

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**LLANFAIRFECHAN INFANT SCHOOL
FFORDD Y PENTREF
LLANFAIRFECHAN
CONWY
LL33 0PA**

School Number: 662/3020

Date of Inspection: 19-21 November 2001

By

Mr Gareth Davies Jones
Registered Inspector W191/78807

Under Estyn contract number: T/33/01P

© CROWN COPYRIGHT 2001

This 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.

Copies of the full report are available from the school. Under the School Inspection Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	3
3.2 Standards achieved in key skills across the curriculum	3
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	4
4.2 Behaviour and attitudes	5
4.3 Attendance	5
5. QUALITY OF EDUCATION	
5.1 Teaching	5
5.2 Assessment, recording and reporting	6
5.3 Curriculum	7
5.4 Support, guidance and pupils' welfare	8
5.5 Provision for pupils with special educational needs (SEN)	8
5.6 Partnership with parents and community, schools and other institutions	9
5.7 Partnership with industry	10
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	10
6.2 Leadership and efficiency	11
6.3 Staffing, accommodation and learning resources	12

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	13
Welsh	15
English	15
Mathematics	16
Science	17
Welsh second language	17
Design and technology	18
Information technology	19
History	19
Geography	20
Art	20
Music	21
Physical education	21
Religious education	22

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	22
8.2	Key issues for action	23

APPENDIX

A.	Basic information about the school
B.	School data and indicators
C.	Results of National Curriculum assessments and public examinations
D.	The evidence base of the inspection
E.	Composition and responsibilities of the inspection team

1. CONTEXT

The school and its priorities

The school is located in the village of Llanfairfechan in the county of Conwy and serves the village and the surrounding areas. It is a voluntary church in Wales school which receives pupils from three to seven years old. During the inspection, the school had 105 full-time pupils and 32 part-time nursery children on roll. Numbers have fallen slightly over the past three years. According to the school, all the pupils come from an area which is neither prosperous nor educationally disadvantaged. The school receives pupils which represent the whole ability range. About 9 % of them come from homes where Welsh is the predominant language. Some 21 % of the pupils are registered as eligible to receive free school meals. Twenty-two pupils are on stages 1-3 of the Code of Practice for pupils who have special educational needs (SEN). No pupil is statemented.

The school development plan (SDP) for the year 2000-2001 notes the following priorities:

- plan to ensure more effective differentiation in order to meet the needs of the whole ability range in each class;
- refine the school's assessment procedures across the curriculum;
- ensure more effective progression in oral and mental work in mathematics throughout the school;
- revise schemes of work in geography and physical education to meet the demands of Curriculum 2000.

2. MAIN FINDINGS

The main findings of the report

The school has successfully created a homely, family atmosphere. Teachers co-operate effectively as a team to offer pupils a varied and purposeful curriculum. On the whole, the pupils respond with interest and enthusiasm to the tasks provided.

- In the lessons observed, the standards achieved by the pupils were good in 45% and satisfactory in 55% of them.
- Provision for children under five is appropriate and they make good progress towards achieving the Desirable Outcomes for Children's Learning in all six curriculum areas.
- The standards achieved by pupils in the various subjects in KS 1 are as follows:

Subject	Standards
Welsh First Language	Satisfactory

Welsh Second Language	Good
English	Satisfactory
Mathematics	Good
Science	Good
Design and technology	Satisfactory
Information technology	Satisfactory
History	Good
Geography	Good
Art	Good
Music	Satisfactory
Physical education	Satisfactory
Religious education	Good

- The pupils' achievement in the key skills of language and information and communication technology (ICT) are satisfactory, and good in the numeracy skills.
- Pupils with SEN achieve good standards. They are well supported by teachers and classroom assistants.
- The school provides its pupils with a varied and balanced curriculum. Lessons are carefully planned in order to ensure that they receive a progression of appropriate experiences.
- The quality of the teaching was good in 45 % and satisfactory in 55 % of lessons seen. In the good lessons, teacher presentations are interesting and stimulating, a commendable attempt is made to differentiate tasks in order to meet the differing needs of the pupils and time is used efficiently. In the satisfactory lessons, some of the tasks set lack challenge, there is an overemphasis on the use of limiting worksheets and opportunities for pupils to express themselves are few.
- The quality of assessment, recording and reporting on pupils' achievement is good. Pupils' progress is regularly assessed. The assessments made are accurate and have a positive effect on pupils' standards of achievement.
- Pupils' spiritual, moral, social and cultural development is good. They have opportunities to consider moral issues, they co-operate well during lessons and at play, and they are aware of various aspects of Welsh culture.
- The quality of self-evaluation and planning for improvement is satisfactory. Members of staff co-operate regularly in order to improve the school's curricular provision and to ensure a purposeful ethos. The task of evaluating the quality of the teaching and learning has begun but, as yet, has not involved subject co-ordinators. The governing body takes an interest in the curriculum. Members visit the school to attend lessons and they keep a close eye on financial matters.
- The head provides the school with satisfactory leadership and a clear sense of direction. She is ably supported by her deputy.

- Since the last inspection, the school has responded positively to the key issues raised. Many have been successfully resolved whilst others need further attention.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

The standards achieved by pupils were good in 45% and satisfactory in 55% of the lessons seen.

- The standards achieved by pupils of average ability is good in a significant number of subjects; pupils with SEN make good progress. Higher ability pupils are not extended often enough.
- Children under five achieve consistently good standards. They achieve well across the six designated areas of study.
- In the National Curriculum (NC) assessments for 2000, the percentage of pupils achieving level 2 or above was significantly lower than the national figure in English and science and slightly lower in mathematics. In Welsh, the number of pupils involved was too small to be statistically significant.
- In 2001, the percentage of pupils achieving level 2 or above reflected the national figure in English, although the results in writing were significantly lower. The school's percentages were better than the national figures in mathematics and science. Moreover, the percentage achieving level 3 in mathematics and science was considerably higher than the national figure. These figures represent a significant improvement on the previous year's figures.
- In the 2000 and 2001 National Curriculum assessments, the girls' results were substantially higher than those of the boys in all the core subjects.

3.2 Standards achieved in key skills across the curriculum

- Pupils achieve satisfactory standards in the listening, speaking, reading and writing skills in both languages across the curriculum. They listen attentively, answer questions and offer relevant comments. However, their contributions are usually short; contributions which develop a point of view and show the ability to reason at an elementary level are few. They read at a satisfactory standard for pleasure and for information, but the range of books read by a significant minority of pupils is limited. Pupils record subject knowledge by completing gap-filling exercises; attempts to record and describe in their own words are few. They spend too much time copying from worksheets.
- The pupils are developing good standards of numeracy skills and this supports their ability to handle numbers mentally across the curriculum. In science, they take accurate measurements, undertake time experiments and collect and analyse information using tables and graphs. They use their understanding of shape and symmetry within their art

work. They understand simple coordinates when locating features on a map and use non-standard measurements in their design and technology work.

- With adult support, the pupils use ICT skills with increasing confidence and skill to record information in science, to support their art work, to enhance the presentation of copied written tasks and to use a range of software to consolidate their understanding in mathematics. They do not yet use the word-processing facility to compose written work. Overall, standards across the curriculum are satisfactory.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The pupils' spiritual development is closely linked to their collective singing of children's hymns and to their reciting together of a number of prayers during the course of the school day. They sing and pray with an attitude of reverence and listen carefully to stories from the Bible or other appropriate sources.
- They discuss moral issues in religious education lessons and ask relevant questions when sharing their own thoughts. They know right from wrong and are developing good standards of justice and fairness within their own experiences. They have an awareness of others who are less fortunate than themselves.
- The pupils take pride in carrying out small tasks and taking on responsibilities to ensure the smooth running of the classroom. They play well together outdoors, share resources and co-operate happily when involved in their classroom tasks. Their response to requests from charitable organisations such as Operation Christmas Child, and the Royal Society for the Blind, is generous. They visit and entertain the residents in the local home for the elderly.
- The Cwricwlwm Cymreig receives appropriate attention throughout the school. The pupils know their own locality, the work people do and how they spend their leisure time. They sing a good range of Welsh songs and hymns and are familiar with some characters in children's fiction in Welsh. They know of the symbols of Wales and the story of St David, the country's patron saint. A different culture and way of life is introduced through studying life in Kenya and comparing this with their own day-to-day life. In art, the pupils study the characteristics of the work of famous artists and they know of people from the past who have influenced life in Britain.

4.2 Behaviour and attitudes

Standards of behaviour and attitudes to work are good throughout the school.

- The school creates and sustains an environment conducive to pupils' development as individuals and to their personal well being and happiness. Teachers succeed in establishing a purposeful atmosphere for learning.
- Expectations are made clear in the school's policy and they are implemented successfully and fairly by members of staff.
- Most pupils have positive attitudes towards learning and apply themselves well to their work.
- Pupils move around the school in an orderly manner and are lively and well behaved on the school playground.
- Good behaviour is acknowledged and rewarded and the school's anti-bullying policy is now established.

4.3 Attendance

The overall attendance is satisfactory.

- Registers are kept in accordance with the National Assembly for Wales requirements. Teachers record data precisely and accurately and follow procedures for monitoring absences in a conscientious manner.
- There is no unauthorised absence and special arrangements have now been made to monitor attendance matters overall.
- Registers for the previous year revealed a high rate of holidays and occasional day holidays taken by pupils during the term. Consequently some pupils miss a significant amount of school time. This has a negative impact on their standards of achievement and progress.
- A significant minority of pupils arrive late at the commencement of the school day. During the day the school operates promptly and efficiently.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory in 55% of the lessons and good in the remaining 45%.

- The teachers' knowledge and understanding of the subjects they teach is good.

- Teachers plan their teaching effectively and in detail in order to ensure relevance, progression and continuity in the children's learning experiences.
- The range of teaching methods and techniques employed is diverse. At times, there is an overuse of worksheets, and the activities they provide do not always reinforce the main objectives of the lesson.
- An attempt is made to differentiate the work in order to meet the varying needs of the pupils. This is mainly done by preparing worksheets on different levels and by providing individual pupils and groups with specific help. Nevertheless, the ablest pupils are not fully extended often enough.
- When the Welsh language is used as the medium of teaching, the language used is not always within the comprehension of the large majority of Welsh second language pupils. Similarly, the Welsh provision for first language pupils is not sufficiently demanding or consistent to extend these pupils to the limits of their ability.
- With the odd exception, the teachers establish a pleasant and co-operative relationship with the pupils. On the whole, teacher presentations are interesting and stimulating and their explanations and questioning techniques are good.
- In the good lessons, teaching objectives are clear, classroom organisation is effective and the pace of the work is good. Pupils are encouraged to predict before correct answers are provided and this creates a buzz of anticipation. Pupils are brought together at the end of lessons to summarize and revise.
- In the satisfactory lessons, the objectives of the teaching are not always clear. Too much emphasis is placed on colouring work, on the copying of written work and on gap-filling exercises. This limits the opportunities pupils have to respond personally and in their own words. At times, the teaching loses momentum and the pupils lose interest.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school's assessment, recording and reporting policy and procedures are carried out regularly and are effective in raising the pupils' standards of achievement.
- The teachers carry out an evaluation of the week's work, identify areas for further attention, by individual pupils, groups, or the whole class, and plan ahead accordingly.
- The school's assessment procedures are effective in the early identification of SEN pupils and appropriate steps are taken to meet their needs.
- Parents are invited to the school each term to meet the class teachers, to look at their children's work, and to discuss the content of the annual written report which parents receive at the end of the third term. Examples of the pupils' work, copies of written reports, test results and any other significant information from the Early Years onwards,

are contained in individual files and are transferred with the pupils from year to year. The assessments made provide an accurate picture of pupils' achievement.

- The quality of reporting to parents is good. The reports give parents a clear indication of their children's standards of performance and indicate what needs to be done to improve.
- The marking of pupils' work is of variable quality. At best, teachers correct spelling, punctuation and syntax errors. However, some of the marking is perfunctory and the comments made do not help pupils to improve.
- Assessment results are used effectively to set achievement targets for future years.

5.3 Curriculum

The curriculum provided is balanced, coherent and of good quality. It meets the requirements of the NC and religious education.

- The curriculum provided for children under five is appropriate and meets the requirements of the six areas of learning as outlined in the Desirable Outcomes document.
- Appropriate experiences are provided for pupils with SEN. Suitable activities and tasks are planned which meet their individual needs.
- Detailed, supportive policy documents and schemes of work have been prepared in all subjects of the curriculum. They offer teachers effective guidance.
- The curriculum is delivered through a combination of thematic work and specific units of work, mainly in the core subjects. Apart from a few aspects which are presented in a decontextualised manner, the thematic planning ensures a good measure of coherence.
- The termly and weekly plans outline the activities, concepts and skills to be developed and relate them to the NC programmes of study. In addition, appropriate opportunities to assess pupil progress are also identified. The detailed nature of the planning ensures that the work has a good measure of progression.
- From the early years, consistent use is made of both languages as teaching media. This is achieved either by presenting work solely in one language or by moving continually from one language to another. Because of the present imbalance in the pupils' linguistic background, greater use is made of English than of Welsh as a teaching medium. Nevertheless, teachers and assistants make extensive use of Welsh incidentally throughout the day. Parents are allowed to opt for the language in which they would wish their children to take the NC tests and assessments at the end of Y2.
- Welsh is presented as a second language to the vast majority of pupils; a small number of pupils in each year group follow Welsh first language programmes.
- The teachers' relationship with the pupils, and a substantial number of subject areas, together present aspects of personal and social education. The school successfully promotes positive attitudes and values.

- The school has drawn up effective strategies to promote the development of the key skills across the curriculum and these are referred to in the teachers' planning documents.
- The school arranges for pupils to take home books to read with their parents and from time to time pupils are asked to question their families for specific information. Parents are encouraged to take an interest in their children's work.
- Occasionally, educational visits are arranged to places of interest. These experiences enrich the children's curriculum and contribute to their knowledge and understanding in subjects such as history and geography.
- All pupils have full access to all aspects of the life and curriculum of the school.
- The NC has not been modified for any pupils nor has anyone been disappplied from the requirements of NC.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance for the welfare of the pupils is good.

- All teachers and support staff are fully aware of the contents of the range of policies, including child protection policy, relating to the welfare of pupils. The staff have received First Aid training and have attended courses to meet particular medical conditions requiring immediate attention.
- The building and site is inspected regularly for safety aspects and staff and pupils practice fire drill. The local fire service visit the school to increase pupils' understanding of the hazards of fire and of related safety issues.
- Sex education is not a formal part of the curriculum, but any questions posed are dealt with in an open and sensitive manner. Matters such as drug and alcohol abuse and not talking to strangers are similarly approached.

5.5 Provision for pupils with special educational needs (SEN)

The school's provision for pupils identified as having SEN is good.

- The SEN register is kept according to statutory requirements and pupils are placed on appropriate stages, as identified in the Code of Practice. There are 22 pupils on the current register, with seven at Stage 1, 11 at Stage 2 and four at Stage 3. No pupil has a statement of SEN, but there are some pupils in the process of being referred for further assessment by the local education authority (LEA).
- Regular review of progress, including progress in Individual Education Programmes (IEPs), ensure that pupils' needs are regularly monitored by class teachers, in partnership with the SEN co-ordinator. Where sufficient improvement is identified, pupils are removed from the register.

- The specialist resources of the LEA are approached and used where necessary and further effective partnerships are established in order to support the pupils and their particular needs.
- The IEP's are practical and useful, and set achievable aims and objectives which reflect the individual needs of pupils. These objectives are shared with the parents in order to keep them informed and to gain their co-operation in supporting their child's progress.
- The classroom assistants co-operate well with class teachers to give these pupils the extra support they need in order to ensure that they are fully involved in class activities.
- At present, there is no withdrawal support for SEN pupils.
- Within class lessons, teachers make particular provision for SEN pupils by adapting the level of language needed to complete written tasks, and by providing further teaching input to support their learning across the curriculum.

5.6 Partnership with parents and community, schools and other institutions

The school has established good partnerships and links.

- The school prospectus is distributed to parents of new pupils entering the school in September each year. However, neither the prospectus nor the Governing Body's Annual Report to parents fully comply with the National Assembly for Wales requirements.
- Parents receive information about school events and activities and about the progress their children make. However, parents would welcome more information about what their children are taught.
- A 'Home-School Agreement' has been established and there has been a favourable response from parents.
- The school operates an 'open-door' policy whereby parents are welcome to make arrangements to discuss problems at a mutually convenient time; many take advantage of this arrangement. Also, there is often contact with teachers at the end of the school day.
- Parents are invited to be involved in school life and some respond by volunteering to assist with school and fund-raising activities.
- The Parents and Friends Association is very supportive and raises over £2k for the school annually.
- There are very strong and effective links with the Church and the school supports national charities annually. The community makes use of the school's facilities.

- Annual arrangements for the admission of pupils to the school are thorough. Similarly, arrangements for the annual transfer of Y2 pupils to the junior school are sensitive and extensive.
- Valuable links have been established with other schools in the Aberconwy catchment area through INSET and cultural activities.
- The school welcomes students annually on initial teacher training courses and also pupils from secondary schools on work placements and the National Nursery Examinations Board (NNEB) and Child Care courses.
- The range of links and partnerships established have a beneficial effect on the school's ethos and on the quality of pupils' lives.

5.7 Partnership with industry

The school's links with industry, business and commerce are satisfactory.

- There is no policy or strategy for enhancing pupils' knowledge of the world of work.
- Although the opportunities for partnership and sponsorship are limited in the area, the school has succeeded in securing financial sponsorship for equipment and cultural activity.
- There are practical links with local businesses who are supportive of the school when approached and a few purposeful visits are arranged annually for pupils.
- Currently, the school is participating in the 'Investors in People' project.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- Staff meetings are arranged on a weekly basis and are used to overview the school's curricular provision and the pupils' achievement. Shortcomings are noted and appropriate action taken.
- A range of management and curricular policy documents have been prepared which provide the school with clear guidance and a sense of direction.
- Detailed job descriptions have been devised for all members of staff which outline responsibilities and duties. Subject co-ordinators have been nominated who have the task of providing leadership and support in the subject areas. They attend relevant in-service training courses and provide feedback on new developments during staff meetings.

- The head has evaluated the teaching of the nursery class teacher but, as yet, this process has not proceeded further. The school has not established a system of examining pupils' books in order to ascertain subject coverage and pupil progress throughout the school.
- The SDP identifies priorities over a number of years and allocates responsibilities and finance to complete the tasks indicated. The document does not provide sufficient detail on the process of achieving the tasks nor on the criteria to be used to measure successful completion. The governing body discusses the document annually.
- NC assessment data is analysed annually and the evaluation is used to set quantitative targets for individual pupils as well as quantitative and qualitative targets for the school as a whole.
- The strength of the self-evaluation process lies in the contribution and involvement of the whole staff and the willingness of teachers to implement the decisions taken.

6.2 Leadership and efficiency

The leadership and efficiency of the school are of satisfactory quality.

- The school has a clear declaration of its values, aims and objectives.
- The head provides the school with satisfactory leadership and a clear sense of direction. She has established a co-operative and effective relationship with individual members of staff and with the governing body. She is ably supported by her deputy.
- Subject co-ordinators provide leadership by preparing schemes of work and by leading discussions during staff meetings. As yet, they are not relieved of teaching duties in order to evaluate the quality of teaching and learning in specific lessons.
- The budget is effectively controlled by the head in consultation with the governing body and with the assistance of the finance department of the unitary authority.
- Expenditure is linked to the priorities identified in the SDP and INSET is arranged to support teachers in their leadership roles.
- The governing body shows an interest in the school curriculum and, from time to time, individual members visit classes. The governors keep a keen eye on expenditure in order to ensure value for money. The benefits gained from the main expenditure decisions are carefully monitored.
- On the whole, efficient use is made of the entire building and of all the resources available to the school. The school offers value for money.
- The day-to-day administration of the school is effective.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and resources for learning across the curriculum is satisfactory.

- The present level of staffing adequately meets the needs of the school, with five full-time and one part-time teacher. This includes the head, who has 0.8 responsibilities for a class, and a 0.2 teacher who is employed to release the head. The teachers' initial qualifications are mainly in language but their commitment to in-service training (INSET) has redressed this imbalance. The teachers' knowledge and understanding of the requirements of the NC subjects is generally good. Some areas, such as ICT are being currently developed.
- There are two NNEB trained nursery nurses, one full-time and one for 26 hours per week. They provide valuable support for the pupils. During the school year there is some input from a peripatetic Welsh Second Language teacher. This did not occur during the inspection.
- The accommodation is adequate for the number of pupils on roll and the decor and standard of cleanliness serves to create a light and attractive environment for staff and pupils. The displays are a combination of pupils' work and of charts and posters to support the learning. The pupils use these supports effectively when reminded by the teachers.
- In KS1, some classrooms are small and the furniture is not always arranged to cater for practical activities in science, mathematics, design and technology and art. As a result, there is not sufficient opportunity for pupils to enhance their understanding of concepts in these areas of the curriculum through practical experiences. The school hall is well used for whole-school gatherings and for physical education and music. There are ample resources in the library to develop the pupils' literacy and independent research skills using books and a range of ICT equipment.
- The provision of a covered area to link the Early Years classes with the main building is a significant improvement. The nursery classroom is attractively decorated and purposefully resourced. However, the high windows remain and the age and fabric of the building make for a rather chilling atmosphere.
- Resources for learning are generally adequate to deliver the requirements of the National Curriculum and the Desirable Outcomes for the Early Years. There are computers in each classroom, including the Early Years and this provision is encouraging pupils' development in basic computing skills. The school is adding to the available resources, particularly in mathematics, science, physical education and in the nursery class. There are new resources available in some subjects, such as design and technology and three-dimensional art, but they are not yet sufficiently used by the pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards overall in each of the six areas of learning are good.

Good features

Language, literacy and communication skills

- The children enter the nursery from both Welsh and English speaking homes and communicate happily with their teachers in their first language. Their listening skills are developing well in both languages. They follow teacher instructions given in their second language and communicate successfully when involved in play activities.
- The four to five year old children listen well and are developing a wider vocabulary in both languages as they take part in appropriate activities within the six areas of learning. Stories in shared class books are recalled in sequence and in detail and the children enjoy sharing picture books. They recognise letters and their sounds and are beginning to write or copy words, phrases and sentences to record their experiences in both Welsh and English, according to the language used in the lesson.

Personal and social development

- The three to four year old children who attend school part-time have settled well into their classroom and take part in various activities confidently and with increasing independence. They share toys and other resources fairly and amicably and are happy to talk about the activity in which they are involved.
- The reception age children work and play well together and have established good relationships within their group activities. They move around the class and school with increasing confidence and show sensitivity to the needs of others. They are responsible for their own hygiene, and dress and undress themselves independently. Their attitude towards learning a new language is positive.

Mathematical development

- The three to four year old children are developing a good mathematical vocabulary in their various play activities. They sort and match objects according to their purpose, colour or shape and are able to count orally in Welsh and English to five or more. They are developing a good understanding of mathematical concepts through talking about their activities.
- The four to five year old children count and know the value of numbers up to 10 and perform simple addition. They know the names and properties of simple two-dimensional shapes and match place settings to persons when laying a table. They use mathematical vocabulary, such as tall, taller, longer and shorter, correctly within appropriate play situations. They understand the purpose of money and how a balance indicates weight. They record their work effectively through drawing and colouring, simple words or numbers.

Knowledge and understanding of the world

- The nursery children show a good understanding of the natural world around them through bringing interesting objects to school for all to look at and discuss. They refer to times of the day and the passage of time in their own words, and know the names of the days of the week. They confidently use computer software for simple games and show good control when using the mouse.
- The four to five year old children observe and record weather conditions daily and are aware of the main changes in the seasons. They understand some aspects of healthy eating and know the effect of exercise on their bodies and the importance of sleep. They use a computer with increasing skill and are becoming familiar with the keyboard. A comprehensive collection of photographs of the children at different ages, gives them a good understanding of changes that occur over time.

Physical development

- The three to four year old children make purposeful and careful use of the slide and climbing frame located in the classroom and show a good sense of balance. Through handling a range of small tools, the children are developing increasingly effective control when using scissors, crayons, paint and glue.
- The four to five year old children show good control when using the range of small tools available to them in the classroom. In dance lessons, the children move with natural rhythm to the music and respond well to changes in tempo and dynamics. They put a great deal of effort into the quicker movements and show good balance and control in slower movements.
- Due to inclement weather, the children were unable to use the large wheeled toys in their own play area during the inspection.

Creative development

- The nursery children know and sing an increasing range of simple songs and rhymes with enjoyment. They play imaginatively in the little home corner and with construction kits. During these activities, their conceptual development is enhanced and their language skills extended. They colour and paint pictures and produce interesting models with clay.
- During their imaginative play sessions, the four to five year old children talk through and demonstrate their ideas to the others in their group. They paint bright and attractive pictures and print carefully using different materials and objects. At times, they combine their work to form attractive class collages illustrating a story or theme.

Shortcomings

- The children do not listen often enough to stories in their first language in order to expand their imagination and extend their vocabulary.

Welsh

The standards achieved by the small number of pupils who follow the Welsh first language programme are varied but generally satisfactory.

Good features

- Pupils listen well and respond appropriately to elementary questions. A few confident individuals offer spontaneous and relevant contributions even when class discussions are in English. By Y2, a small number of pupils offer more extended utterances, ask the occasional question and provide simple information.
- Reading standards vary according to pupils' individual ability and competence. The pupils can read simple books fluently and with understanding and answer simple questions on their content.
- The ablest pupils in Y2 compose short paragraphs and use a range of sentence patterns. Their spelling and punctuation are reasonably accurate.

Shortcomings

- A significant number of the pupils are limited in their speaking skills and lack confidence.
- The reading of a number of average and below average pupils is slow and inaccurate. They do not use punctuation marks to assist with their expression. The books read by the ablest pupils do not always extend them sufficiently.
- In general, the range of the pupils' free writing is limited.

English

Standards of achievement are satisfactory across the skills.

Good Features

- The great majority of pupils listen well to teachers and to one another. They answer questions and some offer spontaneous observations. Their vocabulary and confidence show progress from year to year.
- From Y1, the ablest pupils read simple books with ease. By Y2, they read fluently and meaningfully. The remaining pupils read in accordance with their ability and achieve satisfactory standards.
- In Y1, the vast majority of pupils overwrite or underwrite the teacher's efforts. A few can compose short paragraphs of news. By Y2, the ablest pupils write more extended paragraphs of news and use a range of sentence patterns.

- At its best, the writing is reasonably correct in terms of spelling and punctuation and the quality of handwriting is good.

Shortcomings

- In general, the oral contributions of the great majority of pupils are brief. Extended contributions, which express and defend opinions, are rare.
- A small number of average and below average ability pupils read slowly and syllabically. They have a tendency to analyse words which should be familiar to them.
- The written work produced by a significant number of pupils is short and contains many spelling and punctuation errors.

Mathematics

Standards of achievement are good across the key stage.

Good features

- The younger pupils count, order, match and add objects up to at least 10 confidently. They measure objects using non-standard units and record their findings as charts or tables. They understand the use of money and recognise the value of some of the coins. They understand number bonds to at least six and understand odd and even numbers.
- Older pupils understand number bonds to 10 and apply this knowledge when dealing with number up to 20. They count to 100 in ones and 10s, and in twos to 20, understand place value and write and read numbers with increasing understanding and accuracy to 30 or more.
- Pupils select the correct number operation to solve simple problems involving measuring and money. They write out and complete simple addition sums horizontally and vertically. They understand the usefulness of estimating measurements, record their estimate and carry out careful measuring to compare with their original estimate.
- They understand simple fractions in shape and number and can describe the properties of simple regular 2 and 3-dimensional shapes and make use of symmetry in their art work. They tell the time to one hour or half an hour on an analogue clock face and know where to position the hands when recording time.
- The pupils gather information from their activities across the curriculum and record them as tables. These are then converted into graphs which pupils use effectively to come to conclusions and make statements. This involves the use of appropriate information technology programs.

Shortcomings

- More able pupils finish their tasks quickly and correctly and are underachieving through the lack of extended work to challenge their abilities more effectively.

Science

Standards of achievement are good across the key stage.

Good features

- The pupils carry out a range of investigative tasks using appropriate methods, and record their findings suitably using drawings, diagrams, pictures, labels, phrases and simple sentences.
- They effectively use all their senses when investigating objects such as fruit and describe their object carefully to the class. When guessing or estimating they give good reasons for what they say.
- They understand the use of electricity in the home and are aware of its potential dangers. They understand and can describe the essentials of forming a simple electrical circuit.
- Their studies in science include detailed drawings of cross sections of fruit. The pupils understand that fruit is a part of the plant's reproductive system.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good across the key stage.

Good features

- The pupils understand a wide range of language across the curriculum. They respond appropriately to questions and instructions.
- When they speak, their pronunciation is accurate and their intonation appropriate. They answer questions correctly using suitable sentence patterns. In Y2, a few individuals offer short spontaneous comments within the range of language familiar to them.
- The more able pupils read simple books, which repeat a few basic patterns, with fluency and confidence and a good measure of understanding.
- Pupils can fill gaps in sentences correctly and show an understanding of the context. The ablest pupils in Y2 compose individual sentences using a few basic sentence patterns and familiar vocabulary. They spell and punctuate with a fair degree of accuracy.

Shortcomings

- A small minority of pupils lack confidence and produce short oral responses.
- A small number of pupils of average and below average ability read slowly and inaccurately. They have a tendency to guess at unfamiliar words rather than analyse them.

Design and technology

Standards of achievement across the key stage are satisfactory.

Good features

- Younger pupils in KS1 use a variety of different construction kits to build a range of structures, some with moving parts.
- The pupils think about the object they wish to make and discuss it with the teacher or with other pupils. When designing Christmas cards, they look at how commercial cards are produced, select a style they like and plan how to construct it.
- They understand some simple mechanisms such as the use of axles to enable wheels to rotate.
- A range of materials, such as cardboard, reclaimed materials and balsa wood, is used effectively by the pupils and the finished decoration is well thought out and attractive.
- The pupils evaluate their finished objects for appearance.

Shortcomings

- The pupils do not make sufficient use of the variety of tools and materials available at the school in their design and technology studies. They do not always consider the finished object from a functional as well as decorative point of view.

Information technology

Standards of achievement are satisfactory across the key stage.

Good features

- The pupils are all familiar with the computer and are able to control the mouse sufficiently well to carry out simple programs designed to support their learning in language and mathematics.
- They are able to successfully create pictures using a painting package.
- In science, the pupils record their findings using a database and, with help, they save and print their results.
- Most pupils are able to use the word processor effectively to copy out previous work and with help, are able to save, retrieve and print their work.

Shortcomings

- Pupils make limited use of the word processor.
- The range of computer programs used by the pupils to support their learning is limited.

History

Standards of achievement are good across the key stage.

Good features

- By comparing the clothes and toys of yesterday with those of today, the pupils have a good understanding of the concept of change over time.
- They have a good knowledge of historical characters and events from the past and some understanding of their significance. They are beginning to develop a sense of period. This was reinforced by a visit to Penrhyn Castle.
- By comparing Llanfairfechan School yesterday and today, and studying artefacts, pupils begin to appreciate the changes that have occurred and how we come to know about them through different historical sources.
- Most of the pupils can use simple historical terminology accurately.

Shortcomings

- The main thrust of the work undertaken is descriptive. Examples of the simple interpretation of events, in order to understand why people acted as they did, are rare.

Geography

Standards of achievement are good across the key stage.

Good features

- Pupils have a good knowledge of their village, its streets and the different kinds of buildings that are to be seen as well as their uses.
- They are aware of people who help us and in what way. This was reinforced by a visit to the nearby fire station.
- They can locate Wales on a map of the British Isles and Llanfairfechan in north Wales. They know the four main points of the compass.
- Pupils record the weather by observing changes and recording them in a diary. They understand how the weather affects their daily lives and the clothes they wear.
- Pupils can compare Wales with a contrasting country, such as Kenya, in terms of temperature, housing and produce. They can describe the main features of life in Kenya in simple terms.
- They are familiar with an atlas and a globe and have a simple understanding of the relationship between them. Pupils' mapping skills show progress; they can draw a simple plan of their classroom and map an imaginary journey in a simple way.

Shortcomings

- A significant minority of pupils have a superficial understanding of the geographical concepts presented to them.

Art

Standards of achievement are good across the key stage.

Good features

- Pupils use a good range of media effectively to create a variety of pictures and images.
- Various techniques, such as printing and marbling, are used successfully to create interesting effects. Pictures of autumn weather conditions effectively portray movement caused by the wind.
- The pupils study the work of famous artists and emulate their style effectively in pictures and scenes of their own. They make effective and varied use of line and tone.

- Art skills are used effectively to produce a map of the village to illustrate the textures, shapes and patterns represented by different buildings.

Shortcomings

- The pupils do not make sufficient use of three-dimensional work using textiles or clay.

Music

Standards of achievement are satisfactory across the key stage.

Good features

- The quality of the singing is consistently good. The pupils have a wide repertoire of songs in both Welsh and English. They sing with enthusiasm and pay attention to expression and dynamics. They respond well to rhythmic supportive accompaniment.
- Pupils use untuned instruments to accompany their own singing. They can maintain appropriate rhythm and they know when to contribute.
- They can follow simple movements on the modulator with a good measure of accuracy.
- The pupils listen to a range of different kinds of music and they can identify various instruments according to the sounds they produce.

Shortcomings

- As yet, the pupils efforts to compose and to convey simple musical ideas are elementary.
- Pupils do not evaluate their own work nor do they respond analytically to the music they hear.

Physical education

Standards of achievement are satisfactory overall across the key stage.

Good features

- The pupils listen carefully to instructions and carry them out with concentration and good effort.
- They move well to create a series of different shapes and maintain their balance. They select and perform a sequence of movements effectively and imaginatively.
- The pupils move around the floor creating a series of dance movements and use their imagination effectively to create characters and emotions in response to a story.

Shortcomings

- The pupils do not observe the performance of others in order to evaluate its success and to think of ways of improving their own performance.

Religious education

Standards of achievement are good across the key stage.

Good features

- The pupils are aware of the significance of the Bible as a holy book. They can differentiate between the Old and the New Testament.
- A good number of pupils can relate events from the life of Jesus Christ. They know some of the parables he spoke as well as stories from the Old Testament.
- Pupils are aware of some of the world's great benefactors, and of important characters in the religious history of Wales.
- They know of some of the main Christian festivals and of Jewish customs and celebrations.

Shortcomings

- A small number of pupils have an insecure knowledge of biblical characters and events.
- Pupils do not write about events in their own words, nor do they provide simple interpretations of events.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has responded well to the vast majority of key issues identified following the last inspection. Response to the remaining issues has been satisfactory. Two key issues remain following the current inspection.

- The number of teaching hours still falls short of the minimum recommended by the National Assembly.
- The pupils' attendance levels are now satisfactory.

- Good relationships have been established with parents. The Parents' and Friends Association makes a substantial annual contribution to the school's finances and a number of parents assist the school both within and outside the classroom.
- The task of monitoring the whole-school curriculum has begun. This work needs to be further developed and the subject co-ordinators' role extended to include monitoring subject provision throughout the school.
- The SDP is now satisfactory and includes reference to the effective use of human and financial resources. The contributions of the nursery assistants are consistently good.
- The resources available are now satisfactory across subject areas and, on the whole, effective use is made of them.
- The learning provided for children under five is now of good quality.
- Provision for pupils with SEN is now good. Pupils are identified early and are well provided for.
- Whole-school schemes of work have been prepared in all subject areas.

8.2 Key issues for action

The school needs to:

- raise standards in the satisfactory subjects by paying attention to the shortcomings identified;
- ensure that each pupil is fully extended in his/her first language across all curriculum areas;
- ensure that the most able pupils are sufficiently extended;
- develop the monitoring roles of the head, the deputy and subject co-ordinators in order to raise standards;
- make sure that the weekly total of teaching hours corresponds to the National Assembly's minimum requirement;
- ensure that the Parents' Handbook and the governors' annual report fully meet with statutory requirements.

APPENDIX

A. Basic information about the school

Name of school	Llanfairfechan Infant School
School type	Voluntary Church in Wales
Age-range of pupils	3-7 years
Address of school	Ffordd y Pentref, Llanfairfechan, Conwy
Postcode	LL33 OPA
Telephone number	01248 680289

Headteacher	Mrs Catherine Price Southall
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mr Ricky Carter
Registered Inspector	Mr Gareth Davies Jones
Date of inspection	19-21 November 2001

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	16	35	33	37	-	-	-	-	121

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil:adult (fte) ratio in nursery classes	8:1
Pupil:adult (fte) ratio in special classes	-:1
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	76%	99%	-	88%
Term 2	90%	95%	-	92%
Term 3	90%	93%	-	92%

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2:					
Percentage of pupils at each level 40			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	18	56	26	0
		National	0	4	14	64	18	0
ENGLISH:Oracy	Teacher Assessment	School	0	0	0	53	47	0
		National	0	3	12	64	21	0
EN:Reading	Teacher Assessment	School	0	0	18	56	26	0
		National	0	4	14	57	25	0
	Task/Test	School	0	0	26	53	21	0
		National	0	4	14	56	26	0
EN:Writing	Teacher Assessment	School	0	0	35	59	6	0
		National	0	5	14	70	11	0
	Task/Test	School	0	0	32	68	0	0
		National	0	6	11	74	9	0
MATHEMATICS	Teacher Assessment	School	3	0	0	62	35	0
		National	0	2	10	65	23	0
	Task/Test	School	3	0	0	62	35	0
		National	0	3	7	63	27	0
SCIENCE	Teacher Assessment	School	3	0	0	64	33	0
		National	0	2	11	70	17	0

* National figures refer to 2000

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	82%	In Wales:	80%

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

D. Evidence base of the inspection

The school was inspected over a period of three days by a team of two professional inspectors and one lay inspector. During that period:

- 31 lessons or parts of lessons were attended with the time being fairly evenly divided between classes;
- pupils' work was discussed with the pupils themselves, with the head and with all members of the teaching staff;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a cross-section of pupils was heard reading in English and Welsh;
- samples of pupils' work completed during the term and during previous terms were examined;
- all school documentation was studied in detail, including policies and long, medium and short-term plans;
- the school development plan was studied in detail;
- attendance registers and pupils' assessment records were examined;
- the school's budget was scrutinized;
- inspectors were present during morning services;
- a parents' meeting was arranged and attended by nine parents and 57 parents' questionnaires were returned;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects
Gareth Davies Jones	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.3, 6.1, 6.2, 8.1, 8.2	Welsh first language, Welsh second language, English, history, geography, music, religious education
M Eirian Hughes	Inspector	4.1, 5.2, 5.4, 5.6, 6.3, children under five	mathematics, science, design and technology, information technology, art, physical education
John H James	Lay Inspector	4.2, 4.3, 5.6, 5.7, 6.3	

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their willing co-operation during the inspection.