

**INSPECTION UNDER SECTION 10  
OF THE EDUCATION (SCHOOLS) ACT 1996**

Ysgol Gynradd Tudno  
Trinity Avenue  
Llandudno  
Conway  
LL30 2SJ

School Number: 574/2061

Date of Inspection: 7 –10 Hydref, 2002

Registered Inspector: Ms L. J. Davies  
W/129/13002

Under Estyn Contract Number: T/31/02P

Crown Copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

**Copies of this report are available from the school. Under the School Inspections 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**

<b>1. CONTEXT</b>	<b>5</b>
The school and its priorities	5
<b>2. MAIN FINDINGS</b>	<b>6</b>
The main findings of the report	6
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
3.1. Standards Achieved in Subjects and Areas of Learning	8
3.2. Standards Achieved in Key Skills across the Curriculum	9
<b>4. ETHOS OF THE SCHOOL</b>	<b>10</b>
4.1. Pupils' Spiritual, Moral, Social and Cultural Development	10
4.2. Behaviour and Attitudes	10
4.3. Attendance	11
<b>5. QUALITY OF EDUCATION</b>	<b>12</b>
5.1. Teaching	12
5.2. Assessment, Recording and Reporting	12
5.3. Curriculum	13
5.4. Support, Guidance and Pupils' Welfare	14
5.5. Provision for Pupils with SEN	15
5.6. Partnership with Parents and Community, Schools and Other Institutions	16
5.7. Partnership with Industry	16
<b>6. MANAGEMENT</b>	<b>17</b>
6.1. Quality of Self-Evaluation and Planning for Improvement	17
6.2. Leadership and Efficiency	18
6.3. Staffing, Accommodation and Learning Resources	19
<b>7. SUBJECTS AND AREAS OF LEARNING</b>	<b>20</b>
Provision for the under-fives	20
English	22
Mathematics	23
Science	24
Welsh	25
Welsh second language	25
Design and technology	26
Information Technology	28
History	28
Geography	29
Art	30
Music	31
Physical education	32
Religious education	33
<b>8. SCHOOL IMPROVEMENT</b>	<b>34</b>
8.1. Progress Since the Last Inspection	34
8.2. Key Issues for Action	35
<b>APPENDIX</b>	<b>36</b>
A. Basic Information About the School	36
B. School Data and Indicators	36
C. Results of National Curriculum Assessments and Public Examinations	37
D. The Evidence Base of the Inspection	38
E. Composition and Responsibilities of the Inspection Team	39

## 1. CONTEXT

### **The school and its priorities**

Ysgol Tudno is a primary school located in the coastal resort town of Llandudno and maintained by Conwy Education Authority. The consistent reduction in the area's population has meant that the number of pupils attending the school in the last four years has reduced significantly. During the period of the inspection, there were 226 full-time pupils on the school roll, including 18 children who receive part-time nursery education. The school reports that 75% of pupils come from economically disadvantaged backgrounds, and the remainder from backgrounds that are neither prosperous nor economically disadvantaged. Pupils represent the full range of ability and approximately 34% qualify for free school meals. Currently, 24% of the school population are identified as having special educational needs (SEN), including 4% who are subject to the provision of a statement of special educational needs.

Pupils are mainly from English speaking homes, with three pupils coming from homes where Welsh is spoken to a certain extent. English is the main medium of instruction; the school provides a suitably differentiated programme in Welsh for the Welsh speakers.

Clear aims and objectives are set out in the School Development Plan (SDP), including the following main priorities for 2002- 2003:

- develop and implement a school's Performance Management Policy;
- ensure that all teaching staff have curricular responsibilities and that their roles as curriculum leaders are developed fully;
- monitor the teaching of maths;
- develop pupils' information technology (IT) skills across the curriculum;
- improve pupils' spelling skills;
- improve pupils' standards in Welsh Second Language

## 2. MAIN FINDINGS

### The main findings of the report

- The quality of the educational provision for the under-fives is appropriate to their needs. Pupils are making good progress in most aspects of the six Desirable Outcomes for Children's Learning. The development of the pupils' personal and social skills is a particular strength.

Language, Literacy and Communication Skills	Good
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Satisfactory
Physical Development	Good
Creative Development	Good

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

	KS1	KS2
Mathematics	Good	Good
English	Good	Good
Science	Good	Good
Welsh as a second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Good
History	Satisfactory	Satisfactory
Geography	-	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- Insufficient work was observed during the period of the inspection to enable a judgement to be made about overall standards in geography in KS1.
- The quality of teaching is good overall. Of the lessons observed, 60% were good, including 5% where they were very good. In a further 35% of sessions teaching was satisfactory and unsatisfactory in the remaining 5%. Lessons are well planned and appropriately resourced. Good teaching is typified by clear expectations, appropriate pace and effective plenary sessions. Often,

pupils show enthusiasm and are ready to respond to their teachers' questioning, but they do not always have enough opportunities to develop skills of independent learning.

- The curriculum is broadly based and the documentation produced for its delivery is well organised. The quality of planning and the attention given to the core subjects, English, mathematics and science, contribute to the good standards achieved. The school is aware of the need to review its allocation of time to some foundation subjects in order to promote depth as well as breadth in pupils' learning and the need to distribute curriculum responsibilities effectively. There are good examples of pupils using key skills across the curriculum; the school has yet to implement a whole school approach to developing these skills. A good range of extra-curricular activities and team games enhances the curriculum. The experiences enrich their learning and promote their personal and social development. Curricular arrangements for personal and social education are at an early stage of development.
- Standards in spiritual and cultural development are satisfactory. Standards in moral and social development are good. There is an effective emphasis on fostering attitudes based on friendship, respect for others, and for the environment. Pupils develop a growing awareness of the Welsh culture and of the richness and diversity of other cultures, but the range of contexts to promote these aspects is limited.
- The overall quality of pupils' behaviour is satisfactory. They listen well to class presentations. At times there are instances of inattentiveness in KS1 and lower KS2. In the remainder of the key stage, behaviour is of a high standard and contributes to pupils' good achievements. Pupils have a positive attitude to learning and they arrive for school punctually. Attendance levels are satisfactory. Current figures indicate an upward trend, which is a good reflection of the effectiveness of procedures for improving attendance levels.
- The provision made by governors and staff for pupils' support, guidance and welfare is good. The school has been successful in creating a caring, friendly environment in which all pupils feel valued. Effective policies are in place for promoting the health and well being of pupils and for child protection. Health and safety issues are given a high priority through rigorous and regular checks.
- The school's partnership with its parents, the community, schools and other institutions makes a good contribution to pupils' standards of achievement. The school's partnership with industry is also good.
- The provision for pupils with special educational needs (SEN) is good. Pupils are well supported and make satisfactory or better progress towards the targets that are set. However, there is insufficient support for pupils with SEN in KS1. The class for pupils with moderate learning difficulties (MLD) is well managed and pupils make steady, often good progress.
- There is effective co-operation between the head teacher and the governing body. There are good procedures in place to evaluate pupils' standards and progress in English and mathematics. At present, effective planning for improvement, including quantitative target setting and direct

monitoring of the curriculum, is insufficiently developed. The information gained from the analysis of test results is used purposefully. The day-to-day administration of the school is good.

- There is a good range of resources to support the curriculum. The recently developed IT suite is an asset to the school. Resources are neatly stored, and easily accessible. Staffing levels are appropriate. However, on occasions, the level of support staff in some classes is inadequate. The accommodation provided is very good and space within the building and the school grounds are generally well used.
- Governors are well informed about their responsibilities and are committed to improving standards and provision for pupils. There are well-organised committee and individual structures for all the main areas of responsibility. They have made considerable efforts to manage the school budget effectively despite the major difficulties in the current financial year due to a fall in pupil numbers.
- Progress in addressing the key issues for action identified in the previous inspection has been uneven. Overall, good standards have been maintained but there are teaching and monitoring issues which still need to be addressed. The safety issue has been thoroughly addressed.

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

#### **3.1 Standards of achievement**

- Pupils under five years are making good progress in most aspects of their work. The development of the pupils' personal and social skills is a particular strength. Children are learning to work and play together effectively.
- Standards in English are good overall in KS1 and KS2. In both key stages, standards in reading and writing are good and standards in oracy are satisfactory. Overall, pupils read well according to their age and ability and they develop good comprehension skills. Most pupils have a good understanding of basic punctuation, and they write competently in a variety of forms. Pupils express themselves with increasing fluency and are ready to answer questions. However, extended responses and oral competency in a variety of situations are insufficiently developed. Presentation of work and handwriting is satisfactory.
- Standards in mathematics are good in KS1 and KS2. Pupils' understanding of place value is good and they work confidently on written computations. Most pupils understand the key mathematical concepts and present information using a variety of graphs. Pupils use a range of mental strategies satisfactorily.
- Standards in science are good in KS1 and KS2. Pupils undertake a good range of practical investigations and their understanding of a fair test develops progressively through the key stages; they are developing good skills in accurate observation and prediction.

- Standards in Welsh as a second language and design and technology are satisfactory in KS1 and KS2. Standards in IT are satisfactory in KS1 and good in KS2. Standards in history are satisfactory in both key stages. In geography, standards are good in KS2. Insufficient work was observed during the period of the inspection to enable a judgement to be made about standards in geography in KS1. In art, music, physical education and religious education standards are good in both key stages.
- In the core subjects of English, mathematics and science, the standards achieved in the NC assessments over the last four years indicate that the school is an improving school, although there are inconsistencies from year to year. This year, 71.8% of pupils in KS1 gained level 2 or higher and 77.5% of pupils in KS2 gained level 4 or higher in the core subjects. NC assessment results indicate that, overall, boys are lower attainers than the girls.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In the early years, the standards and progress made by children across the curriculum are good. In KS1 and KS2, overall standards across the curriculum are satisfactory in speaking, listening, writing and information and communications technology (ICT) and good in reading and numeracy.

- The under-fives make good progress in applying their developing skills of early literacy, early numeracy and the use of information and communications technology (ICT) within and across the six areas of learning.
- Standards in listening are satisfactory in KS1 and lower KS2 and good in the remainder of the key stage where pupils invariably listen attentively and respond well to instructions. Overall, their oracy skills across the curriculum are satisfactory. For the most part, they readily answer questions and often provide relevant comments. Although most speak confidently and clearly, only a few pupils are able to expand on their oral answers when responding in class discussions. Their ability to discuss and share ideas and opinions co-operatively is limited.
- Throughout KS1 and KS2, pupils make good use of their reading skills across the curriculum according to their age and ability. They use books and other texts proficiently as sources of information and pleasure. In KS2, reading for independent research work is insufficiently developed.
- Pupils in KS1 and KS2 tackle an increasing range of written work in the different subjects of the curriculum. There is an over dependency in some subject areas on worksheets that inhibit independent writing. At times, a substantial number of pupils produce good pieces of descriptive and factual writing to support their learning experiences
- Numeracy skills are translated well into other curriculum areas. Pupils produce frequency charts, handle data and use graphs to represent visually the results of experiments, for example in

science at KS2, and co-ordinates showing where certain features are situated in their geography study.

- Satisfactory use is made of ICT across the curriculum. These include the word processing of poems and captions in English, data handling and graphical representations in mathematics and the use of the Internet to develop the skills of research. At times, there are insufficient opportunities for pupils to use their ICT skills to support their work across the curriculum.

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

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

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

- The general ethos of the school is positive and caring.
- Christian values are appropriately emphasised in the periods of collective worship and these are well consolidated in religious education lessons. Pupils also respond well when the learning is reinforced through attention to different world religions as part of pupils' class work. During collective worship sessions and other cross-curricular sessions, there are insufficient opportunities for pupils to reflect on their experiences in a way that develops their spiritual awareness.
- Pupils gain insight into moral and social values by means of the stories and the presentations they experience in lessons. Pupils' relationships with each other are good; they show an appreciation of the importance of fairness and helpfulness; they develop increasing self-esteem as members of the school community
- All staff that work in the school make a positive contribution to fostering social attitudes based on friendship, respect for others, for the environment and for the local community. Pupils regularly collect money for good causes and many take advantage of a variety of extra-curricular activities, which effectively promotes aspects of their social development.
- Pupils gain both socially and culturally by participating in, for example, a good range of Urdd and sports activities, community activities, and residential visits. Although pupils demonstrate a growing awareness of Welsh culture and the diversity and richness of other cultures, the range of contexts to develop these aspects is limited.

### **4.2 Behaviour and attitudes**

The behaviour and attitudes of the pupils are satisfactory.

- The school has adopted a good range of policies and procedures for promoting an appropriate standard of behaviour and attitudes towards learning. However, on occasions, these are not consistently applied.
- The pupils are outgoing and friendly, and the great majority are courteous and respectful towards their teachers, towards each other and to visitors. This has a positive impact on the cohesive atmosphere that exists within the school. They are appreciative of the environment and the fabric of the school.
- There are significant instances in KS1 and lower KS2 of inattentive and restless behaviour, which sometimes has an adverse effect on standards of achievement. It is not always dealt with appropriately.
- This situation is not replicated in the older groups where behaviour is good. These pupils conduct themselves with increasing poise and maturity; especially in applying themselves to their studies and in the care they give to younger pupils. Their behaviour has a positive effect on the standards of achievement.
- During the inspection, no instances of bullying or behaviour of an aggressive nature were observed.

#### **4.3 Attendance**

The level of attendance is satisfactory.

- The registers are completed and administered fully in accordance with statutory requirements. They are invariably meticulously kept.
- The school has a good range of policies and procedures for maintaining and monitoring attendance levels.
- Whilst the levels over the past three terms are satisfactory, the rate during the current month is 96%, which is good and is a reflection of the school's efforts to improve attendance levels.
- The file of letters from parents is good testimony to their partnership with the school. There are effective means of enquiring in the event of any failures to explain absences. Where there are concerns, efficient service is given by the welfare officer.
- Punctuality, with isolated exceptions, is good. This ensures an efficient start to the school day.

## **5 QUALITY OF EDUCATION**

### **5.1 Quality of Teaching**

The quality of teaching was good in 60% of the sessions or lessons inspected, including about 5% where it was very good; in a further 35% of sessions teaching was satisfactory and unsatisfactory in the remaining 5%.

- The quality of teacher-pupil relations throughout the school is generally good and this fosters pupils' progress.
- Individual lessons are planned with care to provide varied experiences for the pupils; these are linked appropriately to NC requirements in most subject areas. Clear educational aims are set and lessons are sequenced in a logical manner. Good support is given to pupils as they work to complete their tasks.
- In the better lessons, the aims of the learning are communicated clearly and there is constant challenge to pupils to raise the standard of their work. Lessons proceed at an appropriate pace and a variety of activities, including effective group work and 'hands-on' experiences, ensure that pupils' interest and enthusiasm are sustained. Plenary sessions effectively consolidate what they have learnt. There is a good balance between independent learning and the input of information. Teachers sometimes use 'role play' techniques to good effect and the imaginative use of artefacts enhances pupils' learning.
- Where teaching is satisfactory, some of the above attributes are present, but at times lesson introductions are too lengthy, teaching is over directed and there are too few opportunities for pupils to develop their own research skills using a variety of information sources. Occasionally, the teachers' failure to tackle inattentive and restless behaviour impedes successful learning. In the very small number of unsatisfactory lessons, these shortcomings are more prevalent.
- Regular use is made of worksheets to provide guidance and support for pupils. They are of good quality and most are useful. However, on occasion, they do not match the needs of pupils of different abilities and tend to restrict effective progress.
- The quality of teachers' questioning is generally good. Appropriate emphasis is placed on open-ended questions, encouraging pupils to think and to extend their understanding. Encouragement to extend oral responses is not as well developed.

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

The overall quality of assessment, recording and reporting is good.

- All staff regularly and consistently implement the timetable for the assessment, recording and reporting of pupils' progress.

- Overall, the school's assessment of pupils' work, including that of SEN pupils, is accurate and matches external assessment results.
- The annual written reports provided for parents demonstrate detailed knowledge of each individual child's academic and personal progress.
- Information gleaned from the Baseline Assessment of children in the Early Years is satisfactorily used to track the ' progress of each child.
- The pupil's profile, which contains well-recorded evidence of pupils' development, is held throughout the pupils' time in school. This provides useful information on all aspects of a pupil's progress.
- Constructive use is made of the information gleaned from assessment to improve provision for the pupils and to raise their achievement. The school has modified its English and Science curriculum on the evidence gleaned from analysis of external examinations results.
- There is not, however, detailed analysis of pupils' progress in relation to gender, especially in KS1.
- Although teachers mark pupils' work regularly, often with positive comments, they do not mark with sufficient rigour to give pupils strategies with which to raise their achievement.
- The staff have not yet co-ordinated the individual subject portfolios which would reflect standards of achievement across the school in accordance with NC levels, thus guiding teachers on progression and continuity.

### **5.3 Curriculum**

Taken overall, the quality of the school's curricular provision is satisfactory. It includes the full range of subjects and areas of learning.

- The curriculum provided for the Under-Fives successfully promotes the desirable outcomes in the six areas of learning. The quality of the early years curriculum is good and overall, the children experience a well-planned range of suitable activities.
- In both key stages, the curriculum is broad and meets the statutory requirements. It includes all subjects of the National Curriculum and religious education. The quality of planning and the attention given to the core subjects contributes to the good standards achieved by the pupils in English, mathematics and science.
- The quality of the curricular provision for pupils with SEN is good. The NC is not adapted for any of these pupils.

- There are appropriate policies for all subjects. In some foundation subjects, such as history, geography and art, there is a lack of a co-ordinated overview of the implementation of the schemes of work. This means that depth of study, continuity and progression are not guaranteed across the key stages.
- There is no overall plan to ensure that the intended programme of work for some foundation subjects is covered successfully and that it is both appropriate and relevant to the pupils' learning needs as they move from Y1 to Y6.
- There is presently no whole-school approach to the development of the key skills. Some teachers identify suitable opportunities to develop some of them in their planning but practice is not consistent across the school.
- The overall effectiveness of curricular provision is satisfactory. There is equality of access to the curriculum but planning for the different learning needs of all pupils is not consistently evident. Pupils benefit from the regular attention given to appropriate homework.
- Whilst the arrangements for pupils' personal and social education are satisfactory the school has not formalised its programme to ensure that its provision is planned and applied coherently.
- The curriculum is considerably enhanced by a good number of extra-curricular activities, which are well supported by the pupils.
- The school makes good efforts to ensure its provision is socially inclusive. This is evident in the ethos of care, which prevails throughout the school.
- The good attention given to developing bilingualism is a strong feature of the school. However, opportunities to promote aspects of the Cwricwllwm Cymreig do not feature prominently enough in subjects where this is possible.

#### **5.4 Support and guidance**

The overall provision made by governors and staff for pupils' support, guidance and welfare is good.

- The school provides a caring and supportive environment. All pupils, including the under-fives, feel happy, safe and secure. Visitors are welcomed and pupils' work is displayed attractively to show that efforts are valued. Parents are pleased with the level of care provided at the school.
- All staff in the school know the pupils well. When with pupils, they show care and understanding. Similarly, pupils show responsibility in caring for their school. They are proud to show visitors their work and take pride in escorting them around.
- Specialist staff provide good support for pupils with additional needs. Careful assessment of individual pupils with difficulties ensures that their pastoral needs are met. The special needs co-ordinator (SENCO) provides information for staff on pupils who require support. The classroom

assistants work diligently to help all pupils achieve well and establish positive relationships, which enhance the provision.

- Child protection arrangements are very good. The staff is appropriately trained and relevant documentation is maintained.
- School governors are effective and ensure that pupils' health and safety is given a high priority through rigorous and regular checks.
- Key staff have first aid training and medical procedures are carried out efficiently. As yet, pupils do not have specific sessions for personal and social education but policies outline plans that are to be developed.
- External agencies visit the school regularly and provide efficient services to ensure the welfare and care of pupils. Procedures to promote pupils' attendance are effective.

### **5.5 Provision for pupils with SEN**

The school's provision for pupils with SEN is good overall, allowing all pupils full access to the curriculum, including religious education.

- 24% of pupils are on the SEN register of whom 21% are taught in mainstream classes. There are 11 pupils on statement but none is disapplied from the NC; nor is the NC modified for any pupil.
- The school has a separate SEN Unit, which includes pupils from other schools in the area. The unit provides for a maximum of 12 pupils for mornings only. The full time teacher and classroom assistant work with the individual pupils in their own schools in the afternoons. Pupils make steady, often good, progress.
- Support arrangements for pupils with SEN are good in KS2. Two pupils on a statement for SEN receive two hours specialist support per week. Pupils are withdrawn regularly for additional help with literacy and numeracy. The amount of support for pupils with SEN in KS1 is, however, insufficient.
- The newly appointed SENCO and the teacher in charge of the SEN unit are responsible for the systematic and efficient procedures and arrangements for SEN provision in the school.
- The Individual Education Plans (IEPs), which guide class teachers to identify learning targets for the pupils, focus in the unit on the individual pupil and, generally, in mainstream classes, on small groups of pupils with similar needs.

- SEN pupils' progress in mainstream classes is satisfactory. Although all teachers are given copies of the IEPs for the SEN pupils in their classes their planning, and pupils' work, sometimes show little evidence that the IEPs are guiding the work set.
- In their work in the withdrawal sessions, most pupils are making demonstrable progress in both literacy and numeracy.
- Staff have received INSET on aspects of SEN, in particular dealing with pupils with behavioural difficulties. Although there is some inconsistency in the implementation of strategies, there are examples of good practice in some classes. There are suitable and sufficient resources to provide for SEN pupils but there is insufficient use of reinforcement computer software to support individual learning.

### **5.6 Partnership with the parents and community, school and other institutions**

The partnership with the parents and community, school and other institutions is good.

- The parents appreciate the level of information, in the form of letters, reports and parental evenings, which are provided for them. Whilst the level of parental involvement in curricular activities is limited, parents do actively support the school, some during school visits, but mainly by attending the social events held in the school celebrating the activities of their children.
- The school prospectus complies with the statutory requirements, and there is a Home School Agreement, which has been endorsed by the parents.
- There are members of the community who associate with the school, such as a local historian. The pupils' valuable contribution to such events as the Llandudno festivals has been formally acknowledged. The pupils' awareness of their social responsibility is also enhanced by their support of various charities. Their contributions to the school newspaper 'The Tudno Times', which is a very good publication with a wide community circulation, further enriches this social partnership.
- Pupils' contribution to the community includes services organised by the churches and chapels, attending to the elderly, and partaking in concerts and other seasonal events. The 'Friends of Tudno School', is a focus for social events, and also succeeds in raising significant sums for the school funds.
- The partnership with the primary schools in the locality is good, with frequent contacts mainly to do with sporting events, where the school has had some notable successes. The area head teachers also have a good liaison. The partnership with the local High School is good, with effective arrangements made for the transfer of curricular and personal information regarding Y6 pupils.

- The partnership with the local education authority (LEA) and its support officers is good. There are also effective partnerships with other agencies, such as the Police, Fire and Lifeboat Services.
- The school has a good record of providing work experience and teacher training practice for students from local colleges and schools.

### **5.7 Partnership with Industry**

The partnership with industry is good.

- Whilst the school has no specific policy, there exists a vision as well as a curricular strategy for the enhancement of this partnership. Curricular work has been enriched by visits to, for example, local supermarkets to study the production of food, a Forestry Commission site in connection with a mapping project, a local museum and a slate quarry.
- Sponsorship for the school newspaper ‘The Tudno Times’ was obtained from The New Opportunities Fund. The contact with this fund, as well as with ELWA has improved this partnership and provided the Deputy head with valuable experience in funding application.
- The school is succeeding, through its various initiatives, in enriching the curriculum and in raising pupils’ awareness of the world of work.

## **6. MANAGEMENT**

### **6.1 Quality of Self\_Evaluation and Planning for Improvement**

Taken overall, the quality of self-evaluation and planning for improvement is satisfactory.

- The school has established a sound foundation to develop further a self-critical culture. There are good procedures in place to evaluate pupils’ standards and progress in English and mathematics. The information gained from the analysis of test results is used purposefully. The identified areas of weakness form the focus for improvements in teaching and learning in these subjects.
- The procedures for monitoring and evaluating the overall quality of curricular provision are not yet sufficiently formalised, or systematic enough, to enable the school to identify precisely the range of its strengths and weaknesses.
- The school makes good use of local and national data to compare its performance in a wider context and set objectives for pupils’ achievements in the core subjects at the end of each key stage.
- The school development plan (SDP) contains an appropriate range of targets to steer a pathway for continuing development. The emphasis is on qualitative target setting; the lack of precise

quantitative indicators for success makes it more difficult for staff and governors to monitor and evaluate the school's progress in meeting its goals.

- The school recognises the need to continue developing effective procedures that will bring coherence and structure to the process of self-evaluation.

## **6.2 Leadership and Efficiency**

Taken overall, the quality of leadership and efficiency is satisfactory. There are good examples in both these aspects.

- There is effective co-operation between the headteacher and the governing body, with the governors showing a keen awareness and interest in the life and work of the school. The headteacher is well supported by the deputy head.
  - Despite recent staffing changes and reorganisation, a sense of purpose and hard work pervades the school; there is a commitment to providing a good range of education opportunities for all pupils.
  - The day-to-day administration and management of the school are good. The school runs smoothly, to the benefit of the pupils, the teachers and the parents. The secretary is an asset to the school. The headteacher and teachers are accessible to parents.
  - The decrease in the number of pupils over the last four years has had a substantial effect on the school's budget and staffing, especially during the current financial year. The governing body and the headteacher had foreseen the situation; appropriate steps have been taken to evaluate the effect of expenditure decisions in order to secure the necessary staffing reorganisation without undergoing redundancy procedures. However, as a result of these stringent measures, the school's reserve budget is very low.
  - Governors are well informed about their responsibilities and are committed to improving standards and provision for pupils. A number of curricular and management documents have been produced. Each member of the governing body has been given responsibility for a specific subject area; they have visited the school to observe the quality of the teaching and learning and to discuss progress with the teachers concerned.
  - The governors receive regular oral and written information from the headteacher about curricular issues and the school's self-evaluation arrangements; some of these issues and arrangements are insufficiently detailed and are at an early stage of development. There is no overall strategy to develop key skills across the curriculum.
  - The school is aware of the need to review its organisation of time allocation to some foundation subjects.

- Curriculum responsibilities have not been distributed appropriately between members of staff. At present, as well as a teaching commitment for three mornings a week, the head has responsibility for three curriculum subject areas. A number of teachers who are subject co-ordinators have produced valuable guidelines and schemes of work. A minority of schemes of work, such as history and art, do not chart continuity and progression in sufficient depth. The overall management of securing the effective implementation of these schemes is insufficiently developed and the direct monitoring of standards is limited.

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

Overall, the quality of staffing and learning resources are good. The adequacy of accommodation for the number of pupils on roll is very good.

- There are sufficient teachers for the delivery of the curriculum. However, considering the complex needs of many of the children, on occasions, the level of support staff is inadequate in some classes, especially in KS1. Staff work well as a team and every adult, including support, administrative, caretaking, cleaning, catering staff and other helpers make an very effective contribution to the quality of school life and to pupils' development.
- Training opportunities are currently limited due to staff changes. School planning acknowledges the need to implement new arrangements including performance management. Training has been given in this area. Teachers are aware of their own responsibility in ensuring continuing professional development.
- The accommodation provided is very good. There are spacious areas being developed to provide improvements. Learning resources for information technology (IT), specialist support areas, library and resource facilities are planned. Classroom facilities are also very good although two teaching areas with larger classes are cramped and sited in smaller rooms.
- There are suitable hard surfaced areas for playtime activities and games in addition to a large grassed area used in inclement weather. The children who are under five have access to a safe outdoor play area, and a large indoor play area where they are very well supervised.
- The diligent caretaker and his team keep school buildings and grounds in very good condition. The standard of cleanliness and hygiene in and around the school is very high.
- Pupils' work is well displayed. Learning resources are located around the school and pupils have access to all areas, including the recently developed IT suite. However, there is a shortage of Welsh Second Language reading books and the school no longer has access to the school's library service to enhance provision of books and artefacts. Other resources are accessible in storage areas, in and just outside the main buildings. These are stored safely and neatly.

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

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

The educational provision for the under-fives, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning.

Children of nursery age achieve very good standards in the area of personal and social development. They achieve satisfactory standards in developing knowledge and understanding of the world and good standards in the other four areas of learning.

Children of reception age achieve very good standards in the area of personal and social development. They achieve satisfactory standards in the areas of knowledge and understanding of the world, and creative development. In the other three areas, they achieve good standards.

### **Good features**

The non-teaching assistants play a key role in supporting the development of the under-fives.

### **Language, literacy and communication**

- Children of both nursery and reception age listen attentively to the adults leading their activities and respond readily to questions and instructions.
- The three-year-olds are able to choose a book and hold it the right way. They enjoy recognising the illustrations from a story they have heard and they know that print carries meaning.
- The four-year-olds are able to relate the broad thrust of a story shared with them. They are beginning to match initial sounds to pictures and learn to form letters correctly. They overwrite or copy sentences to accompany their own drawings.

### **Personal and social development**

- The youngest children have settled well into their new school routines. They move around the nursery confidently and play happily alongside each other in a range of activities. At tidying up time, they help to put things away willingly. They respond positively to the new linguistic experience of learning Welsh by remembering songs, naming colours and using appropriate greetings.
- The older children have also settled well into the routines of attending school full-time. They are comfortable and secure in their environment and most of them can sustain their interest and complete group tasks appropriately. The children know they must take turns and share equipment. They

understand that facial expressions can convey different feelings. They extend their knowledge and use of Welsh phrases and vocabulary, for example, by counting, and naming parts of the body.

- Children in the nursery manage their personal hygiene with growing independence whilst those in reception make good efforts with dressing and undressing by themselves.

### **Mathematical development**

- In the nursery class, children develop early mathematical concepts, for example, by singing number rhymes, counting, and sorting and matching pictures of fruits. In the context of play in the home corner, they develop ideas about one-to-one correspondence. They can recognise and name a circle.
- In the reception class, counting songs help to reinforce and extend earlier experiences. The children can count to ten by rote, they begin to recognise numbers up to five, match them to sign and sound and write them. Through their current theme work about themselves, they understand the idea of “a pair”. They are able to recognise and name simple 2D shapes.

### **Knowledge and understanding of the world**

- Children in the nursery class investigate and learn about a variety of familiar and unfamiliar fruits after following the story of Handa’s Surprise. They are aware that eating fruit will help them grow and keep healthy, and they understand that their pet fish also need regular feeding. Some of them know that the sea and the beach are features of their hometown.
- Children in the reception class begin to understand the idea of time passing. They explore ways that they themselves have changed since they were babies and identify how their needs have changed. They begin to appreciate the importance of the five senses. In the context of role-play, the children show that they have a basic understanding of the purpose and use of money.

### **Physical development**

- The many opportunities provided for the three-year-olds help them gain mastery of manipulative actions and develop their hand/eye co-ordination. They handle small-scale toys, jigsaws, malleable materials, and variety of marking tools. They successfully sew simple patterns using plastic needles.
- The four-year-olds handle small objects competently and develop more precise pencil control, for instance, as they form letters and numbers correctly.
- Nursery children have access to a safe outdoor play area where they use a variety of small equipment and develop control of the wheeled toys available. In the large upstairs play area, they use the slide confidently and move around imaginatively in response to music. Reception children show increasing control and co-ordination of their movements as they enjoy using the space in the hall to move around in different ways. During the midday break, they benefit from having access to play equipment outdoors.

## **Creative development**

- In the nursery class, children recall the songs they have learnt, including Welsh songs, and sing them with gusto. They carefully observe the fruits they are investigating and represent them in colourful paintings and prints. They enjoy role-play in the Tŷ Bach Twt.
- In the reception class, children sing songs, which reinforce aspects of their learning tunefully and rhythmically. They explore mixing paint with brushes and their hands, make prints and talk about the texture of materials when making collages. They communicate well together in lively role-play centred on the home corner.

## **Shortcomings**

- The range of contexts to promote the children's development of knowledge and understanding of the world is limited.
- In some creative activities, children in the reception class are not sufficiently involved in making their own choices to express their own imagination.

## **English**

Overall, standards of achievement in English are good in KS1 and KS2. In both key stages, standards in writing and reading are good and standards in oracy are satisfactory.

## **Good features**

- In KS1, pupils show increasing confidence in expressing themselves appropriately for different purposes. Most pupils sustain concentration whilst listening to whole class presentations and they talk fluently with each other and with adults.
  - Pupils discuss and respond perceptively to the stories they read together. A significant number read well; they read aloud to others and independently, with appropriate understanding and expression. The remainder read at a level that is in keeping with their ability.
  - Pupils' writing skills are developing well. Pupils record their experiences in a good range of written forms, including descriptive passages and the recording of factual information. They respond well to literary texts presented in class. Overall, they produce good work based on such literature. Pupils have an appropriate understanding of basic punctuation.
- In KS2, standards in oracy are satisfactory. Overall, pupils listen attentively to presentations. They are confident in their use of relevant vocabulary and terminology and can discuss aspects of their work with adults. From Y4/5 onwards, the ablest pupils talk and listen confidently in an

increasing range of contexts. A few pupils across the age ranges expand on their oral responses to questions.

- Pupils read independently at levels appropriate to their age and ability. A substantial number read aloud fluently and with good expression. When faced with unfamiliar words, pupils can decode accurately. Pupils show good understanding of the texts they read and discuss characters, plots and their preferences for types of literature. Older pupils use dictionaries competently.
- Pupils reach a good standard of writing; they write for a wide range of purposes, including letters, instructions, diaries, poems and dialogues. They develop good comprehension skills. Often, they make relevant plans or notes when beginning their written work, which improves the structure and content of the finished product. Overall, pupils are developing a good knowledge and understanding of punctuation and paragraphing. When given the opportunities, the most able pupils across the age ranges present interesting content using a variety of language forms. Pupils' handwriting is satisfactory. Most older pupils' writing is tidy and legible.

### **Shortcomings**

In KS1 and KS2, pupils' oral skills have not been developed in a wide enough range of situations. Overall, pupils' insufficiently extend their oral responses.

- In KS2, pupils' creative and imaginative writing is insufficiently developed
- There are too many spelling errors in the work of some middle and lower range ability pupils. The school has developed appropriate strategies for improving this aspect.

### **Mathematics**

Standards of achievement in mathematics are good in KS1 and KS2.

#### **Good features**

- In KS1, pupils can sort, match and sequence numbers accurately. They are familiar with using patterns to identify odd and even numbers and can recall number bonds quickly. Younger pupils show confidence in counting up to 20 and know number concepts and patterns of 2,5 and 10.
- Older pupils in KS1 can do simple addition and subtraction. They now use simple mental strategies and can recall previous work to discuss how they reached their answers.
- Pupils recognise the value of coins, sorting and identifying the differences between 5p, 20p and 50p by shape and size.

- Most pupils can name and describe the properties of 2D and 3D shapes. They recall facts they have learned about squares, rectangles and triangles in discussion, and then move on to new work on hexagons and polygons. They enjoy games on shapes to reinforce new concepts.
- Pupils gather information on favourite items to illustrate the order using simple pictograms and charts.
- Generally, pupils are beginning to have a good understanding of measure and simple fractions and how to tell the time.
- In KS2, pupils are moving on well, reinforcing their work in numeracy and showing better understanding of patterns and their relationships. They can add single digits to multiples of 100 and 1000 and add a single digit to any 3 or 4-digit number.
- Most pupils know the relationship between fractions, decimals and percentages. At the beginning of Y6, most pupils know their multiplication tables well and use them orally to solve a range of problems. They understand the rules of probability, using fractions to express their answers in a lively manner. Pupils show confidence and accuracy in tasks involving number, shape and measurement.
- Pupils' skill in mental maths is developing. A few pupils show speed and accuracy when solving problems orally.
- Older pupils collect data obtained in investigations to create and analyse a range of graphs. These are presented neatly and accurately. Pupils can recall facts related to their findings with confidence and pride.
- In both key stages, pupils use mathematical vocabulary to explain their work and boys and girls express their interest and enjoyment in mathematics.

### **Shortcomings**

- At times, pupils do not work to their full potential, especially when practising mental maths and problem solving.
- Pupils do not always evaluate their work, which can improve independence in learning.

## **Science**

Standards of achievement are good in both key stages.

### **Good Features**

- Pupils in KS1 have a good knowledge of the various uses and sources of light. They identify household appliances that use electricity, and many can distinguish between those which produce heat, light, movement or sound.
- They can sort materials into groups and discriminate between those, which are waterproof, or not.
- Pupils have a satisfactory knowledge of living things and what they need to survive and grow.
- KS2 pupils have a sound knowledge of the human body and can explain in detail the functions of most organs. They have a thorough knowledge of plant flower parts and photosynthesis.
- They are making good progress in understanding forces including magnetism, electricity, electrical circuits, pushing and pulling and friction.
- In their work on changing states of solids, liquids and gases pupils demonstrate good knowledge and understanding of various methods of separating mixtures.
- Throughout the school pupils develop, according to their age and ability, a keen awareness of fair testing, detailed observation, recording in tables, diagrams, charts and graphs, and grasp of scientific terminology.
- Their progress is strongly supported by sensible investigative and problem solving skills.

### **Shortcomings**

- Many pupils are capable of more challenging and independent research work.

## **Welsh**

The three pupils in KS2 who come from Welsh speaking homes are given tasks which match the Welsh NC programmes of study. They make appropriate progress according to their age and ability.

### **Welsh (second language)**

Standards of achievement in Welsh as a second language are satisfactory in KS1 and KS2.

## **Good features**

- Pupils in KS1 participate enthusiastically in lessons. They use an appropriate range of sentence patterns and vocabulary, for example, when greeting each other, discussing the weather, describing colours and parts of the body. They respond well to the stimuli provided to consolidate these activities. Using the ‘helper of the day’ to question the class at intervals during the lesson gives individuals the opportunity to practice asking questions as well as responding.
- Pupils’ reading is at an early stage of development. Most can read from flash cards and sentence captions showing good understanding. On the whole, pronunciation is satisfactory. In Y2, pupils can follow the print and respond with concentration as the teacher reads from a suitably chosen ‘Big Book’ story. Pupils’ writing activities are linked appropriately to their oral work.
- In KS2, pupils in all classes respond positively to the variety of language activities, such as group games, ‘flash card’ question and answer sessions, listening to stories on sound tapes and role-play. During these activities they use and consolidate language to do with describing their needs, their likes and dislikes, and personal information. By Y4/5, pupils can name a variety of food and link these items to the countries where they are grown. In Y6, pupils can respond with understanding to a poem suitable to their abilities as learners. A few can create their own poems. In both these classes, a small number of pupils can extend their responses appropriately. Pupils across the age ranges are familiar with using a short range of question forms. .
- Pupils read short extracts and dialogues under teachers’ guidance and their understanding of meaning is developing. They write short extracts to consolidate what has been taught.
- Although the use and range of incidental Welsh varies from class to class, all teachers use relevant commands and simple phrases during the school day; they provide good role models of spoken Welsh for the pupils to emulate.

## **Shortcomings**

- Orally and in written work, pupils’ progress in using a range of sentence patterns and vocabulary is limited.
- Pupils are insufficiently developing their ability to read storybooks.

## **Design and Technology**

Standards of achievement in design and technology are satisfactory throughout the school.

## **Good Features**

- Pupils in both key stages make satisfactory progress in making and evaluating.
- KS1 pupils make furniture for their toys using household waste. They can make cards with moving parts and a cart in which to transport them.
- Older pupils in this key stage look at different types of pencil cases and make their own from given material.
- Pupils can programme a simple robot.
- In KS2 pupils experiment with batteries to incorporate into a working torch, they experiment using wheels and axles to produce their own moving vehicles from balsa wood. They make basic plans.
- Older pupils are beginning to develop skills in textile work; they design cloth bags to carry their swimwear, a sun hat and very simple string puppets.
- Older pupils plan and construct frames for their project on designing and making a fun attraction for Llandudno. They look at bridge construction and display clear thinking when designing a hydraulic system to raise garage doors.
- They take satisfactory care in marking out, cutting, joining and assembling their materials and in being aware of safety and hygiene particularly when they are making sandwiches and using sharp tools.
- Pupils develop this work satisfactorily applying their mathematical, ICT, artistic and scientific knowledge to satisfactory effect.
- Throughout the school pupils learn well the need to evaluate and criticise their own work and are beginning to understand the relevance of design and technology. In today's world.

## **Shortcomings**

- Pupils do not research or investigate the topic in sufficient depth; therefore they lack the breadth of sources to generate imaginative ideas.
- They do not produce work displaying originality because their choices of materials are limited

## **Information and communication technology**

Standards of achievement are satisfactory in KS1. Pupils achieve good standards by the end of KS2.

- KS1 pupils are developing satisfactory competence in word processing when writing reports on their church visit.
- Many pupils can control the mouse, load and start a program, select from menus and change colour.
- They use the brush- and- fill tools and the drag facility in a modelling program.
- Pupils are beginning to collate and input data and display the results in graph form.
- In KS2 pupils are competent in word processing skills to support their work across the curriculum. Older pupils are adept at using the editing tools and confidently utilise ‘Power Point’.
- Many use the Internet confidently and present what they have retrieved effectively in the context of their own work. They read well off-screen. They are making good progress in the use of hyperlink.
- Pupils are making good progress in handling and adapting data for their own use.

## **Shortcomings**

- In KS1, pupils are insufficiently engaged in accessing the computer as the need arises to support or extend their work.
- In KS2, pupils are not making as much progress in modelling as in word processing and data handling.
- Inconsistent use is made by pupils of audio-visual or digital equipment to improve their independent learning.

## **History**

Standards of achievement are satisfactory in KS1 and KS2. In upper KS2, there are examples of good standards of achievement.

## **Good features**

- In both key stages, pupils make good progress in developing their awareness of chronology through, for example, appropriate use of time lines.
- In KS1, pupils have a growing understanding of how people and things change over time. They are able to make simple comparisons with the past and present by looking at their own growth and by looking at differences in the use of light or the washing and ironing of clothes in the home, 'then' and 'now'.
- In KS2, pupils can accurately identify the main characteristics of ways of life of the earliest peoples and the Celts. They understand that they can find out about the past from a range of sources, including artefacts, the work of archaeologists, written accounts and photographs.
- Through their local study, pupils chart the reasons for changes and improvements in the RNLI service in their town since Victorian times. They show knowledge of some of the influences of the Mostyn family on the development of Llandudno.
- Pupils in Y5 and Y6 talk about their work with interest. They explore what the evidence implies when they study photographs of Celtic objects accessed from the Internet. They understand that versions of events vary and offer suggestions as to why there are differences. Their ability to ask historical questions is developing well.

## **Shortcomings**

- In KS2, there is a lack of variety in the ways pupils communicate their work and the frequent use of worksheets inhibits the development of independent writing.
- In both key stages, pupils do not always study the chosen topic in sufficient breadth and depth.
- Local resources and the use of appropriate visitors are not sufficiently exploited to help pupils gain a feel for the topic or period being studied.

## **Geography**

Standards of achievement in KS2 are good overall. There was, however, insufficient evidence in pupils' books in KS1 to make a secure judgement on standards achieved.

## **Good Features**

- In KS1, pupils learn from photographs about the physical and human features of their own area.

- They compare and contrast the geographical features of the seaside town of Llandudno with that of a small local and rural village, Eglwysbach.
- Y2 pupils know their way around school and can give directions to trace their route home from school, listing the features they observe.
- They acquire basic map-reading skills such as symbols, 2-figure grid references and interpreting aerial pictures.
- In KS2, pupils broaden their understanding and knowledge of their local area and can identify its location in Wales and Britain.
- Pupils have good recall of the facts they have learned and many can apply their knowledge to different situations, for example when they contrast Llandudno with Blaenau Ffestiniog, and Llandudno with Dublin
- Many pupils can observe in satisfactory detail and use appropriate geographical terms to describe what they see.
- They record their information and findings carefully and in a variety of ways.
- Older pupils' work on weather demonstrates that they make good progress in asking and answering questions relevantly and in developing problem-solving skills. They show maturity in evaluating data provided for them.

### **Shortcomings**

- Although the standard of achievement by the end of KS2 is good in the aspects covered, pupils do not study all areas of the Programmes of Study in sufficient depth, especially mapping skills.

### **Art**

Standards of achievement are good in both KS1 and KS2. These judgements also take account of pupils' previous work, on display around the school.

### **Good features**

- In KS1, pupils show a readiness to experiment with paint and a growing understanding of the effects of mixing colours in their individual work. Pupils in Y2 study paintings by Van Gogh and subsequently produce their own effective images of a starry night using tones of blue.
- Pupils explore working with different materials as they produce patterns on fabric and designs on felt. They are learning to work in a range of media including pastels, chalk and charcoal. Their

awareness of shape and form develops when they create simple clay dishes, which are then painted and well finished.

- Pupils use their developing observational skills purposefully, for example, as they draw a plant, sketch the school building and make portraits using pastels.
- In KS2, pupils continue to experiment successfully with line, tone and colour mixing. They respond to the work of some famous artists and adapt their techniques to their individual pictures. After investigating features of the work of Warhol, pupils in Y4 make their own effective 'pop art' images using photographs of themselves, produced by digital camera.
- Pupils use different materials to weave a simple pattern, and print their designs for tiles using polystyrene. Work with silk and foil produces effective outcomes.
- Older pupils talk with interest about the various steps involved in producing their imaginative studies of leaves. In the best practice observed, pupils in Y6 are able to discuss their ideas and feelings, and make good use of previous knowledge, understanding and skills, as they respond orally and practically to self-portraits by Shani Rhys James.

### **Shortcomings**

- Pupils' experiences of the work of Welsh artists, designers and craft workers are limited.
- There are some deficiencies in pupils' art experiences in terms of continuity and progression

### **Music**

Standards of achievement are good in both key stages. These judgements also take account of evidence of previous work done by the pupils.

### **Good features**

- In both key stages, pupils make good progress in developing and applying their understanding of the musical elements.
- Pupils in KS1 sing rhythmically, tunefully and with enjoyment. They know that good posture will improve the quality of their performance. They are able to clap a steady beat as they sing.
- Pupils explore a range of sounds, indoor and outside. They choose percussion instruments to create suitable accompaniments for stories they have heard.

- As they listen attentively to pieces of taped music, pupils respond to the contrasting moods and make good efforts to describe the differences they hear and the feelings they experience. They become aware of how soundtracks can highlight actions and atmosphere by viewing a video excerpt.
- In KS2, pupils sing an expanding repertoire of songs, including songs in Welsh, with good attention to dynamics and diction. They understand the characteristics of a round and can maintain parts as they sing them.
- Pupils compose rhythmic patterns, record their work with graphic scores and play percussion instruments to show their growing understanding of standard note values. In one class, pupils respond imaginatively to the work of the artist Kandinsky during the initial stages of creating their own compositions.
- Pupils listen to a broad range of music including Jazz, Blues, Pop and Classical pieces. Older pupils are able to describe and compare the features of the music they hear using musical terms and vocabulary appropriately, for example, they appreciate the different textures heard in an excerpt from 'Noyes Fludde'. They identify and describe the quality of the sound made by some orchestral instruments.
- The teaching contribution of the co-ordinator for music positively affects the standards achieved by the pupils.

### **Shortcomings**

- The music of Wales and Welsh composers are underused in the programme of work.
- Lesson time is not always used efficiently to allow pupils to engage in the planned music-making activities with instruments.

### **Physical Education**

Standards of achievement are good in KS1 and KS2

### **Good Features**

- Pupils in KS1 can perform basic actions of travelling around large spaces. They have good jumping, running and stepping skills, transferring weight from feet to hands successfully. Some pupils can skip well and the majority understand the basic movements required to maintain good balance and control.
- Y2 pupils interpret music to perform sequences of dance steps. They watch, listen and then take turns to move as robots, soldiers, dolls and teddy bears. They perform with enthusiasm and

collaborate well in groups to produce a good performance in dance. They can differentiate between stiff, robotic and fluid and floppy movements in time to appropriate music.

- In KS2, pupils are developing their ball skills effectively. They can dribble, pass, direct and control a ball in games. Boys and girls choose football and rugby practice after school to reinforce the skills they learn in lessons. Their performance in games is confident and competitive. This complements their consideration for each other as they discuss their own performances and praise each other's efforts.
- Some pupils show good control and balance when interpreting different jobs in role-play. At times, their over-exuberance hampers the safety of others but this is soon controlled. The majority of pupils then complete their sequence of movements successfully.
- All pupils in KS2 attend swimming lessons and evidence shows that most pupils become competent and achieve awards, which are valued.
- Equal opportunities are provided in school and competition in sports is positive. Effective rugby coaching from a professional is available during extra-curricular sports sessions. Pupils take part in games at local and county levels with considerable success.

### **Shortcomings**

- There are no major shortcomings

### **Religious Education**

Standards of achievement in religious education are good in both key stages.

### **Good features**

- In KS1, pupils have a good knowledge and a developing understanding of celebrations such as weddings and christenings and talk about how people feel on such occasions. They are beginning to develop an appreciation of the religious origins of these celebrations. Pupils appropriately describe some celebrations, special books and places of worship belonging to other religions.
- Pupils have a sound awareness of the Bible as a special book for Christians and they have a good knowledge of stories from the life of Jesus. They are developing an understanding of the meaning of worship and prayer. They know a variety of prayers which they recite during the school day.

- Pupils in KS2 develop a broader perspective as they study other aspects and religions in greater depth. They begin to appreciate and to celebrate diversity in culture and religion and that other communities have the same motivations as their own.
- Through visits to places of worship, pupils have a good knowledge and understanding of their main features and the use of significant features within them.
- Pupils' understanding of religious artefacts is developing well.
- As they progress through KS2 pupils develop a greater understanding of the meaning and significance of caring for our world and for the creatures living in it.
- Most pupils detail the main characteristics of the life of a Christian. They describe many of the main characteristics of religious leaders. They study the life and teachings of Jesus; they are beginning to evaluate his unique characteristics and to relate them to the living conditions of ordinary people. They appreciate that they can adapt the moral lessons in the parables to their own situations

### **Shortcomings**

- Pupils insufficiently discuss and reflect on aspects of other religions in order to arrive at their own responses.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

- The last inspection report identified key issues for action covering the need for improvements via: weaknesses in the areas where standards are satisfactory; raising standards in Welsh Second Language in KS2; monitoring the curriculum and ensuring that the quality of teaching is consistently good. The inspection report also identified the need to eliminate a potential safety hazard.
- Progress in addressing the key issues for action has been uneven. Standards in Welsh Second Language have risen from unsatisfactory to satisfactory in KS2. Overall, standards achieved in the core subjects have remained good and have benefited from an appropriate evaluating and monitoring process. However, improving the monitoring of the whole curriculum is still a key issue.
- The quality of good teaching has risen by 10% since the last inspection. In both key stages, standards in physical education have risen from satisfactory to good and have remained good in art and religious education; IT and music have improved from satisfactory to good in KS2.

Where subject areas are satisfactory, or in the case of a few subjects in KS1, have receded from good to satisfactory, the current report identifies teaching issues to be addressed.

- The safety issue raised in the previous report has been thoroughly addressed.

## **8.2 Key Issues for Action**

In order to further improve the quality of education, the school needs to:

- maintain the good standards that are achieved and build on the achievements that are satisfactory through giving attention to the noted shortcomings throughout the subject report;
- address the shortcomings in teaching that have been noted in Section 5.1;
- develop a whole-school approach in order to improve key skills across the curriculum;
- ensure effective distribution of curriculum responsibilities amongst staff and establish their active role in monitoring their curriculum subject areas;
- continue to develop the effective procedures, which will bring coherence and structure to the school's process of self-evaluation.

## APPENDIX

### A. Basic Information About the School

Name of School	Ysgol Tudno
School Type	Primary
Age-range of pupils	3yrs to 11yrs.
Address of school	Trinity Avenue, Llandudno.
Post-Code	LL30 2SJ
Telephone Number	01492 875252
Chair of governors	Mrs. P Kirkham
Headteacher	Mrs. Catrin Roberts
Date of appointment	1998
Registered Inspector	L. J. Davies
Dates of Inspection	07/10/2002

### B. School data indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Number of pupils	9	22	34	27	32	30	34	47	235

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Term 1	88%	93%	94%	93%
Term 2	90%	94%	92%	92%
Term 3	93%	95%	95%	95%

Number of pupils excluded during 12 months prior to inspection.	0
---	---

**C. Results of National Curriculum assessments**

**NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 1: 2002**

<b>National Curriculum assessment KS1 Results: 2002</b>			Number of pupils in Y2: 32					
<b>Percentage of pupils at each level</b>								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	9	16	72	3	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	9	22	63	6	0
		National	0	4	14	57	25	0
EN: Writing	Teacher Assessment	School	0	16	9	75	0	0
		National	0	5	14	70	11	0
EN: Speaking and listening	Teacher Assessment	School	0	3	25	56	16	0
		National	0	3	12	64	21	0
WELSH	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	11	62	24	0
MATHEMATICS	Teacher Assessment	School	0	6	3	81	9	0
		National	0	2	10	65	23	0
SCIENCE	Teacher Assessment	School	0	3	16	89	0	0
		National	0	2	11	70	17	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	72%	In Wales	80%

- 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: 2002**

National Curriculum assessment KS2 Results: 2002			Number of pupils in Y6: 40									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
ENGLISH	Teacher Assessment	School	0	0	0	0	0	5	27.5	32.5	35	0
		National	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	5	12.5	32.5	47.5	0
		National	2	1	1	0	0	4	7	59	26	0
WELSH	Teacher Assessment	School	0	0	0	0	0	0	100	0	0	0
		National	0	0	0	0	1	4	24	49	21	0
	Test/Task	School	0	0	0	0	0	0	100	0	0	0
		National	1	2	0	1	0	3	22	48	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	2.5	2.5	17.5	30.0	47.5	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	0	7.5	10.0	45.0	0
		National	0	2	1	1	0	4	18	42	32	0
SCIENCE	Teacher Assessment	School	0	0	0	0	0	0	17.5	32.5	50.0	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	7.5	27.5	65.0	0
		National	0	2	0	1	0	2	13	51	31	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:	75%	In the school:	77.5%
In Wales:	68%	In Wales:	68%

Scores for each level are not available.

- D Pupils who are exempted 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

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

The school was inspected for a period of three and a half days by three professional inspectors and one lay inspector. A total of 15½ inspection days were spent at the school.

##### **Prior to the inspection:**

- Questionnaires were distributed to all parents. The 89 questionnaires returned were analysed and full account taken of the information provided.
- A meeting for parents was held. Two parents attended.
- Meetings were held with the headteacher, staff and governors.
- School documentation and samples of pupils' work were examined.

##### **During the inspection:**

- 66 lessons or parts of them were attended, sharing the time fairly equally between the classes. During these sessions, work in all the subjects of the NC and religious education was evaluated.
- Inspectors listened to a sample of reading by pupils from each year group.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, in the dining area and at the beginning and end of school sessions.
- Inspectors attended assemblies and observed some extra- curricular activities.
- Discussions were held with the headteacher, staff with responsibilities and support staff.

##### **After the inspection:**

- Meetings were held with the headteacher, the staff and the governing body.

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

<b>Name</b>	<b>Role</b>	<b>Aspects</b>	<b>Subjects</b>
Lisa J.Davies	Registered Inspector	3.1, 3.2, 4.1, 5.1, 6.2, 8.1, 8.2.	English, Welsh SL, religious education
Rhiannon Steeds	Team Inspector	5.3, 6.1.	History, art, music, under fives
Meiriol M. Jones	Team Inspector	5.2, 5.5.	Science, design and technology, IT, geography
Colette Gribble	Team Inspector	5.4, 6.3.	Mathematics, physical education
William J. Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7,	

**The inspectors wish to thank the governing body, staff and pupils of Ysgol Gynradd Tudno for their co-operation and assistance before and during the inspection.**