 2:** Good features and no important shortcomings

169. The findings of the inspection team match the judgement made by the school in its self-evaluation.
170. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils.
171. Subject co-ordinators monitor and evaluate development and progress in the subjects for which they are responsible and use the information gained to produce an annual subject development plan. They carefully scrutinise pupils' work and teachers' planning documents, and gather exemplars of good practice in a broad range of subject portfolios.
172. Classroom observations to monitor teaching and learning are mainly undertaken by the head teacher, but the subject leaders are gradually being involved.
173. The school has good strategies in place for assessing, tracking and evaluating pupils' standards of achievement in all subjects. Teachers use assessment records to set appropriate individual targets for learners.
174. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence. These inform the priorities in the school development plan (SDP).
175. Targets are set in the SDP and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
176. The steady rise in pupils' standards of achievement in recently targeted areas, such as behaviour and science, indicates the effectiveness of the school's planning for improvement.
177. The school has made good progress since the last inspection. Eight of the nine key issues have been well addressed and the ninth, regarding the planning for the development of key skills, is partly achieved.
178. The inspection team agreed with the judgements made by the school on three of the seven key questions. Where there was a difference in judgements, the inspection team believed the school was overly cautious, and awarded the higher grade.

## **Key question 7: How efficient are leaders and managers in using resources?**

### **Grade 2: Good features and no important shortcomings**

179. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 3. The team finds that the school regularly reviews the use of resources to ensure good value for money and thus raises the grade to a 2.
180. The overall provision for staffing, accommodation and resources is good. Pupils are well taught and supported by caring, enthusiastic and well-trained teaching and non-teaching staff.
181. The school is very committed to updating staff knowledge and several newly appointed learning support assistants are being systematically trained at present. All staff work well together as a cohesive team to ensure that all pupils in their care make good progress.
182. The support all staff give to the high number of pupils who have been identified, as having special educational needs, particularly behaviour problems, is very good because staff have benefited from high levels of staff training.
183. The provision and quality of learning resources is now much improved from the time of the previous inspection. Funding has been used well to carefully and thoughtfully resource the school to ensure that priorities can be met and pupils' learning enhanced. Resources within the community have been harnessed to extend this, for example, when pupils visit local castles, museums and art galleries to support work in history and art, and when visitors to the school engage pupils in musical and artistic workshops.
184. The locality is well used to support work in geography, and books in the library are well supplemented by regular additions from the library service. In the library itself books are well used although the space is cramped for individual and class research. Plans are in hand to relocate and develop this important resource.
185. Lack of computer hardware and software in the past has hampered the development of pupil's communication and technological skills, but this has been addressed and already pupil's confidence in this area is growing.
186. The school has suitable accommodation for the numbers of pupils concerned and the inside of the building is attractive, well decorated and litter free. Colourful displays of pupils' work celebrate their learning.
187. The building has been properly adapted for people with disabilities. The outside of the building is stark and unattractive and has been damaged by vandalism, although this has reduced as pupils have come to value the school.
188. The playground is distant from the school but the large playing field, which is nearer, although useful in good weather, is often water logged.

## Standards achieved in subjects and areas of learning

### Subject 1: English

**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

#### Good features

189. Pupils speaking and listening skills are underdeveloped on entry to the school but most make good progress and achieve well in relation to their starting point. However, pupils' standards of achievement overall has good features that outweigh shortcomings. Most pupils listen thoughtfully to their teachers and many are keen, and confidently participate in discussion, even when their answers may be wrong.
190. Often pupils listen intently because they are interested in the topic. For example, the imagery created in concrete poems. In these instances pupils use their own initiative well to comment on the poems.
191. Pupils with special educational needs, including those with behavioural difficulties, also often make a good contribution to discussion because they are so well supported in lessons and this helps them to articulate their thoughts and ideas.
192. Pupils make good progress in writing across the school and standards of achievement are often good. They write for a wide range of purposes and to support work well in subjects such as history and religious education. This is a strong feature of the work.
193. They compile persuasive arguments, write poetry with a good use of adjectives and imagery and recount stories and events they have heard. Many pupils effectively present arguments for and against a topic, expressing their own points of view. They successfully record their feelings, for example, after discussing the problems of trading with exotic pets. They thoughtfully sort opinion from fact and record their findings appropriately.
194. Where it is good, pupil's writing is often sustained, with a growing understanding of punctuation and spelling skills. Handwriting is clear and legible with generally well-formed letters. Pupils use Thesaurus and dictionaries independently.
195. Standards of achievement in reading have good features that outweigh shortcomings. Younger pupils reading is generally accurate and pupils self-correct where necessary, because they have a sound knowledge of phonic skills. In guided reading sessions, pupils talk in simple terms about the text and accurately predict what may happen next. More able pupils read enthusiastically, with fluency and expression. Older pupils express preferences and readily talk about plot and character. They can describe

instances where they have used books and the Internet to find information to support their work in a range of subjects.

### **Shortcomings**

196. The speaking and listening skills of many pupils remain underdeveloped. This is mainly because they lack the breadth of vocabulary to fully express their views and ideas.
197. Pupils' use of information technology to support the development of their reading and writing skills is limited and this affects both progress and standards.
198. The quality of writing in older pupils' first draft, "rough book" writing, is very variable. It can be full of careless spelling and punctuation inaccuracies. It often lacks properly joined letters and although letters are legible, good presentation is underdeveloped.
199. The reading of some pupils right across the school lacks fluency and expression. A number are not confident readers. Many pupils say they rarely read at home and the school has yet to harness the regular support of parents to help develop pupils' reading skills, despite its good efforts.

<b>Subject 2: Mathematics</b>
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**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

### **Good features**

200. The youngest pupils correctly identify and name the features of two and three-dimensional shapes. They match and order numbers correctly, and are beginning to have a good understanding of place value.
201. Pupils use a range of correct terms and symbols for the four rules of number with increasing confidence.
202. Older pupils have a good idea of different units of metric length and the different measuring instruments, which are appropriate to measure them. They are able to estimate and measure accurately in standard units, calculate the perimeter and area of rectangles and are familiar with terminology regarding angles.
203. Most pupils deal competently with written exercises involving the four rules of number. They recite multiplication facts correctly and they demonstrate good understanding of place value when ordering and comparing large numbers.
204. They can create and interpret charts and graphs and correctly use co-ordinates to fix or find a position.

## Shortcomings

205. Pupils' ability to recall number facts and calculate mentally is slow and uncertain.
206. Their knowledge and use of mental strategies and problem solving skills are underdeveloped.

<b>Subject 3: Science</b>
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## Key Stage 2 – Grade 2: Good features and no important shortcomings

### Good features

207. Many pupils enter the school with a below average knowledge and understanding of the world around them, but because their scientific experiences are so good, they make good progress and, by the end of key stage 2, their standards of achievement are good.
208. Investigative and experimental skills are good across the school because pupils are supported from a young age to plan, carry out and record their investigations independently.
209. Most pupils understand and can set up a fair test. They use scientific resources, such as Newton meters, and electrical and magnetic materials with confidence and are proud of their work.
210. Pupils recorded work is well presented, thoughtful and relevant. They use their art skills well to produce good quality scientific drawings. They use their mathematical skills well to gather and sort data. Pupils throughout the school make good use of accurate scientific terminology.
211. Younger pupils begin to understand growth and change in the human body and name different body parts, including the skeleton, accurately. As they name and describe the jobs of different teeth, they enjoy eating a variety of food types to work out which teeth are for biting, tearing or chewing. Their learning benefits from the time they are given to explore, experiment and find things out for themselves. They use mirrors carefully to study their own and others teeth.
212. Older pupils are also extending their knowledge of life processes when, after learning about blood circulation, they find out for themselves that vigorous exercise will change their pulse rate. They work well in pairs in a later PE lesson to identify, measure, and record these changes.
213. When participating in Wales Biodiversity Week, pupils in year 6 focus appropriately on environmental care and sustainability. After investigating plant and wild life on the Marian, they produce a colourful leaflet to promote

the protection of endangered species. In their study of a local river, when focusing again on biodiversity, they first sample the stream to analyse water quality and check pollution levels, then collect and identify invertebrates. They use tally charts, and pie and block graphs to show distribution and numbers well.

### **Shortcomings**

- 214. Some pupils find planning an investigation difficult without adult support.
- 215. Pupils' use of information technology to support the development of their scientific skills is underdeveloped and this affects both progress and standards.

<b>Subject 4: Welsh as a second language</b>
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**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

### **Good features**

- 216. Younger pupils count confidently to twenty and beyond, name colours correctly and make simple comments about how they feel and about the weather.
- 217. Pupils understand a variety of classroom instructions, more so when the teacher uses incidental Welsh regularly and consistently during the day.
- 218. Most pupils speak and read with good pronunciation and complete simple written tasks in their workbooks.
- 219. They sing Welsh songs with enthusiasm and obvious enjoyment.
- 220. Following a given format and using set phrases, pupils successfully make simple statements and comments about a variety of items such as their feelings or their likes and dislikes.
- 221. They ask and answer simple questions and some can tell the time using quarter and half the hour.

### **Shortcomings**

- 222. Older pupils at the top of the school lack confidence in using the language and their progress is slow and insecure.
- 223. Pupils have difficulty recalling phrases and vocabulary without the aid of the teacher or the written word.

## **Subject 5: Design and technology**

**Grade 2:** Good features and no important shortcomings

### **Good features**

224. Pupils make good progress in designing, making and evaluating their work, much of which is exciting and interesting and of good quality. They plan and record their work well. Standards of achievement are good.
225. When younger pupils design a device to help carry tools around the garden they are clear about the design brief and what they need to do. They develop their mathematical skills appropriately when they use rulers to measure their designs, which are often detailed and imaginative. They describe their vehicles with good technical terminology, such as use of cogs, wheels and axles. Chosen materials are suitable for the task, for example, when creating hinges and levers, and pupils use tools safely.
226. After designing and making clown models with noses that light up, evaluations are thoughtful, for example, when pupils express their views on the success, or otherwise, of their prototypes. Recorded work shows evidence of a good gathering of information to inform designs. It also shows that pupils are clear what they need to do to improve their models. Finished models are good quality. Older pupils use their art skills well to produce meticulously detailed designs.
227. They have a good knowledge of mechanisms. As pupils in year 6 begin to clarify their ideas on how to make vehicles move, they focus effectively on gear, pulling and pneumatic mechanisms.
228. When designing a bridge that will take the weight of the mechanical vehicles they have made, designs are often sophisticated. Pupils use their scientific skills well to incorporate information from investigations they have carried out into beam types, to find the strongest.
229. When making cushions as presents, they first study texture, colour and pattern in a range of materials. They describe the properties needed for a cushion, for example, comfortable, warm, hardwearing and attractive. They discuss the need for accurate measurements and describe instances where their models have not worked because they did not do this. Some pupils design their cushions using a computer program, thereby extending their learning.

### **Shortcomings**

230. Some pupils find it difficult to express their ideas in a cohesive way because they have a limited vocabulary.

## Subject 6: Information Technology

**Key Stage 2 - Grade 3:** Good features outweigh shortcomings.

### Good features

231. Pupils are familiar with the basic operations in word processing to produce well laid out and various interesting styles. A particular feature is the way they can improve the presentation of their work with different borders, colours, pictures and fonts.
232. The skills of saving and opening work are well established. The mouse is used effectively and confidently to make appropriate selections.
233. Pupils are competent in gathering a variety of data and producing graphs in different forms.
234. They make effective use the Internet or CD-ROMs to conduct research on various topics in different subjects, such as history and geography. Their understanding of communicating through the use of electronic mail is developing well.
235. Pupils are familiar and confident with the interactive whiteboard in the classrooms.
236. They create individual designs with repeated patterns and can give on-screen instructions to direct a 'turtle' and create shapes.

### Shortcomings

237. Overall, pupils' IT skills are underdeveloped, particularly in controlling and modelling.

## Subject 7: History

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

### Good features

238. The use of regular visits, role-play experiences and handling artefacts are having a significant effect on the pupils' standards of achievement. The annual 'History Week' raises the profile of the subject and develops pupils' interest and knowledge.
239. Pupils develop a greater understanding of their own Welsh culture through their study of great Welsh figures, including William Morgan.

- 240. They have a good recall of the different periods studied, particularly the Tudor and Victorian periods. They are aware of the differences between their own lives and that of children in those times.
- 241. Year 6 pupils have a good understanding of how people suffered during the Second World War and are beginning to appreciate the cause and effect of certain actions.
- 242. Pupils discuss primary sources of information and develop their own research skills. They are beginning to successfully interpret evidence, ask and answer questions about the past and express their own ideas about what life must have been like.
- 243. Their sense of chronology is developing well through the use of time lines.

### **Shortcomings**

- 244. The higher achieving pupils are sometimes restricted in developing further thoughts due to the format of worksheets and their enquiry skills are underdeveloped.

<b>Subject 8: Geography</b>
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**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

### **Good features**

- 245. Pupils are developing good mapping skills through map work and photographic interpretation, including aerial photographs. They are aware that maps can represent real places and understand the need for mapping symbols to identify features.
- 246. They use and understand keys, co-ordinates and compass points. They recognise human and physical features on a map and can accurately locate places on an OS map using co-ordinates.
- 247. Most pupils identify Wales and the other home countries on a map of the United Kingdom. They locate Colwyn Bay and various well-known features, such as Snowdon, on a map of Wales.
- 248. Younger pupils identify their favourite and least favourite parts of their own locality and give good reasons behind their choices and how they would change things for the better.
- 249. They know about and explain the Water Cycle and a river's journey and are well aware of the problems of pollution.
- 250. They know and understand that the weather can affect people's lives.

251. Local field studies enrich pupils' geographical knowledge and understanding.
252. Pupils can distinguish similarities and differences between their own area and other places such as Conwy, Dale in Pembrokeshire and the village of Chembakolli in India. They are able to recognise and describe the main features using geographical vocabulary.

### **Shortcomings**

253. Pupils' enquiry skills are underdeveloped.
254. Their understanding of how the environment is affected and managed by people is limited.

<b>Subject 9: Art</b>
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**Grade 2:** Good features and no important shortcomings

### **Good features**

255. The artwork of pupils across the school is often vibrant and exciting and pupil's achievement is good, sometimes very good. This is because skill development is taught thoroughly in all year groups, enabling pupils to have a clear understanding of the main art elements of line tone and form etc. It is also because pupils are given lots of time to play, explore and investigate a wide range of media and tools and this captures their interest and imagination.
256. The use of artwork to support learning in many subjects across the curriculum is a strong feature. For example, when pupils extend their good drawing skills by creating good quality detailed technical drawings in science and design and technology achievement is good. They work well in two and three dimensions to create, for example, interesting coil pots in the style of the Celts.
257. Pupils respond well to the study of the work of Welsh, European and world-wide artists, working hard to apply their creative skills. Pupils in year 4 create soft and delicate pastel paintings using the dot and daub style of Monet. Pupils in year 6, after studying the seascapes of Augustus John, effectively create their own watery effects using marbling inks.
258. Pupil's artwork develops so well because teachers put so much effort into developing and building on different techniques. A good example is when, after studying the landscapes of a Victorian artist, pupils in year 5 thoughtfully create their own interesting interpretations, by first using pencil, paint and crayon, then developing this further with chalk, pastel and ink.
259. When they use their sketchbooks appropriately to reproduce sections of the small detail in the work of an early Indian artist, they concentrate really well and display great pride in their work.

260. After considering space and colour in landscape paintings, pupils carefully observe how objects appear to get smaller and colours hazier and paler, the further away they are. They experiment with colour tones of black, grey and white in paint and charcoal, varying their strokes from bold to fine, and blending dark with light.
261. Visits into the locality to study local landscapes have brought this topic to life for pupils, giving them good insight into foreground, middle and background and helping them capture mood, feelings and shapes.

### **Shortcomings**

262. There are no significant shortcomings.

<b>Subject 10: Music</b>
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### **Key Stage 2: - Grade 3: Good features outweigh shortcomings**

263. Due to time tabling arrangements, it was only possible to observe one music lesson during the inspection period. However, further evidence was obtained from discussions with pupils and teachers, scrutiny of documents, including teachers' lesson plans, and photographs. The school's self-evaluation of standards in the other national curriculum subjects closely matches those of the inspection team and this is another indication towards awarding a grade 3.

### **Good features**

264. Pupils follow simple rhythmic clapping patterns and create a slow / fast beat accurately.
265. They follow and copy quite complicated patterns of claps, taps and stamps correctly, and create their own patterns.
266. Their composition skills are developing well and they listen to and appraise the work of other pupils thoughtfully.
267. They listen to classical music and their awareness of famous composers, such as Beethoven, is developing well.
268. Pupils can play a variety of untuned instruments with control, and their musical skills are further developed in extra-curricular clubs.

### **Shortcomings**

269. Pupils' lack of appropriate breathing techniques affects the quality of singing across the school.
270. Pupils' skills in evaluating and improving their own and other's compositions are underdeveloped.

## Subject 11: Physical Education

**Key Stage 2 – Grade 3:** Good features outweigh shortcomings.

### Good features

- 271. Pupils are aware of the importance of safety and understand the need for warm-up activities, prior to the main activity.
- 272. They sustain energetic activities well and are aware of the beneficial effect of regular exercise and how it increases their pulse rate. Most pupils work hard to improve their skills.
- 273. The school provides opportunities for pupils to improve their abilities in swimming and records show that most pupils make good progress.
- 274. A wide range of extra-curricular activities has a very beneficial effect on the standards across the school.
- 275. Pupils respond well to musical stimuli, demonstrating a good sense of rhythm and control. Their use and awareness of space is good.
- 276. They have good hand and eye co-ordination and demonstrate good levels of skill when passing or receiving balls.

### Shortcomings

- 277. Pupils' ability to evaluate their own and other pupils' performance is underdeveloped.
- 278. Pupils do not always respond immediately to teachers' commands or instructions.

## Subject 12: Religious Education

**Key Stage 2 – Grade 3:** Good features outweigh shortcomings.

### Good features

- 279. Pupils have an increasing understanding of Christianity and Christian festivals, with specific reference to worship and celebration.
- 280. Rules for their own school and the Ten Commandments are compared and understood. They successfully learn the value of consideration for others, loyalty, friendship, tolerance and forgiveness.

281. They are able to identify and describe significant features of a church and a chapel, following local visits to different Christian places of worship. Visiting clergy complement this work.
282. Pupils have a sound knowledge of well-known Bible stories such as of the Good Samaritan.
283. Pupils are also developing a sound knowledge of other religions, notably Hinduism and Islam.

### **Shortcomings**

284. Pupils' spiritual awareness is underdeveloped.

## **School's response to the inspection**

We are extremely pleased that the Inspectors acknowledged the improvement in standards made since the last inspection. They confirm that “Ysgol Tan y Marian is an improving and inclusive school where children are well cared for, and where the staff work hard to provide pupils with a broad and interesting range of experiences”.

It is especially encouraging the “inspection team agreed with the judgements made by the school on three of the seven key questions. Where there was a difference in judgements, the inspections team believed the school was overly cautious and awarded the higher grade”. This recognition acknowledges the hard work and determination of staff and governors in collaboration with the support of parents.

The School Development Plan will include planned actions in response to the five recommendations and this will form part of the continuous process of school improvement.

The Head teacher, Staff and Governors wish to thank the team; under the guidance of Mr. Merfyn Jones, for their professionalism in conducting the inspection. We welcome the constructive comments and positive feed-back received.

## Appendix A

### Basic information about the school

Name of School	Ysgol Tan Y Marian
School type	Community Junior
Age-range of pupils	7 – 11 years
Address of School	Ffordd Swyn y Don Llysfaen Colwyn Bay
Post-code	LL29 9LL
Telephone number	01492 517060
Head teacher	Mrs Glenda E Hughes
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr Dave Cowans Conwy Borough Council
Registered inspector	Merfyn Douglas Jones
Dates of inspection	13 <sup>th</sup> – 16 <sup>th</sup> September 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	22	25	22	19	88

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16
Pupil : adult (fte) ratio in nursery classes	N/a
Pupil : adult (fte) ratio in special classes	6:4
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2004	N/a	N/a	93.6%
Spring 2005	N/a	N/a	92.2%
Summer 2005	N/a	N/a	91.5

Percentage of pupils entitled to free school meals	49
Number of pupils excluded during 12 months prior to inspection	8

## Appendix C

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		16			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	18.8	25.0	43.8	12.5	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School										
		National										
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	6.3	0	6.3	25.0	50.0	12.5	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School										
		National										
Science	Teacher Assessment	School	0	0	0	6.3	0	0	12.5	50.0	31.3	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School										
		National										

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	43.8	In the school	N/a
In Wales	70.0	In Wales	N/a

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

A team of three inspectors, including a lay inspector, spent a total of seven inspector days in school.

The head teacher was the nominee and played a supportive role during the inspection.

Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.

Eleven questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers and support staff.

Discussions were held with pupils about their work and the life of the school.

Thirty three lessons or part lessons were observed.

A sample of pupils' work, practical and written, from across the ability range in each year group, was examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended assemblies and observed extra-curricular activities.

All the documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and with the governing body to discuss the outcome of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Context, summary, recommendations Key Questions 1, 2, 5 and 6 Subjects: mathematics, Welsh as a second language, information technology, history, geography, physical education and religious education
Mrs Kay Andrews Team Inspector	Key Questions 3, 4 and 7 and contributing to key questions 1 and 2 Subjects: English, science, design and technology, music and art
Mr Kerry Jones Lay Inspector	Contributing to all key questions

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

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

**Ysgol Tan Y Marian  
Ffordd Swyn y Don  
Colwyn Bay  
LL29 9LL**

**Summary for Parents**

**School Number: 6622253**

**Date of Inspection: 13 – 16 September 2005**

**by**

**Merfyn Douglas Jones  
78185**

**Date: 15 November 2005**

**Under Estyn contract number: T/013/05P**

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### Basic information about the school

Name of School	Ysgol Tan Y Marian
School type	Community Junior
Age-range of pupils	7 – 11 years
Address of School	Ffordd Swn y Don Llysfaen Colwyn Bay
Post-code	LL29 9LL
Telephone number	01492 517060

Head teacher	Mrs Glenda E Hughes
Date of appointment	September 1999
Chair of governors / Appropriate authority	Mr Dave Cowans Conwy Borough Council
Registered inspector	Merfyn Douglas Jones
Dates of inspection	13 <sup>th</sup> – 16 <sup>th</sup> September 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	22	25	22	19	88

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

### A SUMMARY REPORT FOR PARENTS

Ysgol Tan Y Marian was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Tan Y Marian took place between 13<sup>th</sup> and 16<sup>th</sup> September 2005. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For all inspections, there is a written report on seven key questions.

For short inspections, there are no subject sections.

For standard inspections, there are also reports on six subjects.

For full inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a full inspection.

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

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

## Summary

Ysgol Tan Y Marian is an improving and inclusive school where children are well cared for, and where the staff work hard to provide pupils with a broad and interesting range of experiences.

### Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	3
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	2
7. How efficient are leaders and managers in using resources?	2

## Standards

Overall, pupils' standards of achievement in lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	46%	48%	6%	0%

Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	3
Mathematics	3
Science	2
Welsh as a second language	3
Design and Technology	2
Information Technology	3
History	2
Geography	3
Art	2
Music	No judgement made
Physical Education	3
Religious Education	3

Pupils with special educational needs (SEN), including those in the resourced provision unit (The Summit), make good progress relative to their age and ability and achieve targets set in their individual educational programmes (IEPs).

Standards and progress in the key skills of speaking and listening, reading, numeracy and using information and communication technology (ICT) have good features that outweigh shortcomings. Good use is made of pupils' writing skills across the curriculum and pupils' work demonstrates good standards and progress.

Although the pupils have a good understanding of the heritage and culture of Wales, bilingualism is not effectively integrated into the life of the school and, as such, pupils' bilingual skills and competence are underdeveloped. It is evident from discussions with pupils that they are aware, and appreciate that all pupils are treated the same and given the same opportunities. They are also aware of how well they are doing in their work and what they need to do to improve, being involved in setting personal targets.

On-entry to the school assessments indicate that pupils' standards of achievement are below local and national averages. Analysis of value added data indicate that pupils make steady progress from entry to the end of the key stage.

Over the last few years, end of key stage assessment results have been consistently below county and national averages. Pupils' assessment results in science have gradually improved in comparison to similar schools, (i.e. those with similar numbers of pupils entitled to free school meals) having been one of the priorities set by the school in its school development plan. However, results in English and mathematics have remained static despite input by LEA advisors, various changes in teaching methods and 'catch up' initiatives.

Generally, there is little difference between the performance of boys and girls.

Pupils are making good progress in their creative skills but less so in their problem solving skills.

Pupils are motivated and have an acceptable degree of enthusiasm for work, in particular the stimulating practical activities. There are occasions when some pupils are slow to settle down to their work but the majority of them show positive attitudes to learning.

With a few exceptions in each class, pupils' behaviour is good. Pupils move around the school in a quiet and orderly manner. In most instances, they show respect to their fellow pupils and to adults, listening and responding appropriately to instructions and requests.

Most pupils understand what is expected of them, in terms of their standards of behaviour.

Attendance levels have remained stable since the previous school inspection. Overall, the average level of attendance for the last year (3 terms) is good when compared to similar schools. The level of unauthorised attendance is relatively high despite the significant reduction since the previous inspection.

Pupils make steady progress in developing their personal and social skills and in their moral and wider development. This is because teachers encourage pupils to become more sensitive to the needs of others, to care for those that are less fortunate and to be aware of racial issues.

Pupils are developing a good understanding and awareness of other cultures and faiths. However, pupils' spiritual awareness and understanding is underdeveloped.

The pupils' preparation for effective participation in the workplace is in the very early stages of development.

### **The quality of education and training**

The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	51%	37%	0%	0%

100 per cent of the 33 lessons observed were graded as 3 or better. This is above the target set by the Welsh Assembly Government.

Most lessons are well planned with clear learning objectives. Teachers exercise their authority firmly and fairly, and have good relationships with their pupils. However, some of the strategies used to combat misbehaviour are inconsistent with the school's behaviour plan and are not always successful, particularly with the older pupils.

Teachers have good subject knowledge and use this effectively in lessons. All teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their ability and backgrounds.

Resources, including the interactive whiteboards, are well used to motivate and support the pupils.

Good use is made of open questioning.

The promotion of pupils' bilingual skills is underdeveloped and the use of incidental Welsh is inconsistent and lacks challenge for the older pupils.

One third of the lessons observed had shortcomings, which included:

- A lack of challenge in the work for the higher achieving pupils because of teacher's low expectations and the use of inappropriate worksheets;
- Work is too teacher directed with overlong lesson introductions;
- Missed opportunities for independent learning and study skills and for the effective use of ICT and of support staff.
- The quality of assessment, recording, and reporting is sound, with good features outweighing shortcomings, and fully meets requirements. Pupils say that teachers help them to understand and overcome difficulties they may have with their work and discuss with them how they can improve it. They see homework club as an important part of this.

The quality of assessment, recording and reporting in The Summit unit is very good.

The quality of reports to parents is good.

Many successful improvements have been made since the time of the previous inspection and the school is now effective in providing experiences that meet learner's needs and interests.

Provision for developing pupil's basic skills is good, but although teachers are having some success in the promotion of key skills and the common requirements of the national curriculum, they do not always systematically plan for these on a daily basis.

A wide range of extra-curricular opportunities both within and outside the school day enriches and extends the quality of curricular provision.

Visits out into the locality are carefully planned to support work in a range of subjects and have helped to forge good community links. Sporting, musical, and other activities are open to all.

The promotion of pupils' social and moral development is good. A real strength is the development of a comprehensive personal and social programme of work, which is helping pupils to behave better and to become more mature and thoughtful.

Spiritual development is promoted well in subjects such as art and music, but less well in assemblies and other aspects of school life.

The school effectively promotes pupils understanding of diversity by providing interesting and relevant work involving Welsh, European and world cultures.

Lifelong learning skills, such as carrying out research in the library or on the Internet, and taking responsibility around the school, are promoted well. Opportunities for developing pupil's entrepreneurial skills are more limited.

The school has strong links with parents, who enthusiastically support school events and activities.

The curriculum fully complies with legal requirements.

The school has not implemented a policy on sustainable development and global citizenship. Developing pupils' understanding of these aspects is at an early stage of development.

Pupils are well cared for, guided and supported.

The school provides a secure, welcoming, happy, safe and caring environment for pupils to learn. Good relationships exist between pupils, staff, parents and the local community.

Pupils settle into the school quickly and happily.

The system for monitoring, recording and analysing attendance is effective. In accordance with the Attendance Policy a 'first day response' procedure is used effectively for any unexplained absences.

The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour.

The schools' systems (Golden time and Attendance Tree), for rewarding good attendance, punctuality and behaviour, are effective.

School buildings are secure and provide a safe environment for pupils to learn.

The Child Protection Policy is current and staff members have relevant training and update briefings.

The quality of provision for pupils with additional learning needs has improved since the time of the previous inspection, both in The Summit unit and in mainstream classes and is now very good overall, enabling pupils to achieve well. All pupils with additional learning needs are very well supported, including those with behaviour difficulties.

Tan Y Marian School is an inclusive community, where all groups of pupils are supported well.

### **Leadership and management**

The head teacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides good leadership and has successfully moved the school forward since the last inspection.

The school takes some account of national priorities but the provision for promoting Bilingualism, Education for Sustainable Development and Global Citizenship is underdeveloped.

Governors are supportive of the school and are regularly provided with information about the schools' operations by the head teacher. However, they are not fully and effectively involved in contributing towards setting the strategic direction of the school, or monitoring and evaluating the quality of provision and the standards the pupils achieve.

The Governors Annual Report to Parents does not meet regulatory requirements and a number of the statutory policies and documents have yet to be adopted.

Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils.

The school has good strategies in place for assessing, tracking and evaluating pupils' standards of achievement in all subjects. Teachers use assessment records to set appropriate individual targets for learners.

The self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence. These inform the priorities in the school development plan (SDP).

The steady rise in pupils' standards of achievement in recently targeted areas, such as behaviour and science, indicates the effectiveness of the school's planning for improvement.

The school has made good progress since the last inspection. Eight of the nine key issues have been well addressed and the ninth, regarding the planning for the development of key skills, is partly achieved.

The inspection team agreed with the judgements made by the school on three of the seven key questions. Where there was a difference in judgements, the inspection team believed the school was overly cautious, and awarded the higher grade.

The overall provision for staffing, accommodation and resources is now good. Pupils are well taught and supported by caring, enthusiastic and well-trained teaching and non-teaching staff.

The provision and quality of learning resources is now much improved from the time of the previous inspection.

The development of information, communication and technology skills has been slow, due to a lack of suitable hardware and software. New resources have been purchased and already pupil's confidence is improving, and is beginning to enhance the quality of their work.

The school has suitable accommodation for the numbers of pupils concerned and the inside of the building is attractive, well decorated and litter free. Colourful displays of pupils work celebrate pupil's learning.

The outside of the building is stark and unattractive and has been regularly damaged by vandalism. However, this has reduced as pupils have come to value the school.

## **Recommendations**

In order to improve standards further, it is recommended that the school should:

- R1 Raise standards in subject areas and in Key Skills, and ensure consistency in planning and delivery.
- R2 Provide more challenging tasks for the higher ability pupils and create appropriate opportunities for pupils to become independent learners with problem solving skills.
- R3 Improve provision to further pupils' bilingual skills and spiritual development.
- R4 Increase opportunities for pupils to experience the world of work, sustainable development and global citizenship.
- R5 Further extend the governing body's strategic management role and ensure that all statutory documents and policies are in place and implemented.

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

## **Acknowledgement**

**The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.**