

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

**YSGOL CRAIG-Y-DON
CLARENCE DRIVE
LLANDUDNO
LL55 1TR**

School Number: 662 2121

Date of Inspection: 22nd-25th February 2005

by

**Mr Merfyn Douglas Jones
Registered inspector: 78185**

Date: 28th April 2005

Under Estyn contract number T/110/04P.

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Ysgol Craig-y-Don 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 Craig-y-Don took place between 22nd and 25th February, 2005. An independent team of inspectors, led by Mr 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

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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 Craig y Don is situated in an attractive area of the coastal resort of Llandudno. It is controlled and administered by Conwy County Council.
2. The school currently has a roll of 404 pupils aged 4 to 11 years and a full-time equivalent of 28 nursery children. The roll number has risen steadily over recent years and this has led to the creation of two classes in each year group.
3. Nearly all the pupils come from English speaking homes. Less than one per cent of pupils speak Welsh as a first language and 0.3 per cent of pupils are from an ethnic minority group. In general, the school serves an area which can be described as neither economically advantaged nor disadvantaged. Sixteen per cent of pupils are eligible to free school meals.
4. The school describes the intake as having a wide range of ability, both academically and socially. Eighteen per cent have been identified as having special educational needs (SEN). Thirteen pupils have a statement of SEN, 30 are on 'school action' and 29 on 'school action plus'.
5. Including the headteacher, there are 17 full-time teachers with 7 full-time support staff.
6. The present headteacher was appointed in January 2005 and the school was last inspected in February 1999.
7. Mission Statement

The school is trying its best to:

- teach all pupils to their best abilities;
- give the highest standard of education;
- promote equal opportunities;
- provide effective bilingual education;
- create a safe and happy environment;
- develop pupils' moral, social and spiritual understanding;
- work together with parents and the local community.

The school's priorities and targets

8. Some of the school's priorities for 2004 – 2005 are to:
 - continue to raise standards in the core subjects;
 - ensure that teaching and learning are effective;
 - create a target setting system for the pupils;
 - develop a school council and give the children more responsibility within the school;
 - ensure planning for 'Circle Time' is consistent across the school;
 - achieve the second part of the 'Healthy Schools' initiative;

- improve the pupils' punctuality;
- develop the curriculum co-ordinators' roles;
- raise the children's awareness of their environment through the Eco-school initiative;
- achieve the 'Investors in People' standards.

Summary

9. Ysgol Craig-y-Don is a good school with very good features, particularly in pupils' outstanding bilingual skills and in their knowledge of the traditions and culture of Wales. Teaching and non-teaching staff work hard as a very effective team for the benefit of all pupils.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
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?	2
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

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

11. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. 'Looked after', mixed-race and ethnic-minority pupils perform well in relation to their peers.

12. Early Years children make very good progress in the key skills of listening, speaking, numeracy and using information and communications technology (ICT). In the key skills of reading and writing, they make good progress.

13. In both Key stages 1 and 2, pupils' standards and progress in the key skills of listening, writing, reading, numeracy and using ICT are very good. They make good progress in the key skill of speaking. Pupils make very good use of these key skills in all subjects.

14. Pupils make very good progress in bilingualism across the school, and Welsh as a second language is used regularly and very effectively for communication.

15. Pupils demonstrate good problem solving and creative skills throughout the school. They collaborate and work together well, in pairs or in groups.

16. Over the previous three years, more than 80 per cent of Key stage 1 pupils gained level 2 or above in their end of key stage assessments. This was consistently above local and national averages.

17. Excellent results, well above county and national averages, have been attained by pupils at the end of Key stage 2 over the last four years. Results were slightly down in 2004 with 72 per cent gaining level 4 or above. The school reports that this was because there were several pupils with SEN in that year group and also there were a number of absentees during the week of testing. Even so, English and science results for 2004 compared well with national figures, and were only slightly below in mathematics.

18. The general trend over the last few years is a continuous improvement in the core subjects in both key stages, with results equal to, and often better than, similar schools.

19. Pupils in both key stages and children in the Early Years show good progress in their development of personal, social and learning skills.

20. The pupils are positive, and show very good attitudes towards their learning experiences.

21. Pupils' behaviour is generally good, both in the school and on the playground. Children in the nursery and reception classes socialise together happily.

22. Average attendance over the last three full terms was a little above 94 per cent and the school is aware of the need for constant monitoring and has a target for improvement.

23. Pupils, with a few exceptions, are punctual.

24. Pupils have a very good awareness of equal opportunities, and it is clear from discussions that they feel highly valued.

25. Pupils' awareness and understanding of the world of work is very good.

26. They contribute very well indeed to a wide range of community activities.

The quality of education and training

27. In the 42 lessons or part lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	72%	5%	0%	0%

28. The percentage of good or better lessons is above the Welsh Assembly Government (WAG) target of 95 per cent satisfactory or better.

29. Twenty-three percent of the lessons contain outstanding features, which include:

- very good use of questioning to elicit pupils' views and feelings and to develop pupils' communication and investigative skills;
 - very effective use of appropriate resources to enhance pupils' learning;
 - very clear instructions and plenary sessions to reinforce pupils' knowledge and skills;
 - outstanding promotion of bilingual skills in the pupils.
30. Teachers have good relationships with their pupils, whom they manage firmly but sensitively.
31. Assessment procedures are not yet fully structured throughout the school. Teachers assess pupils' achievements and progress in English, mathematics and science fairly, accurately and regularly.
32. Teachers are clear in their understanding of the purpose of assessment to identify pupils' learning strengths and shortcomings and to identify pupils with SEN. However this does not apply equally to the identification of gifted and talented pupils.
33. The school does not sufficiently track pupils' progress over time. As a result, there is limited analysis of data with which to inform planning and closely monitor achievement.
34. The quality of annual reports to parents of pupils' progress is inconsistent. At times, comments are too vague and they do not always offer guidance to pupils or parents on what needs to be done to improve.
35. The curriculum is broad, balanced and meets statutory requirements and reflects the main aims of the school.
36. Pupils respond with interest to a wide range of experiences offered by the school within, and extra to, the curriculum.
37. The school offers very good opportunities for pupils to develop their moral and social skills. It also provides well for pupils' cultural development.
38. Teachers are aware that there is insufficient emphasis placed on the promotion of pupils' spiritual development, either in assemblies, or consistently throughout the curriculum.
39. The quality of the *Cwricwlwm Cymreig* is very good.
40. Parents make a very valuable contribution to the life of the school, supported by a very active and enthusiastic Parent Teacher Association (PTA).
41. Pupils' awareness of global citizenship is highly developed through the integration of the features of the *Comenius Project* within the curriculum.
42. School policies and procedures for assuring the healthy development, safety and well-being of all pupils are well established and most effective. Staff regularly monitor the general safety and well being of all pupils.

43. The staff know their pupils very well and new pupils are settled very quickly into the school through the very good induction programmes.

44. Provision for a broader range of experiences to develop pupils' knowledge, understanding and appreciation of diversity is under-developed.

Leadership and management

45. The recently appointed headteacher provides the school with a strong and very effective professional leadership. He has already brought about changes that are having a positive effect on the overall management of the school. He has accomplished a great deal in a very short period of time. This success has been made possible due to the very solid foundations laid down over the past few years.

46. The headteacher is very well supported by an experienced and dedicated senior management team, which has a clear overview of the school's strengths and areas for development.

47. Curriculum co-ordinators regularly monitor teaching and learning in the core subjects and over a three-year cycle in the non-core foundation subjects.

48. Governors undertake their duties conscientiously and have a good awareness of their responsibilities.

49. The governing body (GB) has good oversight of the school budget and monitors expenditure well.

50. There is a definite culture of review and self-criticism among the staff and governors. They contribute to the process of self-evaluation and are well aware of its findings.

51. The analysis of assessment records, including end of key stage tests, help to identify trends and shortcomings, but there is no overall system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.

52. Overall, the school has made good progress since the last inspection. Five of the seven key issues have been well addressed and the other two are continuing to be addressed.

53. The school has a good level of staffing. There is very good teamwork between teachers and support staff in meeting pupils' needs.

54. Administration staff are efficient and effective. The caretaker, cleaners and supervisory staff all contribute well to the strong sense of community in the school.

55. Resources for learning are good and very good procedures are followed to ensure that they are replenished and improved as required by curriculum developments and school planning priorities.

56. The school's accommodation is stretched to capacity in relation to pupil numbers, but through effective use of available rooms and space it is satisfactory overall.

57. Overall, the school makes very good use of available resources, plans well for improvements through good monitoring and evaluation and makes efficient use of finances to bring about the planned improvements. As a consequence, good value for money is ensured.

Recommendations

58. In order to improve, the school needs to:

R1 improve the quality and consistency of assessment, recording and reporting, particularly in the foundation subjects;

R2 make more use of analysis of assessment data to:
inform planning;
set individual targets, and
track pupils' progress over time;

R3 further develop the role of subject co-ordinators;

R4 extend opportunities to improve pupils' spiritual awareness and appreciation of diversity;

R5 identify and provide for gifted and talented pupils in all areas of learning, and

R6 attend to the minor health and safety issues as reported to the governing body.

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 1: Good with outstanding features.

59. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.

60. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

61. Pupils with SEN make good progress and achieve the targets set for them. 'Looked after', mixed-race and ethnic-minority pupils perform well in relation to their peers.

62. Early Years children make very good progress in the key skills of listening, speaking, numeracy and using ICT. In the key skills of reading and writing, they make good progress.

63. In both Key stages 1 and 2, pupils' standards and progress in the key skills of listening, writing, reading, numeracy and using ICT are very good. They make good progress in the key skill of speaking. Pupils make very good use of these key skills in all subjects.

64. Pupils make very good progress in bilingualism across the school, and Welsh as a second language is used regularly and very effectively for communication. The successful development of pupils' bilingual skills is a major aim and philosophy of the school. It permeates the life of the school and is very effectively integrated into all areas of the curriculum.

65. The school reports that, every year, a significant percentage of Y6 pupils are so confident and capable in the Welsh language that they choose to transfer to the local Welsh secondary school.

66. Pupils demonstrate good problem solving and creative skills throughout the school. They collaborate and work together well, in pairs or in groups.

67. Over the previous three years, more than 80 per cent of Key stage 1 pupils gained level 2 or above in their end of key stage assessments. This was consistently above local and national averages.

68. Excellent results, well above county and national averages, have been attained by pupils at the end of Key stage 2 over the last four years. Results were slightly down in 2004 with 72 per cent gaining level 4 or above. The school reports that this was because there were several pupils with SEN in that year group and also a number of absentees during the week of testing. Even so, English and science results for 2004 compared well with national figures, and were only slightly below in mathematics.

69. The general trend over the last few years is a continuous improvement in the core subjects in both key stages, with results equal to, and often better than, similar schools.

70. Pupils in both key stages and children in Early Years show good progress in their development of personal, social and learning skills.

71. The pupils are very positive, and show very good attitudes towards their learning experiences. They are also very happy and eager to contribute to their teachers' searching and often challenging questioning. They work in a very conscientious manner, focussing on their tasks with dedication and commitment.

72. These very positive attitudes are to be seen, while working individually or within groups. While the pupils have a naturally pleasing enthusiasm in their play and work, they are invariably courteous towards their teachers, support staff and visitors to the school.

73. Pupils' behaviour is generally good, both in the school and on the playground. Children in the nursery and reception classes socialise together happily.

74. Average attendance over the last three full terms was a little above 94 per cent and the school is aware of the need for constant monitoring and has a target for improvement. Reception attendance is below this figure, mainly due to an epidemic scare. Any absence concerns, which occasionally occur, are carefully investigated.

75. Pupils, with a few exceptions, are punctual. Registers are kept in accordance with the requirements of the National Assembly for Wales (NAW) and the relevant circular letters.

76. Pupils have a very good awareness of equal opportunities, and it is clear from discussions that they feel highly valued. The older pupils show a good respect for diversity of beliefs, social and cultural traditions. They also exhibit a very good understanding of global citizenship. Especially valued is the *Comenius Project*.

77. The school's arrangements for promoting the pupils' awareness of the world of work, is very good. The programme is very extensive and highly developed. This includes elements of entrepreneurship and vocational awareness.

78. Equally they contribute very well indeed to a wide range of community activities. Their attention and contribution to charities, the elderly and community projects within the town of Llandudno is of significant merit.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

79. The findings of the inspection team match the judgement made by the school in its self-evaluation.

80. During the inspection, the quality of teaching in the 42 lessons observed was consistently good and, at times, very good. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	72%	5%	0%	0%

81. The percentage of good or better lessons is above the WAG target of 95 per cent satisfactory or better.

82. Twenty-three percent of the lessons contain outstanding features, which include:

- very good use of questioning to elicit pupils' views and feelings and to develop pupils' communication and investigative skills;
- very effective use of appropriate resources to enhance pupils' learning;
- very clear instructions and plenary sessions to reinforce pupils' knowledge and skills;
- well structured lessons with clear lesson objectives;
- very good deployment of LSAs, especially with pupils under five;
- subject expertise and use of ICT, and
- outstanding promotion of bilingual skills in the pupils.

83. Teachers have good relationships with their pupils, whom they manage firmly but sensitively. They know their pupils well and promote equality of opportunity for all regardless of race, gender or disability. Consequently, the pupils report during discussions that they are very happy and feel very secure in school and have very positive attitudes towards learning.

84. Where teaching was judged to have shortcomings, these usually involved:

- a lack of challenge for the more-able pupils;
- a lack of pace to the lesson, and
- an over-emphasis on the use of worksheets which confine pupils' originality and restrict their progress in developing their speaking skills.

85. Short-term and long-term planning is well considered by groups of teachers who work well together to provide appropriate tasks for groups of pupils with varying needs.

86. Assessment procedures are not yet fully structured throughout the school. Teachers assess pupils' achievements and progress in English, mathematics and science fairly, accurately and regularly.

87. Although there is assessment of pupils' progress in the non-core foundation subjects, the process lacks rigorous analysis and precision.

88. Teachers are clear in their understanding of the purpose of assessment to identify pupils' learning strengths and shortcomings and to identify pupils with SEN. However, this does not apply equally to the identification of gifted and talented pupils.

89. The school does not sufficiently track pupils' progress over time. As a result, there is limited analysis of data with which to inform planning and closely monitor achievement.

90. As the practice of involving pupils in evaluating their own progress has only recently been introduced, pupils are not always aware of what they need to do to improve.

91. The quality of annual reports to parents of pupils' progress is inconsistent. Where practice is good, teachers report mainly on pupils' attainment not on coverage of the NC. At times, comments are too vague and do not offer guidance to pupils or parents on what needs to be done to improve.

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

Grade 2: Good features and no important shortcomings.

92. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

93. The planning and provision for promoting the desirable outcomes in early years' education are good.

94. The curriculum is broad, balanced and meets statutory requirements and reflects the main aims of the school. However, the amount of time allocated to each class for physical education is limited by the lack of space and restricted use of the hall.

95. The schemes of work offer clear continuity and progression in all subjects of the NC and religious education.

96. Teachers plan well for the development of the key skills of literacy, numeracy and ICT, across the curriculum.

97. The development of creative skills is encouraged well within several subjects, especially art, design technology and dance.

98. Problem solving and independent learning skills are planned for in most subjects, but are more successful in mathematics, design and technology and science.

99. Pupils respond with interest to a wide range of experiences offered by the school within, and extra to, the curriculum. All pupils are fully included in this provision, which promotes equal opportunities in relation to ability, gender and ethnicity. However, insufficient specific provision is made to challenge and enrich the learning of those pupils who are gifted or talented.

100. The school offers very good opportunities for pupils to develop their moral and social skills. Pupils contribute ideas, time and money to charitable work, the choir entertains the elderly and pupils perform twice a year in the local church.

101. The pupils behave respectfully to adults and to each other, have positive attitudes to learning, know the difference between right and wrong and are aware of their responsibilities as members of the school and wider community.

102. The school provides well for pupils' cultural development. They are in contact, through the *Comenius Project*, with pupils and adults in other countries. In their geography and religious education lessons, pupils learn about lifestyles, celebrations and festivals enjoyed by different cultures.

103. Teachers are aware that there is insufficient emphasis placed on the promotion of pupils' spiritual development, either in assemblies, or consistently throughout the curriculum. Although there are good examples of work in Circle Time, where pupils are encouraged to reflect on their own values and those of others, this is not yet fully embedded in the school.

104. The school very successfully promotes the pupils' bilingual skills. This is an outstanding feature of the school.

105. The quality of the *Cwricwlwm Cymreig* is very good. Pupils participate successfully in Urdd activities and have a very good understanding of the traditions and culture of Wales.

106. The school successfully promotes in its pupils the habit of remaining on task, and is increasingly handing more responsibility to pupils for evaluating their own progress. This is sound preparation for adult life.

107. Parents make a very valuable contribution to the life of the school, supported by a very active and enthusiastic PTA. Virtually without exception, very positive responses were received from questionnaires returned to the inspectors. The flow of information is judged by the overwhelming majority to be good or very good, and the School Prospectus conforms to requirements. Parents are also very supportive of the Home-School Agreement.

108. There are very good links with the neighbouring primary schools, and the arrangements made for the transfer of Year 6 pupils to the secondary sector are also very efficient. Links with tertiary colleges and the University of Wales, Bangor, are also very good.

109. Pupils' awareness of global citizenship is highly developed through the integration of the features of the *Comenius Project* within the curriculum.

110. The school provides an equal and balanced access to the curriculum, and responds very well to all learners' needs. It conforms to legal requirements in its content and timescale.

111. The school policies, procedures and management practices for ensuring punctuality, attendance and behaviour are strong. The pupils are fully aware of these

provisions and are secure in the knowledge that they are designed for their educational welfare.

112. Discussions with the pupils show that they fully understand the stance that the school takes against any forms of bullying or otherwise aggressive behaviour. In particular, the older pupils reflect on the happy memories they have of the care provided for them by the school. Their testimony on this aspect, delivered with poise and maturity, was clear.

113. School policies and procedures for assuring the healthy development, safety and well-being of all pupils are well established and most effective. Emphasis is placed on healthy eating and exercise.

114. Sustainable development in the form of re-cycling and the prevention of litter within the school premises is given attention, but some other aspects, such as the needs and rights of future generations, need further development within the curriculum.

115. Health and safety issues have been attended to effectively and strong measures have been taken to alleviate concerns about access to the school. This is now well controlled. The traffic congestion outside the school premises, which to a degree is unavoidable, is not helped by the unlawful parking practices of a very small minority of parents and others. While traffic enforcement on the carriageway is the responsibility of the Police, the school has sought and received their active support. The presence of the Police, as well as the cautioning of offenders, was noted during the inspection.

116. The school's policies and procedures for dealing with the health and welfare of pupils are good. Child protection matters receive prompt and appropriate attention by the headteacher and all staff. All complaints are properly recorded and attended to.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

118. The staff know their pupils very well and new pupils are settled very quickly into the school through the very good induction programmes. These arrangements enable very good partnerships with parents and result in very good procedures being established that ensure that pupils are very well cared for. They have a very good understanding of what is expected of them and become increasingly aware of their rights and responsibilities.

119. The very good, welcoming and accepting ethos of the school and the trusting relationships between staff and pupils lead to pupils' personal and educational needs being very well met.

120. The recent procedures established for involving all pupils in setting their own personal targets for improvement, and a developing programme being provided for personal, health and social education (PHSE), result in good and improving provision for their overall support and guidance.

121. The policies and procedures that include yard friendship and a member of staff on duty ensure good behaviour. Effective strategies for behaviour management are used consistently by all staff.

122. The school implements very good procedures for assessing pupils' basic skills, particularly related to literacy, and monitors progress effectively through the use of standardised tests. In this way, individual learning needs are quickly identified and planned support is made for those pupils having difficulties. These pupils are included on the school's SEN register. Individual educational plans (IEPs) are drawn up, and provision is made appropriate to individual needs.

123. However, the school does not identify those pupils with potential gifts and talents across the range of areas of learning so that their potential may be more fully developed. Through its self-evaluation, the school has become aware of this.

124. The school's special educational needs coordinator (SENCO) provides very good support for individuals and groups of pupils who need extra help through well designed learning programmes such as 'Catch-up'.

125. Learning support assistants (LSAs) work with the pupils in class and provide effective support that enables them to learn well alongside their classmates. The liaison with class-teachers and the involvement of LSAs are very good in ensuring that learning tasks are suitably matched to the pupils' needs.

126. However, class-teachers do not yet provide the SENCO with information about the key *subject specific* vocabulary that is to be used so that pupils may be enabled to read and understand these words as they are taught in class.

127. For those pupils identified as needing additional specialist help, generally good support is provided through an established network of professionals. This includes speech and language therapy, occupational therapy, special needs support teachers, the hearing and vision support services and the education psychology service. Parents are informed, consulted and involved appropriately in these procedures, which effectively follow the SEN Code of Practice.

128. The supporting professionals work in close liaison with the SENCO who effectively manages and supports the pupils and ensures that prescribed programmes of learning are followed.

129. However, the school has identified the need for the LSAs to improve their knowledge of, and skills in, delivering these specialised programmes. Plans to arrange training in these skills are to be implemented.

130. Pupils who are identified as needing more intensive or specialist support are appropriately referred for statutory assessment so that the nature of their learning difficulties may be determined and provision, possibly through a statement of SEN, is decided. However, in a minority of cases, there are unacceptable delays in this process that result in pupils with significant learning difficulties making very little progress over prolonged periods of time. This is not the school's fault but it is a significant shortcoming in an otherwise very good provision.

131. Overall, there is good awareness of the need to provide equality of opportunity for all pupils. Very good attention is given to ensuring that no pupil is disadvantaged with regard to access to the whole range of curriculum and social opportunities.

132. There is good access throughout the school for disabled pupils and visitors and suitable facilities have been provided to meet their personal needs.

133. Staff regularly monitor the general safety and well being of all pupils.

134. Relations between pupils from different social and ethnic backgrounds are very good, but because there is a lack of ethnic diversity within the school there are few opportunities to gain direct positive experiences. Provision for a broader range of experiences to develop pupils' knowledge, understanding and appreciation of diversity is under-developed.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

135. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

136. The recently appointed headteacher provides the school with strong and very effective professional leadership and has already brought about changes that are having a positive effect on the overall management of the school. He has a clear vision to lead the school forward, identifying the ways in which this can be achieved and utilising the skills of a hard working staff and GB. A great deal has been accomplished in a very short period of time. This success has been made possible due to the very solid foundations laid down over the past few years.

137. The headteacher is very well supported by an experienced and dedicated senior management team, which has a clear overview of the school's strengths and areas for development.

138. Shared aims and values, which promote equality for all, and a very effective bilingual education, are very well reflected in the work of the school. Policies, including those for racial equality and personal and social development, have clear aims and reflect the school's mission statement.

139. Good account is taken of national priorities, local partnerships and cluster initiatives. The school works closely with other local schools and is often chosen to pilot new initiatives.

140. Curriculum co-ordinators regularly monitor teaching and learning in the core subjects and over a three-year cycle in the non-core foundation subjects. Findings are shared with colleagues who address any shortcomings, which are then reviewed by the

senior management team. Portfolios of levelled pupils' work are being compiled in a number of subject areas to develop teachers' assessment skills.

141. Staff, including non-teaching staff, regularly attend in-service training, which has a beneficial effect on provision and standards in the school. This is monitored carefully by the senior management team.

142. The effective staff appraisal system addresses the staff's continuous professional development well and is linked to the school's priorities for improvement.

143. Governors undertake their duties conscientiously and have a good awareness of their responsibilities. They meet regularly with the headteacher and staff who keep them up-to-date with new developments and initiatives. Their involvement in monitoring and evaluating developments in all aspects of school life is secure.

144. The GB has good oversight of the school budget and monitors expenditure well. It ensures good value for money by linking expenditure closely to the priority areas identified in the SDP.

145. The school satisfies statutory requirements and pays due attention to WAG guidelines.

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

Grade 2: Good features and no important shortcomings.

146. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

147. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements.

148. There is a definite culture of review and self-criticism among the staff and governors. They all contribute to the process of self-evaluation and are well aware of its findings. However, there is a tendency to focus more on provision than on outcomes when assessing standards and developmental needs.

149. In producing the self-evaluation report, the school did not seek out and take account of all interested parties, such as non-teaching staff, parents and pupils.

150. A rolling programme of classroom observations to monitor teaching and learning is in place and undertaken by the headteacher, deputy headteacher and co-ordinators.

151. The analysis of assessment records, including end of Key stage tests, help to identify trends and shortcomings, but there is no overall system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.

152. The headteacher, staff and governors have identified whole-school priorities, as highlighted in the self-evaluation report. Each action plan has clear targets, realistic time scales and costs, and sensible criteria for measuring success.

153. The GB ensures that each target is fully supported by appropriate resources and regularly reviews and evaluates progress in each of the identified priorities.

154. In general, the inspection team agrees with the school's identification of its strengths and areas for development. The team agreed with the school's judgements in six of the seven key questions. Where there was a difference in judgement, the inspection team has awarded a higher grade.

155. Overall, the school has made good progress since the last inspection. Five of the seven key issues have been well addressed and the other two are continuing to be addressed.

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

Grade 2: Good with no important shortcomings

156. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

157. The school has a good level of staffing. There is a good spread of subject expertise among the well qualified and experienced teachers and they are deployed effectively to suitable whole-school and curriculum leadership roles.

158. All class-teachers are Welsh speaking, and this plays a major part in the very effective development of pupils' bilingual skills.

159. A suitable number of LSAs provides appropriate support according to pupils' age and learning needs. There is very good teamwork between teachers and LSAs in meeting pupils' needs.

160. A very good procedure is in place for the performance management of teachers and for the evaluation of the work of LSAs. This results in very good provision for training and professional development, that meet school development and individual staff needs.

161. Administration staff are efficient and effective. The caretaker, cleaners and supervisory staff all contribute well to the strong sense of community in the school.

162. Resources for learning are good and very good procedures are followed to ensure that they are replenished and improved as required by curriculum developments and school planning priorities.

163. Good provision is made for ICT with a suitable number of up-to-date computers and software, well-used interactive whiteboards in the classrooms, and good access to and use of the Internet.

164. The school's accommodation is stretched to capacity in relation to pupil numbers but, through effective use of available rooms and space, it is satisfactory overall.

165. Good accommodation is provided for nursery, reception and Infants, although, in the nursery, there is no covered outside play area and this restricts opportunities for some creative and physical activities.

166. Classrooms in the junior department are cramped and one internally positioned room is poorly ventilated and can become oppressive.

167. The space for the main library area is not readily accessible, particularly for KS1 pupils, and there are heavy demands on the multi-purpose school hall. Playground facilities in the infants' department are good but those for the juniors are limited.

168. Overall, the school makes very good use of available resources, plans well for improvements through good monitoring and evaluation and makes efficient use of finances to bring about the planned improvements. As a consequence good value for money is ensured.

School's response to the inspection

169. Ysgol Craig y Don governors and staff welcome Estyn's new inspection arrangements and wish to thank the inspection team for their thoroughness and professionalism in conducting the inspection process. We are confident that the findings accurately reflect the essence of the school, that they are based on firm evidence and that they provide a valuable foundation in assisting us to develop further.

170. We believe that the key line, placed within the first paragraph of the report, summarises accurately the quality of Ysgol Craig y Don – '...a good school with very good features...'. The governors, headteacher and staff also welcome the inspectors' judgements regarding pupils' outstanding bilingual skills and high standards in the quality of teaching.

171. A culture of self-evaluation is well established within the school and main strengths and areas for development are regularly identified. It is valuable and rewarding for the school team that the inspection findings are consistent with our own.

172. A post inspection action plan will be formulated to address the recommendations, and this will be distributed to all the parents. A progress report will be included in the governors' annual report to parents as is required.

173. The governors and staff welcome the positive findings of the inspection team and consider the recommendations to be fair and constructive. We look forward to working as a team to continue to move the school further forward.

Appendix A

Basic information about the school

Name of School	Ysgol Craig-y-Don
School type	Primary
Age-range of pupils	3-11 years
Address of school	Clarence Drive Llandudno
Post-Code	LL55 1TR
Telephone Number	01492 878906

Headteacher	Mr M B Hughes
Date of appointment	January 2005
Chair of Governors/ Appropriate Authority	Mrs L M Young/ Conwy County Council
Registered Inspector	Mr M D Jones
Dates of inspection	22 nd -25 th February 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	28	58	56	50	61	57	61	61	432

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	0	17

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	86	94	93.05	94.25
Summer 2004	90	93.5	93.7	93.75
Autumn 2004	91.9	92.4	94.85	95.45

Percentage of pupils entitled to free school meals	16
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results - End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		55			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	10	73	14	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	4	10	70	16	0
		National	0	4	14	54	28	0
En: writing	Teacher Assessment	School	0	3	9	55	33	0
		National	0	5	13	71	10	0
En: speaking and listening	Teacher Assessment	School	0	3	11	70	16	0
		National	0	2	11	64	22	0
Mathematics	Teacher Assessment	School	0	3	10	65	22	0
		National	0	2	9	61	26	0
Science	Teacher Assessment	School	0	5	13	72	10	0
		National	0	2	10	68	20	0

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

In the school	78.3	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results - End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		50							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	2	2	14	30	52	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	6	2	0	0	2	4	34	52	0
		National	0	2	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	0	2	18	42	38	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	6	2	0	0	4	14	36	38	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	16	48	36	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	6	0	0	0	0	4	58	32	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either

English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	72	In the school	72
In Wales	70	In Wales	71

- 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 four inspectors, including a lay inspector, inspected the school over three-and-a-half days.

The headteacher was the nominee and played a supportive and active role during the inspection.

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

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

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

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

42 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 GB 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 and recommendations, key questions 1, 5 and 6
Mrs M Meredith-Jones Team Inspector	Key questions 2 and 3 and contributing to other key questions
Mr J Phillips Team Inspector	Key Questions 4 and 7 and contributing to other key questions
Mr W Owen Lay Inspector	Contributing to all key questions

The contractor for this inspection was Baker-Phillips Educational Communications Ltd.

Contractor's address: Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

The inspection team would like to thank the headteacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.

Inspection under Section 10 of the Schools Inspections Act 1996
Summary Report for Parents on
The Inspection of Ysgol Craig y Don.

© Crown Copyright 2005. Ysgol Craig-y-Don 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 Craig-y-Don took place between 22nd and 25th February, 2005. An independent team of inspectors, led by Mr 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

Summary

1. Ysgol Craig-y-Don is a good school with very good features, particularly in pupils' outstanding bilingual skills and in their knowledge of the traditions and culture of Wales. Teaching and non-teaching staff work hard as a very effective team for the benefit of all pupils.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
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?	2
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
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Standards

2. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
3. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. 'Looked after', mixed-race and ethnic-minority pupils perform well in relation to their peers.
4. Early Years children make very good progress in the key skills of listening, speaking, numeracy and using information and communications technology (ICT). In the key skills of reading and writing, they make good progress.
5. In both Key stages 1 and 2, pupils' standards and progress in the key skills of listening, writing, reading, numeracy and using ICT are very good. They make good progress in the key skill of speaking. Pupils make very good use of these key skills in all subjects.
6. Pupils make very good progress in bilingualism across the school, and Welsh as a second language is used regularly and very effectively for communication.
7. Pupils demonstrate good problem solving and creative skills throughout the school. They collaborate and work together well, in pairs or in groups.
8. Over the previous three years, more than 80 per cent of Key stage 1 pupils gained level 2 or above in their end of key stage assessments. This was consistently above local and national averages.
9. Excellent results, well above county and national averages, have been attained by pupils at the end of Key stage 2 over the last four years. Results were slightly down in 2004 with 72 per cent gaining level 4 or above. The school reports that this was because there were several pupils with SEN in that year group and also there were a number of absentees during the week of testing. Even so, English and science results for 2004 compared well with national figures, and were only slightly below in mathematics.
10. The general trend over the last few years is a continuous improvement in the core subjects in both key stages, with results equal to, and often better than, similar schools.
11. Pupils in both key stages and children in the Early Years show good progress in their development of personal, social and learning skills.
12. The pupils are positive, and show very good attitudes towards their learning experiences.
13. Pupils' behaviour is generally good, both in the school and on the playground. Children in the nursery and reception classes socialise together happily.
14. Average attendance over the last three full terms was a little above 94 per cent and the school is aware of the need for constant monitoring and has a target for improvement.
15. Pupils, with a few exceptions, are punctual.

16. Pupils have a very good awareness of equal opportunities, and it is clear from discussions that they feel highly valued.
17. Pupils' awareness and understanding of the world of work is very good.
18. They contribute very well indeed to a wide range of community activities.

The quality of education and training

19. In the 42 lessons or part lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	72%	5%	0%	0%

20. The percentage of good or better lessons is above the Welsh Assembly Government (WAG) target of 95 per cent satisfactory or better.
21. Twenty-three percent of the lessons contain outstanding features, which include:
 - very good use of questioning to elicit pupils' views and feelings and to develop pupils' communication and investigative skills;
 - very effective use of appropriate resources to enhance pupils' learning;
 - very clear instructions and plenary sessions to reinforce pupils' knowledge and skills;
 - outstanding promotion of bilingual skills in the pupils.
22. Teachers have good relationships with their pupils, whom they manage firmly but sensitively.
23. Assessment procedures are not yet fully structured throughout the school. Teachers assess pupils' achievements and progress in English, mathematics and science fairly, accurately and regularly.
24. Teachers are clear in their understanding of the purpose of assessment to identify pupils' learning strengths and shortcomings and to identify pupils with SEN. However this does not apply equally to the identification of gifted and talented pupils.
25. The school does not sufficiently track pupils' progress over time. As a result, there is limited analysis of data with which to inform planning and closely monitor achievement.
26. The quality of annual reports to parents of pupils' progress is inconsistent. At times, comments are too vague and they do not always offer guidance to pupils or parents on what needs to be done to improve.
27. The curriculum is broad, balanced and meets statutory requirements and reflects the main aims of the school.
28. Pupils respond with interest to a wide range of experiences offered by the school within, and extra to, the curriculum.
29. The school offers very good opportunities for pupils to develop their moral and social skills. It also provides well for pupils' cultural development.

30. Teachers are aware that there is insufficient emphasis placed on the promotion of pupils' spiritual development, either in assemblies, or consistently throughout the curriculum.
31. The quality of the *Cwricwlwm Cymreig* is very good.
32. Parents make a very valuable contribution to the life of the school, supported by a very active and enthusiastic Parent Teacher Association (PTA).
33. Pupils' awareness of global citizenship is highly developed through the integration of the features of the *Comenius Project* within the curriculum.
34. School policies and procedures for assuring the healthy development, safety and well-being of all pupils are well established and most effective. Staff regularly monitor the general safety and well being of all pupils.
35. The staff know their pupils very well and new pupils are settled very quickly into the school through the very good induction programmes.
36. Provision for a broader range of experiences to develop pupils' knowledge, understanding and appreciation of diversity is under-developed.

Leadership and management

37. The recently appointed headteacher provides the school with a strong and very effective professional leadership. He has already brought about changes that are having a positive effect on the overall management of the school. He has accomplished a great deal in a very short period of time. This success has been made possible due to the very solid foundations laid down over the past few years.
38. The headteacher is very well supported by an experienced and dedicated senior management team, which has a clear overview of the school's strengths and areas for development.
39. Curriculum co-ordinators regularly monitor teaching and learning in the core subjects and over a three-year cycle in the non-core foundation subjects.
40. Governors undertake their duties conscientiously and have a good awareness of their responsibilities.
41. The governing body (GB) has good oversight of the school budget and monitors expenditure well.
42. There is a definite culture of review and self-criticism among the staff and governors. They contribute to the process of self-evaluation and are well aware of its findings.
43. The analysis of assessment records, including end of key stage tests, help to identify trends and shortcomings, but there is no overall system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
44. Overall, the school has made good progress since the last inspection. Five of the seven key issues have been well addressed and the other two are continuing to be addressed.

45. The school has a good level of staffing. There is very good teamwork between teachers and support staff in meeting pupils' needs.
46. Administration staff are efficient and effective. The caretaker, cleaners and supervisory staff all contribute well to the strong sense of community in the school.
47. Resources for learning are good and very good procedures are followed to ensure that they are replenished and improved as required by curriculum developments and school planning priorities.
48. The school's accommodation is stretched to capacity in relation to pupil numbers, but through effective use of available rooms and space it is satisfactory overall.
49. Overall, the school makes very good use of available resources, plans well for improvements through good monitoring and evaluation and makes efficient use of finances to bring about the planned improvements. As a consequence, good value for money is ensured.

Recommendations

50. In order to improve, the school needs to:

R1 improve the quality and consistency of assessment, recording and reporting, particularly in the foundation subjects:

R2 make more use of analysis of assessment data to:

- inform planning;
- set individual targets, and
- track pupils' progress over time;

R3 further develop the role of subject co-ordinators;

R4 extend opportunities to improve pupils' spiritual awareness and appreciation of diversity;

R5 identify and provide for gifted and talented pupils in all areas of learning, and

R6 attend to the minor health and safety issues as reported to the governing body.

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.