

**REPORT**

**on the**

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

**YSGOL Y FORYD/TOWYN INFANTS SCHOOL  
MORFA AVENUE  
FORYD  
RHYL  
LL18 5LE**

School Number: 662/2118

Date of Inspection: 12 – 16 November 2001

**By**

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Under Estyn contract number: T/32/01P

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## **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.

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## **1. CONTEXT**

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

The school serves the seaside towns of Kinmel Bay and Towyn on the western outskirts of Rhyl. The school considers that the residential areas from which around three quarters of the pupils are drawn are economically disadvantaged while the other quarter are neither prosperous nor economically disadvantaged.

The school caters for pupils between three and seven years of age. At the time of the inspection there were 240 pupils on roll, including 54 part-time nursery children. The school includes a migrant population of pupils from socially deprived areas of Liverpool, Manchester, Stoke and Walsall. Pupils are taught in seven classes plus a Nursery Unit, the majority being of single age. The vast majority of the intake is considered to be disadvantaged with over half the pupils entering the school with below average levels of literacy and numeracy. Thirty three per cent of the pupils are registered as being entitled to free school meals. This is well above the Conwy figure of 18 per cent and all-Wales figure of 20 per cent.

The school identifies 57 (27 per cent) of the mainstream pupils as having some degree of special educational need (SEN) of whom two carry statements. Almost all the pupils have had experience of pre-school provision. None of the pupils comes from a Welsh speaking home and all pupils except two are of white ethnicity. One pupil receives support teaching in English as an additional language. At the end of key stage 1 (KS1), pupils transfer to Towyn Junior School, situated on the same site.

The governors and staff aim to:

- develop within the child basic knowledge, skills and understanding;
- nurture qualities in all pupils that are necessary to develop his/her intellectual, physical and emotional capabilities to the full;
- provide an ethos that promotes and underpins pupils' spiritual, moral, social and cultural development;
- provide a stimulating and warm, caring environment to help pupils enjoy the varied aspects of school life;
- work closely with parents towards achieving the school's aims.

The school's main focus for this year is to:

- review policies and schemes of work to fully comply with curriculum 2000;
- devise a personal and social education (PSE) programme;

- further develop teaching and pupils’ information and communications technology (ICT) skills across the curriculum;
- set literacy and numeracy targets for nursery and reception age children.

## 2. MAIN FINDINGS

### **The main findings of the report**

Ysgol y Foryd/Towyn Infants School is continuing to improve and has a number of good features. The recently appointed head, supported by the acting deputy and a committed governing body (GB), provides good leadership and has a developing overview of the life and work of the school. The staff work conscientiously ensuring the school’s clear values, especially respect for individuals and their achievements; these have a positive effect on pupils, resulting in the achievement of good standards overall.

### **Educational standards achieved by pupils**

Pupils’ standards of achievement overall in the school were very good in around two per cent of the sessions observed, good in around 56 per cent, satisfactory in around 39 per cent and unsatisfactory in the remaining three per cent.

- Over half of the children come to school with below average levels of literacy and numeracy skills. Overall in both the nursery and reception classes, children make at least satisfactory and often good progress in a range of relevant activities. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children’s Learning. Standards in the six areas of learning are as follows:

#### **Nursery**

Language, literacy and communication skills	Satisfactory
Personal and Social Development	Very Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical development	Unsatisfactory
Creative development	Good

#### **Reception**

Language, literacy and communication skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical development	Satisfactory
Creative development	Good

- In KS1, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	<b>KS1</b>
English	Good
Mathematics	Good
Science	Good
Welsh as a second language	Satisfactory
Design and technology	Good
Information technology	Good
History	Good
Geography	Good
Art	Good
Music	Very Good
Physical education	Satisfactory
Religious education	Good

- Pupils' standards of achievement overall in the school are very good in around two per cent of sessions observed, good in 56 per cent, satisfactory in 39 per cent and unsatisfactory in three per cent. In KS1, pupils make satisfactory progress in Y1 and consistently good and often very good progress in Y2.
- Overall, standards and progress made by pupils in the key skills of speaking, listening and reading in English, and the use of ICT across the curriculum are satisfactory. Standards are good in writing in English and the use of numeracy. Limited use is made of Welsh in the teaching and learning in other areas.
- In KS1, the results of the 2001 NC assessment test results are well above national average in all core subjects. In comparison with schools of a similar background, results are well above in core subjects placing it in the top 25 per cent of similar schools. The school significantly exceeded its targets for 2001.

### **Ethos of the school**

Pupils' spiritual and moral development is good. Their social and cultural development is satisfactory. Acts of collective worship are well organised and contribute very effectively to pupils' spiritual and moral development. Pupils' knowledge and appreciation of the traditions and heritage of Wales are less well developed.

- Pupils' behaviour and attitudes to their work are satisfactory. In the majority of lessons behaviour is generally satisfactory, however, in some classes there are incidents of silly, disruptive and attention-seeking behaviour. In the two single age Y2 classes, however, behaviour is usually good.
- Attendance is unsatisfactory. Levels vary significantly throughout the year and rarely exceed 90 per cent. Targets have been set by the governing body to improve attendance over the next three years. As yet, no strategies have been implemented to improve overall rates. A significant number of pupils arrive late in the morning thus interrupting the orderly start to the school day.

- Registers are taken at the start of each session. However, there is no clear closure time for registers and pupils are not marked late in accordance with the National Assembly for Wales (NAW) recommendations in Circular 3/99.

### **Quality of education**

- Overall, the quality of teaching was satisfactory or better in around 90 per cent of the sessions inspected, of which nine per cent were very good, 34 per cent good and 47 per cent satisfactory. Ten per cent of sessions were unsatisfactory. Teaching is consistently good and sometimes very good in Y2 classes.
- In the best practice, teachers plan their lessons well paying attention to continuity and progression. Well organised direct teaching at a brisk pace, good classroom organisation and the good use of learning resources are very effective in developing pupils' knowledge, understanding and skills. Plenary sessions are effectively used to reinforce main points.
- In the lessons which were judged to be unsatisfactory or less effective, short-term planning did not specifically identify learning objectives and ensure continuity and progression. Lessons proceeded at a slow pace and teaching time was not always used efficiently, with pupils off task and lessons finishing before time. Tasks set for pupils with SEN were not always well matched to their ability, with insufficient support provided.
- The quality of assessment and recording is satisfactory; reporting to parents is good. On-going assessment opportunities are not sufficiently highlighted in teachers' short-term planning, and assessment information is not consistently used in a sufficiently rigorous manner to inform planning for pupils of all abilities.
- The planning and organisation of the curriculum for the under fives are satisfactory. However, the provision for important aspects of the children's physical development, particularly gross motor skills, is under-developed. In KS1, the school provides a broad and balanced curriculum. However, teaching time falls short of NAW recommendations. Homework provision is appropriate and effectively supports pupils' progress and achievements. The Cwricwlwm Cymreig is promoted satisfactorily in most subjects. There is no extra curricular provision.
- Overall, the quality of support and guidance given to pupils is satisfactory. Health and safety matters were discussed with the GB.
- The quality of provision for pupils with SEN is satisfactory. Pupils with SEN make satisfactory progress in most areas of the curriculum. However, teachers' planning in mainstream classes is too broad to take account of pupils' widely varying abilities and needs. Tasks set for statemented pupils and for those on the higher scale of the SEN register are not always well matched to their needs and abilities resulting in the pupils having little confidence in tackling new work. Both individual and group Individual Education Plans (IEPs) for pupils with SEN are of good quality.

- The school has good links with the community, schools and other institutions. The partnership and liaison with parents are satisfactory. The recently revised home/school agreement clearly sets out the schools aims and expectations. The school's partnership with industry is satisfactory. The governors' annual report to parents does not fully comply with statutory requirements.

## **Management**

- The quality of the school's self evaluation and planning for improvement are satisfactory. The head teacher has already used the available information as a basis for planning, organising and setting targets in the short and long term.
- The leadership and efficiency of the school are effective. Since her very recent appointment, the head teacher has achieved much by providing effective leadership and has a developing overview of the life and work of the school; she has a good vision of the school's future and recognises the issues which require attention in the short and longer term. New job descriptions for staff have been recently issued with an on-going programme of staff development. Teachers have been allocated curriculum responsibilities, with procedures in place to enable some curriculum co-ordinators to know about the school's work overall and to judge its effectiveness. This good practice has not been timetabled to extend to all curricular areas.
- The GB is supportive of the head and the school. Members visit the school on occasion and are beginning to develop an awareness of curricular matters though they are not actively involved in planning, monitoring and evaluating in order to further secure school improvement. The school's budget is effectively and efficiently managed by the GB.
- The part-time administrative assistant undertakes her duties conscientiously and supports the head in ensuring that the routine organisation and administration of the school run smoothly. Given this and the quality of education provided, the good overall progress made by the pupils and the good standards achieved by the end of KS1, the school provides good value for money.
- The level of staffing in the school is good. Two full-time teachers and a part-time teacher were absent due to illness during the inspection with the teaching duties of the two full-time teachers covered by temporary teachers. The school makes good use of all the available accommodation. Resources for learning within the NC are satisfactory. However, the school library is under-utilised. There is no discreet safe and stimulating outdoor play area for children under five.

## **School improvement**

- Since the last inspection in 1996, the school has made good progress in improving standards in reading, design technology, information technology, art and aspects of mathematics and science. Satisfactory progress has been made in raising standards in reception classes, improving curriculum planning, developing the role of curriculum co-ordinators, improving the role of senior management in monitoring and evaluating teaching and learning, making better use of assessment and devising strategies to deal with pupils' behaviour.

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

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Pupils' standards of achievement overall in the school are very good in around two per cent of sessions observed, good in 56 per cent, satisfactory in 39 per cent and unsatisfactory in three per cent.

- In the early years, children's standards of achievement are very good in around four per cent of sessions observed, good in 50 per cent, satisfactory in 41 per cent and unsatisfactory in five per cent. The majority of the children come to school with below average levels of literacy and numeracy. Overall, in the nursery and reception classes, children make at least satisfactory and sometimes good progress in the six areas of learning.
- In the nursery, children's personal and social development is very good. They make good progress in mathematical and creative development and have a good knowledge and understanding of the world. Their language, literacy and communication skills are satisfactory. Physical development is unsatisfactory with limited opportunities for children to develop their gross motor skills.
- Reception age children make good and often very good progress in their knowledge and understanding of the world. They make good progress in mathematical, creative and personal and social development. Their language, literacy and communication skills are satisfactory as is their physical development.
- In KS1, standards of achievement are good in around 59 per cent of sessions observed, satisfactory in 38 per cent and unsatisfactory in three per cent. Overall, pupils make satisfactory progress in Y1 and consistently good and often very good progress in Y2. Standards of achievement in the NC core subjects of English, mathematics and science are good. Standards of achievement are very good in music and satisfactory in Welsh as a second language and physical education. They are good in the other subjects of the NC and religious education.
- There is no significant variation in achievement between boys and girls.
- In KS1, the results of the 2001 NC assessment test results are well above national average in all core subjects. In comparison with schools of a similar background, results are well above the national average in the core subjects, placing it in the top 25 per cent of similar schools. The school significantly exceeded its targets for 2001.

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

Overall, standards and progress made by pupils in speaking, listening and reading in English, and the use of ICT across the curriculum are satisfactory. Standards are good in writing in English and the use of numeracy.

- Children in the early years are achieving satisfactory standards in speaking and listening skills, but their vocabulary and their ability to speak in full sentences are limited. Children in the nursery class enjoy sharing picture and story books and in the reception classes they are making satisfactory progress towards early reading and writing skills across the six areas of development. Reception age children begin to understand and respond appropriately to commands and instructions in Welsh. They make confident and increasingly independent use of ICT through using listening stations and computers.
- In KS1, the pupils' listening skills are satisfactory overall, with older pupils achieving sustained periods of giving full attention to the teachers. In Y1 classes, pupils are sometimes slow to pay attention and there are often interruptions by individual pupils during lessons.
- Standards of speaking in English are satisfactory across KS1. Pupils adopt and use the appropriate vocabulary for answering questions within the various subjects or topics under discussion. Their command of language for reasoning or explaining their thoughts and ideas in detail, is limited. Older pupils converse in Welsh with developing confidence within a narrow range of sentence structures.
- Pupils across the classes are making steady progress in their English reading using the school reading scheme, and their reading skills support their work across the curriculum satisfactorily. They follow written instructions on work sheets correctly after initial guidance, but they do not make sufficient use of a range of printed material, including reference books, to extend their studies across the curriculum. In Welsh, older pupils read familiar words and phrases displayed around the classroom and the majority begin to gain confidence when reading their written work.
- Across the key stage, the pupils' writing skills in English are good and support them in recording their work in science, mathematics and in foundation subjects. They write lists, label illustrations, captions and sentences to accompany illustrations as well as simple and extended narrative passages.
- Pupils' use of numeracy skills are good and they show increasing skills in handling number mentally. Their ability to record information in numerical ways across the curriculum is developing well, particularly in science, geography, history and design and technology.
- Pupils are making satisfactory use of their developing skills in ICT to consolidate their understanding of mathematics through solving problems. They make purposeful and effective use of art programs and make good use of word processing and graphic software in language and science. Older pupils make confident use of a microphone for addressing a large audience and record their music compositions on cassette tapes in order to assess and improve their performance. Pupils' ICT skills are not used on a sufficiently regular basis.

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

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

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

- The school meets the statutory requirements for the provision of a daily act of collective worship. The quality of the assemblies is good and they contribute significantly to pupils' overall development.
- An air of reverence is established at the beginning of each act of collective worship and the content is well planned. The pupils' contribution through singing, reciting prayers and responding to the topic of the day, as well as the special class service to which parents are invited, play an important part in developing their spiritual and moral development. The morning gathering also serves to strengthen a sense of belonging to a school community.
- Pupils have a developing understanding of right and wrong. Although pupils do not always behave well, they know when they have acted wrongly and are encouraged at all times to apologise and further develop their skills in caring and being kind and considerate to others.
- There are good opportunities for pupils to take responsibility for a range of day-to-day tasks and they respond well to these.
- Pupils are aware of some aspects of their local community and of the people who live and work there. Pupils demonstrate a good awareness of those less fortunate than themselves and contribute to charitable causes.
- Pupils develop a satisfactory knowledge and appreciation of their own culture and heritage. They are aware of living in Wales, know and sing a range of Welsh songs and learn some folk dances. However, they do not study sufficiently the work of artists, musicians and folk tales of Wales. Their awareness of other cultures is developing appropriately through their work in geography, art and religious education.
- Pupils overall respond well to the school's provision for spiritual, moral, social and cultural development.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes to their work are satisfactory.

- In the majority of lessons, behaviour is generally satisfactory, however, in some classes there are incidents of silly, disruptive and attention-seeking behaviour. In the two single age Y2 classes, however, behaviour is usually good. Here teachers' expectations are high, the work set is interesting and demanding of pupils and, in the main, they behave well; this has a positive impact on the standards they achieve.
- Pupils' behaviour around the school is generally good. Outside, they generally play well together. However, pupils generally lack self-discipline. Lunchtime supervision

arrangements are inadequate resulting in many pupils being unsupervised. This constitutes a health and safety issue.

- Pupils' attitudes to their work and school are satisfactory. In lessons in the two single age Y2 classes, pupils are generally attentive, persevere with their work and listen well to their teachers' instructions. In other lessons there is, however, often an undercurrent of inattention and this disrupts the work rate and progress made by pupils. These occasions are directly linked to instances when sessions are too long or work is not well matched to pupils' abilities.
- At present, the school's policy to promote acceptable behaviour is in draft form. Many of the staff have received behaviour management training. Behaviour is monitored well by the headteacher. Parents are involved at an early stage if there is a cause for concern.
- There is a short anti-bullying policy which covers the procedures to follow if any incidents are brought to the attention of staff. The school has not developed a programme to raise pupils' and parents' awareness of bullying issues; this has been recognised by the school.

### **4.3 Attendance**

Attendance is unsatisfactory. Levels vary significantly throughout the year but rarely exceed 90 per cent.

- Most absences are due to illness. There are, however, a significant number of pupils who are absent because their families take holiday during term time. A few pupils have intermittent absence because their families do not ensure their children attend school regularly. Absence interrupts pupils' learning and the progress they make.
- Attendance is effectively monitored by the headteacher. She is very aware of those pupils whose attendance is poorest. The EWO (Educational Welfare Officer) is involved when necessary.
- Targets have been set by the governing body to improve attendance over the next three years. As yet, no strategies have been implemented to improve overall rates; these are currently under consideration by the headteacher and governing body.
- A significant number of pupils arrive late in the morning, this interrupts the orderly start to the school day.
- Registers are taken at the beginning of each session. However, there is no clear closure time for registers and pupils are not marked late in accordance with the NAW recommendations in Circular 3/99. There are instances where no indication is given in the register whether a pupil is absent or present. This is a health and safety issue as in the event of an emergency the whereabouts of all pupils cannot be assured.

## **5. QUALITY OF EDUCATION**

## **5.1 Teaching**

Overall, the quality of teaching was satisfactory or better in around 90 per cent of sessions inspected, of which nine per cent were very good, 34 per cent good and 47 per cent satisfactory. Ten per cent of sessions were unsatisfactory. The quality of teaching in the early years was very good in around four per cent, good in 33 per cent, satisfactory in 52 per cent and unsatisfactory in 11 per cent. In KS1, it was very good in around 12 per cent, good in 35 per cent, satisfactory in 44 per cent and unsatisfactory in nine per cent. Teaching is consistently good and sometimes very good in Y2 classes.

### **Good features**

- Teachers have a good relationship with their pupils and they know the pupils and their backgrounds well. Pupils' effort and good work are praised and consistent encouragement ensures their progress and achievement.
- Teachers work conscientiously. They regularly have discussions and plan in parallel age classes to ensure parity of provision.
- Teachers generally have a secure knowledge and understanding of the subjects they teach. Teaching is of a consistently good quality when teachers teach subjects in which they have particular expertise.
- The quality of teaching of the under fives is based on a secure knowledge and understanding of the Desirable Outcomes for children's learning. In the best practice, good directed teaching, effective classroom management and the good use of role play and learning resources ensure children are on task and appropriately challenged.
- In the best practice in KS1, teachers plan their lessons well, paying attention to continuity and progression. Well organised direct teaching at a brisk pace, good classroom organisation and the good use of learning resources are very effective in developing pupils' knowledge, understanding and skills, particularly in Y2 classes. Plenary sessions are effectively used to reinforce main points.
- Teachers generally set appropriate tasks matched to pupils' ability. Teachers expect pupils to behave well and have undergone specific training to deal with disruptive pupils.
- In the main, close co-operation between teaching and support staff ensures good provision and equal opportunity for all pupils.

### **Shortcomings**

- Teachers' knowledge in physical education and Welsh as a second language of a number of teachers is less secure. Insufficient use is made of incidental Welsh to support learning.
- In the lessons which were judged to be unsatisfactory or less effective, mainly in one reception class and in Y1, short-term planning did not specifically identify learning

objectives and ensure continuity and progression. Lessons proceeded at a slow pace and teaching time was not always used efficiently with pupils off task and lessons finishing before time. Tasks set for pupils with SEN were not always well matched to their ability, with insufficient support provided.

## **5.2 Assessment, Recording and Reporting**

Overall, the quality of assessment and recording is satisfactory; reporting to parents is good.

- A draft assessment policy is in place. Use is made of evidence obtained from baseline and other tests, including the NC assessment test results, to set targets in language and mathematics with science and ICT the next areas for development.
- In the early years, teachers use a “Travelling Together” assessment booklet recording the skills mastered in the six areas of learning. In Y2, in the best practice, evaluation of pupils’ completed work is used effectively to inform future planning. However, on-going assessment opportunities are not sufficiently highlighted in short-term planning, and assessment information is not consistently used in a sufficiently rigorous manner to inform planning for pupils of all abilities. The school has recently appointed a teacher to have special responsibility for assessment and record keeping.
- Assessment of pupils with SEN is satisfactory. In withdrawal sessions with the SEN teacher, suitable records are kept of pupils’ progress with appropriate recorded feedback to classroom teachers.
- The school has a marking policy and while the marking of pupils’ work is regular, it is not consistent and does not always focus sufficiently on helping pupils to improve performance.
- Teachers keep record books containing useful comments about pupils’ progress in the core subjects and their personal and social development on a half-termly basis. There is, however, no system in place for recording pupils’ progress in the foundation subjects.
- Each pupil has a personal profile folder which contains examples of work, mainly in the core subjects. Teachers respond to some samples of work by identifying ways forward for pupils, however, this practice is not consistent. Moderation of standards in English in relation to NC criteria has been undertaken.
- End-of-year written reports to parents conform to statutory requirements. They are informative and in general identify ways forward for pupils in the core subjects. In the best examples they note pupils’ attainment in the foundation subjects. Parents have opportunities to discuss the contents of their child’s report during a meeting with class teachers at the end of the Summer term together with a Parents’ Evening in the Autumn term. Parents are content with these arrangements.

## **5.3 Curriculum**

The curriculum for the early years is satisfactory overall and reflects the six areas of the Desirable Outcomes. In KS1, the curriculum is broad, balanced and relevant.

- The planning and organisation of the curriculum for the under five year olds are satisfactory. Planning is linked to the Desirable Outcomes and the activities overall in the nursery class are generally balanced over the six areas of learning. However, the provision for important aspects of the children`s physical development, particularly gross motor skills, is underdeveloped and under resourced. In one reception class, there is some imbalance in the organisation of the activities across the six areas in time allocated, insufficiently clear learning objectives and lower expectations.
- In KS1, the school provides a broad and balanced curriculum. However, teaching time falls short of NAW recommendations.
- The school is adopting new systems for mid and short-term planning across the curriculum. There are updated policies and schemes of work for all subjects, some of which are in draft form, which comply with Curriculum 2000. The curriculum is presented through six termly topics, and mid-term plans identify the subject areas, skills and content to be taught.
- Within short term planning, the learning objectives are not always sufficiently specific and appropriately differentiated tasks for pupils with SEN not identified. Key skills are indicated in general planning, however, the school does not yet have a whole school plan for the progressive development of key skills across the curriculum.
- The overall curricular provision by the school is broad and varied and the homework provision is appropriate and effectively supports pupils` progress and achievements.
- Although not fully formalised, the arrangements for pupils` personal and social development, including health and sex education, are integrated into the whole school curriculum and there is good equality of access and opportunity for all pupils, including those with SEN.
- The Cwricwlwm Cymreig is promoted satisfactorily in most subjects but is underdeveloped in art, music and aspects of history. Opportunities to use the Welsh language incidentally across the curriculum are often missed. There is no extra curricular provision.

#### **5.4 Support, Guidance and Pupils` Welfare**

Overall, the quality of support and guidance given to pupils is satisfactory.

- Teachers and support staff know their pupils well. Pupils` personal and academic progress is monitored effectively in teachers` record books. Pupils are very well supervised during break times and at the end of the school day. However, there are a number of features relating to health and safety which are a cause for concern. Arrangements at mid-day do not ensure pupils are appropriately supervised and registration procedures in some classes do not ensure accurate attendance numbers.
- Pupils find it easy to turn to teachers and support staff for support and guidance.

- As part of a reward scheme, pupils receive certificates for hard work, good behaviour and helpfulness at a weekly assembly. Both pupils and parents value this system.
- The school's child protection policy conforms to published guidance. Its procedures are relatively well known to teaching and support staff.
- The school has a health and safety policy and an identified member of staff responsible. A number of support staff hold appropriate updated first aid certificates.

## **5.5 Provision for Pupils with Special Educational Needs (SEN)**

The quality of provision for pupils with SEN is satisfactory. No judgement is made on pupils' progress and quality of teaching during withdrawal sessions as the SEN teacher was on sick leave during the inspection.

- The school's policy and guidelines for SEN conform to the requirements of the Code of Practice. To ensure timely and appropriate remedial support, efforts are made to identify pupils' special needs as early as possible.
- The head is the SEN co-ordinator (SENCO) and is beginning to undertake overall responsibility for the provision. The named governor with responsibility for SEN takes an interest in the work and progress of pupils.
- There are 57 pupils (27%) identified by the school as needing SEN support, two of whom carry statements. Pupils are fully integrated within mainstream and have full access to a broad and balanced curriculum.
- Pupils with SEN make satisfactory progress in most areas of the curriculum. However, teachers' planning in mainstream classes is too broad to take account of pupils' widely varying abilities and needs. Tasks set for statemented pupils and for those on the higher scale of the SEN register are not always well matched to their needs and abilities resulting in the pupils concerned having little confidence in tackling new work..
- One pupil with English as an additional language receives appropriate additional support and is making good progress.
- A special needs support teacher is employed by the school for four mornings per week to improve specific skills in literacy, individually or in groups on a withdrawal basis. Links between class teachers and the support teacher are effective.
- Both individual and group IEPs for pupils with SEN are of good quality. However, they mainly include realistic literacy targets only for pupils which are reviewed and adapted termly. Limited reference is made to address the development of pupils' numeracy skills. Limited use is made of IEPs by some class teachers to ensure specific targets are integrated into the teaching and learning.
- Links with parents and outside agencies are good as are links with the junior school when pupils transfer.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has good links with the community, schools and other institutions. Partnership and liaison with parents is satisfactory. These links make a positive contribution to pupil's standards of achievement and personal development.

- At the pre-inspection meeting and in their responses in the questionnaires, parents expressed positive views and support for the school. However, they declared a desire for more information at the beginning of term about what their children are taught.
- Parents are encouraged to become involved in the life of the school. A small number give freely of their time, they regularly help in classrooms, with school trips and general administrative tasks. The support they provide is valued by the school and has a positive impact on standards of achievement.
- For a number of years the school has run, in conjunction with Llandrillo College, a family learning initiative. These courses are usually well attended. They benefit both adults and pupils because parents become more involved in their children's learning. A number of parents who have attended the course have gone on to train as classroom assistants.
- Parents and grandparents support the school's concerts or class services very well when their children are directly involved. There is, however, sometimes a disappointing lack of support for other events that the school organises, such as open afternoons. The well established Parents Association raises funds for extra learning resources.
- The information provided for parents is satisfactory. There is a regular flow of good quality information about the day-to-day life of the school, including informative newsletters. Information about the curriculum and homework arrangements, however, is not provided. The school is aware of the need to address this latter issue. The school has recently revised the home/school agreement. It now clearly sets out the school's aims and expectations.
- Neither the school prospectus nor the governors' annual report to parents contain all the information required by the National Assembly for Wales.
- Overall, links and liaison with the community are good. At harvest celebrations, pupils collected gifts of food which were distributed to local senior citizens and to the nearby homeless refuge. These established links make a positive contribution to pupils' standards of achievement and personal development.
- The school uses the local community well to enrich pupils' curriculum experiences through a variety of visits to places of interest. Each year there are a number of visitors to the school including a theatre company and a storyteller. The school has good relationships with local churches and their representatives regularly lead school assemblies. Good links are forged with the local junior school.
- There are well-established links with higher education institutions and the school regularly accommodates teachers in training.

## **5.7 Partnership with Industry**

Partnership with industry is satisfactory.

- Although there is no written policy, the school has an effective strategy to link elements of the curriculum to local commerce and business.
- Pupils have visited the local garden centre and supermarket as part of specific projects linked to the curriculum.
- National retailers` tokens are collected to supplement resources, for example to purchase books.
- No industrial placements for staff have taken place.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of the self-evaluation is satisfactory and plans for improvement signify some developing features.

- The school has produced a self-evaluation document which, in conjunction with the School Development Plan (SDP), lists a number of areas where improvements have been effected in the past.
- The school has developed good strategies for analysing pupils` assessment and test results, including NC assessment results. Whole school achievable targets are set and monitored. Current objectives for improvement include mathematics and reading in order to raise pupils` overall achievements.
- Many of the past improvements involved important areas of the school but a direct focus on the monitoring of teaching and learning and its impact on the further raising of standards of achievement consistently across the school are underdeveloped.
- At present, the existing areas of good and very good practice in classroom management, teachers` planning and assessment procedures are not being shared in a sufficiently coherent way to benefit the whole school in order to further raise standards.
- The SDP is in the process of being restructured to form a more detailed working document based on discussions at staff and GB meetings. New priorities for action are currently being identified and put into action such as improving the effectiveness of teachers` planning. The head teacher and management team have identified other priorities in mid and long term plans.

### **6.2 Leadership and efficiency**

The leadership and efficiency of the school are effective. The school's aims and values give a clear sense of purpose and direction to the school.

- The school has a caring and positive ethos, which is promoted by staff and underpinned by clear, shared values and sound moral standards. The school provides a purposeful and orderly learning environment, a commitment to equality of opportunity for all in which pupils are expected to do their best.
- Since her very recent appointment, the head has achieved much by providing effective leadership and has a developing overview of the life and work of the school; she has a good vision of the school's future and recognises the issues which require attention in the short and longer term.
- Staff work conscientiously to ensure parity of provision for parallel classes. Minuted staff meetings occur on a regular basis.
- New job descriptions for staff have been recently issued with an on-going programme of staff development. Teachers have been allocated curriculum responsibilities with procedures in place to enable some curriculum co-ordinators to know about the school's work overall and to judge its effectiveness. This good practice has not been timetabled to extend to all curricular areas.
- The GB is supportive of the head and the school. Members visit the school on occasion and are beginning to develop an awareness of curricular matters, though they are not actively involved in planning, monitoring and evaluating in order to further secure school improvement.
- The budget is well managed. The LEA finance support officer provides effective advice and support. Funds are directed to educational priorities and the GB provides proper oversight of spending.
- The part-time administrative assistant undertakes her duties conscientiously and supports the head in ensuring that the routine organisation and administration of the school run smoothly. Given this and the quality of education provided, the good overall progress made by the pupils and the good standards achieved by the end of KS1, the school provides good value for money.
- The latest audit by the local authority in March 2000 reported good budget control. The weaknesses in procedures identified have been addressed.
- Apart from insufficient teaching time in KS1, the school complies with statutory requirements and takes appropriate note of NAW guidelines.

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

Staffing and accommodation are good. Resources are satisfactory.

- There is an adequate number of suitably qualified teachers who are ably supported by four NNEB nursery nurses and a learning support assistant. During the inspection two supply teachers were replacing two permanent members of staff on sick leave. Extra specialist staff include a part-time support teacher for pupils with SEN, and input during the year from a peripatetic teacher of Welsh as a second language.
- There is an on-going rolling programme of staff development, reviews are undertaken to discuss and agree new job descriptions and INSET needs are identified.
- The accommodation is adequate for the number of children at the school. The interior and the exterior of the school are well maintained. Adequate security measures are in place. There are attractive displays of the children's work throughout the school and, in the majority of classes, these displays act as good visual aids to learning.
- There is no safe enclosed outdoor play area for the children in the nursery and reception classes in order to fully meet the requirements for physical development.
- Resources for learning are satisfactory across the curriculum. ICT resources are in the process of being further improved with the acquisition of more computers. There is a shortfall in some subjects including tuned percussion instruments in music, artefacts in religious education and history and large play equipment for the under fives. Generally, the available resources are well used and are effective in raising standards across the curriculum. However, teaching time is not always used efficiently with pupils off task and lessons finishing before time. The school library is under utilised.

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

### **Standards achieved by pupils**

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

The educational provision for the under fives is appropriate and promotes the Desirable Outcomes for Children's Learning.

Children are admitted to the nursery class on a part-time basis at the beginning of the academic year in which they attain their fourth birthday, with the vast majority having had experience of pre-school provision. Children become full time at the beginning of the academic year when they attain their fifth birthday. The nursery class contains 54 part-time children. There are three classes for the 65 reception age children, one of which includes pupils of Y1 age. Baseline assessment results indicate attainment on entry is below average for the majority of children.

#### **Nursery ( 3-4 year olds)**

- Language, literacy and communication skills are satisfactory. Pupils listen attentively to a story and the majority are gaining confidence when eagerly responding to questioning.
- Mathematical development is good. Children count confidently to 10, understand mathematical concepts such as “less than” and “more than” and begin to use appropriate mathematical language. They learn number rhymes and counting games, and sort and match shapes according to colour. They have limited understanding of the mathematics of money.
- Personal and social development is very good. Routines are very well established and children co-operate and learn to take turns. They feel secure, valued and respected. Children begin to develop independence by putting on their own coats and taking responsibility for personal hygiene.
- Knowledge and understanding of the world are good. They talk about home and where they live and identify various buildings around them. Children begin to understand the idea of time and have a basic understanding of the seasons and their features, this is evident in their work on Autumn leaves and planting of Spring bulbs. Children use computers confidently when sorting and matching, displaying good control of the mouse. They begin to experiment confidently with new learning opportunities and find out about outcomes when mixing ingredients in cooking activities.
- Physical development is unsatisfactory. Children's fine motor skills develop appropriately. They handle small tools with developing confidence and use construction kits to build objects.
- Creative development is good. Children enjoy a good range of activities to help foster their individual creativity through selecting their own colours and painting tools. They

begin to enjoy role play and imaginative drama. Children respond and enjoy rhythm in music.

### **Shortcomings**

- A significant minority of children have limited skills in expressing opinions and use a limited vocabulary.
- Children have very limited gross motor skills. The limited large play equipment is under-used to develop children's skills in pulling, pushing, sliding and climbing.
- Children do not have access to a safe and stimulating outdoor play area.

### **Reception (4-5 year olds)**

- Language, literacy and communication skills are satisfactory. Children listen attentively to stories. Older children understand that words and pictures convey meaning and a minority begin to develop good reading skills. Younger children enjoy marking and basic writing experiences by overwriting prepared texts. The more able older children are beginning to copy sentences. Children begin to understand and respond appropriately to commands and instructions in Welsh.
- Mathematical development is good. Younger children count confidently to 20 while older children can count forwards and backwards and sequence numbers confidently, knowing one more than and one less than. Children match shapes confidently and begin to measure using non-standard measures using mathematical terms such as longer, taller and shorter.
- Personal and social development is good. Children work and role play well together and form appropriate relationships with their peers and adults. They respond positively to a developing range of new cultural experiences and exercise good self-control. Children develop independence in taking responsibility for personal hygiene.
- Standards in knowledge and understanding of the world are good with some very good features. They have a good understanding of the seasons and their features. Times of the day are sequenced confidently, and in their experimentation, they have a very good understanding of light, colour and air. They identify a developing range of workers and their characteristics and have visited their work places and received visiting workers to the school. They begin to understand the use of a variety of information sources using books and information technology with developing confidence.
- Physical development is satisfactory. Children handle pencils and brushes with developing control. Older children move confidently with increasing co-ordination during formal lessons and enjoy the differences between running, hopping and jumping.
- Creative development is good. Children have regular access to a developing range of activities. They use a good range of materials when developing their gluing and cutting skills in hat decorating activities. Younger children display satisfactory skills when drawing and painting, though choices about colour are not always appropriate. They enjoy role play and respond to and enjoy rhythm in music.

## **Shortcomings**

- A significant minority of younger reception age children have difficulty in remembering and relating the broad thrust of the story and identifying initial sounds.
- Children have very limited opportunity to develop their gross motor skills. Children do not have access to a safe and stimulating outdoor play area. In formal movement lessons, over-direction occasionally limits children`s opportunities to develop their own simple sequence.
- In some language sessions in one reception class, although happily occupied, children are not making appropriate progress as activities are insufficiently focused and challenging.
- There is no early years co-ordinator to ensure a more consistent approach to planning and monitoring the quality of provision for the nursery, reception classes and the mixed R/Y1 class.

## **English**

Standards of achievement are good.

### **Good features**

- Pupils' listening skills are satisfactory overall in Y1. Pupils in Y2 listen attentively and achieve sustained periods of full attention to the teachers.
- In Y1, the majority of pupils begin to respond orally to what they have heard and read, building well on their previous experience. In Y2, pupils speak with developing confidence and discuss the work that they have completed with increasing accuracy. They are always ready to listen, to reflect and to form an opinion. Public performances such as the morning assembly and school concerts give confidence, and memorising for these performances enriches their syntax and establishes the practise of good speech.
- Pupils' standards in reading are satisfactory overall. Pupils read well with the teacher from Big Books. The vast majority read on their own, with others, and to the teacher from a developing range of genre. Older pupils make use of a developing range of sources for information, including dictionaries and ICT.
- Standards in writing are good by the end of the key stage. Pupils use different styles and write for varied purposes including stories, diaries and poems. They take due note of punctuation and use their knowledge and understanding of phonological patterns effectively in their development of spelling.

## **Shortcomings**

- In Y1 classes, pupils do not always listen attentively and are sometimes slow to pay attention.
- A significant minority of pupils display a limited vocabulary when responding to what they have heard.
- Older pupils' reference skills are underdeveloped. While the library is a pleasant, comfortable environment, children have limited access to enjoy reading a wider range of text.

## **Mathematics**

Standards of achievement are good.

### **Good features**

- In number, pupils develop a good understanding of place value in accordance with their age and ability. They count in ones, twos and 10's recognise even and odd numbers, and have good knowledge of number bonds to 10. They apply this knowledge when dealing with numbers beyond 10 and carry out addition and subtraction operations correctly.
- In oral mental mathematics, pupils progress well in the speed of their responses from Y1 to Y2.
- Pupils use their understanding of number operations effectively to select the method of solving a variety of mathematical problems.
- Pupils recognise and name 2D and 3D shapes well and describe them according to number of sides and corners. They understand lines of symmetry and right angles. Pupils have good understanding and knowledge of the meaning of whole and half in shapes and numbers of objects and use this skill effectively when telling the time on an analogue clock face.
- Pupils use standard and non standard measures in their activities across the curriculum and use correct mathematical vocabulary appropriately. They carry out a range of measuring activities accurately.
- Pupils collect simple data in their studies across the curriculum and effectively record this in table or list form and adapt it into graphs or express the results in the form of Venn, Carroll or Tree diagram.

### **Shortcomings**

There are no significant shortcomings.

## **Science**

Standards of achievement are good.

### **Good features.**

- By the end of the key stage, pupils' investigative skills are good. They set up an investigation and discuss how to carry out fair testing. Pupils carry out careful measuring using standard or non standard measures and record their results in an orderly way, using a range of methods such as a sequence of sentences, in the form of tables or graphs and with labelled illustrations.
- Across the key stage, pupils understand the importance of using their senses to carry out investigations.
- In their studies of living things, pupils study various fruit and vegetables and note where they grow and experiment to find out what seeds need for growth. They know the importance of food, sleep and exercise in order to keep healthy.
- Pupils study a wide range of materials and discover how changes occur when some foods are heated or cooled. They understand that some clothing materials are natural and others are man made. They categorise them in accordance with a range of criteria.
- Pupils carry out experiments to see what affects the speed at which toy cars travel using accurate measuring to reach their conclusions. In this work, planning sheets are used well to record data and the work is set out neatly in tabular form with good use made of diagrams.
- After studying the use of electricity in the home and discussing safety aspects, pupils confidently set up a simple circuit to light a bulb. They have a good understanding and knowledge of the sources of light and link this to their study of materials to see which materials will let light through.
- Pupils make effective use of a range of sources of information including video and TV programmes, as well as text and pictures and suitable everyday objects to extend their understanding in science.

### **Shortcomings**

There are no significant shortcomings.

## **Welsh second language**

Standards of achievement are satisfactory.

### **Good features**

- Pupils listen and respond well to oral stimuli. They know and sing a selection of simple songs and action rhymes to reinforce vocabulary displaying good pronunciation and intonation.
- Pupils confidently identify the names of colours, items of clothing and the main parts of the body.
- Younger pupils can count to 10 while older pupils can count to 20. They show a familiarity with simple forms of greetings and questioning. They ask and answer simple questions about themselves and their feelings.
- Older KS1 pupils make simple observations about the weather and sustain a simple conversation. They write and read short phrases.
- Pupils read familiar words and phrases displayed around the classroom, and the majority begin to gain confidence when reading their written work.
- Pupils communicate by writing words, phrases and simple sentences to express simple factual information which is within their experience.

### **Shortcomings**

- Pupils lack confidence in using the language without the support of the class teacher. Pupils do not participate sufficiently in dramatic activities including role playing various dialogues to further develop oral proficiency.
- The use of incidental Welsh is underdeveloped with opportunities often missed in other areas of the curriculum.
- Pupils' reading skills are underdeveloped. A significant number have difficulty in conveying the content of what they have read. Welsh reading books are not displayed prominently in classrooms or in the library to encourage pupils to further develop their reading skills.

## **Design and technology**

Standards of achievement are good.

### **Good features**

- Across the key stage, pupils work with a range of materials and develop a good understanding of selecting and assembling suitable material and components to carry out their purpose and design.

- Pupils study a variety of versions of an object, including fridge magnets, Christmas cards, purses and bags, and discuss what makes it suitable for its purpose. They also express likes and dislikes and make decisions on their own design.
- There are meaningful links with their studies in science such as pupils' choice of fabric for making purses using the knowledge they have gained of the properties of materials, such as flexibility and porosity. They experiment with a range of possible fasteners before deciding which is the most suitable for the purpose.
- Finished decoration on the pupils' articles are carefully designed to match the purpose of the object and to be pleasing to the owner.
- Pupils use templates appropriately when cutting material shapes to tessellate accurately when making effective patchwork quilts. They make good use of computer software to repeat their designs for wallpaper.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards of achievement are good.

### **Good features**

- In all the classes, pupils learn to use IT confidently and with increasing independence to achieve specific outcomes.
- Pupils create a picture from a selection of objects displayed on the screen to illustrate a character or a feature in a story.
- Older pupils use a prepared database of information such as a survey of colour of eyes within the class and display the information as graphs and suitable charts.
- Pupils' learning in areas across the curriculum is satisfactorily enhanced through their use of imaginary situations where they move the mouse to carry out selection processes or to take part in simple games.
- Pupils make good use of listening stations and video recordings in their learning and older pupils are developing good practical skills in the use of a microphone for public speaking. They make purposeful use of cassette tapes to record and appraise their compositions in music.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards of achievement are good. No lessons were taught during the inspection. Judgement is made on scrutiny of pupils' work and in discussion with pupils.

### **Good features**

- Pupils develop a good historical vocabulary and their chronological awareness is good. They sequence objects and use common words and phrases relating to the passing of time. In a Y1/2 class, good use is made of time-lines to promote learning.
- Pupils effectively communicate their knowledge and understanding of various characters in history and begin to identify differences between ways of life at different times.
- Pupils' knowledge and understanding of the past are enhanced through listening to a range of stories, including some stories from Welsh history.
- Pupils have a good knowledge of a number of characters from history including Gerald of Wales, Betsi Cadwaladr and Guy Fawkes. They develop a good understanding of life in their time. Pupils organise and communicate their findings through good quality extended accounts making good use of their writing skills.
- In their study of Florence Nightingale, pupils in Y2 effectively find out about the similarities and differences between hospitals then and now, using a variety of resources.
- Visits to places of historical interest, the use of visiting speakers and good quality displays enrich pupils' understanding and interpretation of history, and contribute to the range and depth of their knowledge.

### **Shortcomings**

There are no significant shortcomings.

## **Geography**

Standards of achievement are good.

### **Good features**

- Pupils are developing a good awareness of their local area. They observe and collect information in the field through visits around the school and Kinmel Bay.
- In Y1, pupils make satisfactory progress in using and understanding simple plans of the locality. They identify prominent features when mapping their route from home to school, using appropriate map symbols.

- In Y2, pupils' geographical enquiry and mapping skills develop well. They use simple co-ordinates, symbols and keys to identify and locate features on maps they draw.
- Pupils in Y2 begin to identify rivers, railways, roads and other features on a local OS map of the locality. They use appropriate geographical terms when communicating their observations.
- Pupils in Y2 use atlases effectively when locating major land features in Wales and the British Isles.
- Pupils make good use of ICT to assist them in their understanding and knowledge of routes and directions.

### **Shortcomings**

- A significant number of Y1 pupils have limited knowledge of where they live while some older pupils have limited understanding of where they live on a map of Wales.

### **Art**

No lessons were timetabled during the inspection. Evidence of pupils' previous work indicates standards of achievement are good. Displays of art work around the school are of a consistently good quality.

### **Good features**

- Pupils' skills and knowledge of line, shape and form develop well and they produce increasingly detailed work.
- Pupils colour mix very effectively, displaying a good understanding of tone. They make effective patterns when printing, using various objects.
- Pupils are introduced to a variety of media and art techniques. Y1 pupils use different materials when creating teddy masks. Their weaving skills are developing well, as evidenced in their harvest basket making.
- Pupils' investigative skills develop appropriately. They make and organise collections of autumn leaves and display them according to varying criteria.
- Y2 pupils respond to work from other cultures. They study the work of Wassili Kandinsky before they create their own personal versions in pastel crayons.
- Pupils use their ICT skills well to support learning, evident in their self-portraits, very colourful firework scenes and depicting William Morris' wallpaper designs.

### **Shortcomings**

- Pupils have limited knowledge of the work of local and Welsh artists generally.

## **Music**

Standards of achievement are very good.

### **Good features**

- The standards of singing performances at the school are very good on all occasions, both in class activities and as part of whole school collective acts of worship. Pupils sing a range of songs, hymns and rhymes including Welsh songs with good control over breathing, posture and diction and very good control of dynamics and duration.
- Pupils improvise and arrange music using a variety of sound sources and effectively maintain a series of rhythmic and varied body sounds up to four phrases.
- Older pupils select and organise sounds in response to a poem and record their work for listening again and appraising. They select and create suitable sounds to the story of Noah and his Ark using tuned and untuned percussion instruments.
- Pupils listen to recorded music and are increasingly able to identify some musical elements within the pieces and evaluate the effect created through their use.

### **Shortcomings**

There are no significant shortcomings.

## **Physical education**

Standards of achievement are satisfactory.

### **Good features**

- Pupils change appropriately for lessons. In around half of the lessons observed, pupils warm up and cool down appropriately.
- Pupils listen well to instruction and make satisfactory use of space when performing basic actions.
- In dance, Y1 pupils develop satisfactory skills when exploring a variety of movements in response to musical stimuli.
- Y2 pupils work effectively both in pairs and in groups when performing movements and patterns from a traditional Welsh folk dance.
- In gymnastics, Y2 pupils develop satisfactory skills when sequencing a series of movements on floor, with a small minority displaying good skills of balancing and forming various shapes with their bodies.

## **Shortcomings**

- Around half of the pupils have limited understanding about the changes that happen to their bodies as they exercise and do not prepare for and recover from activity appropriately.
- Pupils' evaluative skills are underdeveloped resulting in a significant number of pupils not improving their performance.

## **Religious education**

Standards of achievement are good.

### **Good features.**

- Pupils understand that Christianity is the main religious belief in this country and are familiar with the local church building and the use made of significant features within the acts of worship. They know that the Christian faith is based on teachings in the Bible. Pupils have met the local clergy and understand some of the main aspects of his work.
- Pupils understand the significance of the main festivals such as Christmas, Easter and Harvest Thanksgiving. Within the daily life of the school, they learn the meaning of prayers and recite a range of prayers, including their own, for suitable occasions.
- Pupils know that there are other faiths and understand some of the corresponding elements within the Jewish faith, such as their Sabbath, the significance of festivals and the fact that they also base their faith on teachings from a holy book called the Torah.
- Pupils discuss freely their ideas and developing beliefs as they reflect on the significance to their life today of stories in the Bible. They also discuss how people show that they care for others and can refer to times when they have shown such care.
- Pupils develop well in their ability to imagine themselves in the place of others by acting out various character parts based on the Bible stories.

## **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

Overall, the school has made satisfactory progress in meeting the vast majority of the targets in the action plan, which addressed the key issues in the last inspection report, with good progress in raising standards in subject areas.

#### **“Improve the quality of provision and the standards achieved in the reception classes.”**

- Permanent full-time experienced staff were reallocated to teach reception age children. Baseline results were utilised to ensure more focussed planning and setting of group targets. The current inspection found that the quality of provision is variable. In one reception class, the quality of provision is generally good with good use made of support staff. In another, there is some imbalance in the organisation of the activities across the six areas in time allocated, insufficiently clear learning objectives and lower expectations.

#### **“Raise standards in KS1 in reading, design and technology, information technology, art and aspects of work in mathematics and science.”**

- In reading, the programme was reviewed, resources improved with a specific emphasis on developing phonic skills and improved home/school links. In design and technology, the scheme of work was reviewed with improvement in planning of activities. In information technology, staff INSET was provided to develop staff confidence and planning improved to fully meet NC requirements. In art, the scheme of work was rewritten and the role of the curriculum co-ordinator developed. In aspects of mathematics, more directed teaching and higher expectations were implemented. In science, the scheme of work was reviewed with support from the LEA in developing pupils’ investigative skills. The current inspection found that good progress has been made with standards now judged to be good.

#### **“Improve the overall quality of curriculum planning to ensure that the work in each subject fully meets the requirements of the NC.”**

- INSET was organised for staff with support from LEA advisers to ensure schemes of work fully met curriculum 2000 with short-term planning sheets redesigned to include opportunities for assessment to inform future planning. The current inspection found that satisfactory progress has been made. The vast majority of schemes of work now fully comply with Curriculum 2000. However, current short-term planning in the majority of classes does not ensure efficient use of teaching time, identify specifically the learning outcomes within lessons and provide appropriate differentiated tasks for pupils with SEN. Although key skills are indicated in general planning, the school does not yet have a whole school plan for the progressive development of key skills across the curriculum.

#### **“Extend the influence of curriculum leaders in the subjects for which they have special responsibility.”**

- Curriculum co-ordinators have reviewed what has been planned and meetings have been held with staff to discuss specific curriculum content. Meetings have been held between individual teachers and LEA advisers concerning policies and schemes of work. In some core subjects, examples of levelled work are kept in subject portfolios. The current inspection found that satisfactory progress has been made. The role of curriculum co-ordinators in monitoring and evaluating the standards achieved in all curricular areas has not been planned on a structured basis.

**“Improve the roles of head and deputy head in monitoring and evaluating teaching, learning and standards.”**

- The head has undertaken a steady programme of monitoring standards and the deputy head has monitored IT and mathematics. The current inspection found that satisfactory progress has been made in monitoring standards. However, the monitoring of the quality of teaching throughout the school has yet to be undertaken.

**“Make better use of assessment to improve the quality of teaching and learning.”**

- Staff meetings have been held with Y2 staff sharing their expertise with colleagues. Better use has been made of baseline assessment with work levelled in Y1 and a portfolio of work kept by teachers in English. The current inspection found that satisfactory progress has been made. The good assessment procedures practiced in Y2 which inform future planning have not been adopted in a sufficiently rigorous manner resulting in on-going assessment opportunities not being sufficiently highlighted in short-term planning, and assessment information not consistently used to inform planning for pupils of all abilities.

**“Devise strategies to deal positively with behavioural incidents, and to encourage pupils to show responsibility and initiative.”**

- All staff have undertaken “Assertive Discipline” training. Classroom rules and whole school rules have been drawn up and all pupils expected to conform to them. An awards and monitorial system is in place. The current inspection found that satisfactory progress has been made. Pupils respond well to the good opportunities given to show responsibility and initiative. However, in some classes, incidents of silly, disruptive and attention-seeking behaviour persist.

## **8.2 Key issues for action**

To build on the strengths of the school and the overall good standards, the school needs to:

- maintain the standards in subjects and aspects which were judged to be good and raise standards in those subjects and aspects which are satisfactory by addressing the weaknesses in these areas;
- ensure pupils in KS1 receive the full amount of teaching time to which they are entitled;

- improve the provision for physical development for the under fives and ensure they have access to a safe and stimulating play area;
- improve teachers' short-term planning to ensure more efficient use of teaching time, identify more specifically the learning outcomes within lessons and provide appropriately differentiated tasks for pupils with SEN;
- further develop the role of curriculum co-ordinators in monitoring and evaluating in classrooms, the standards achieved in all curricular areas;
- improve attendance;
- address the health and safety issues identified in the report;
- fully comply with NAW's requirements in respect of the GB's annual report to parents and the school prospectus.

The school is addressing key issues four and five in the current SDP.

## APPENDIX

### A. Basic information about the school

Name of School	Ysgol y Foryd/Towyn Infants School
School type	Community
Age-range of pupils	3-7
Address of school	Morfa Avenue Kinmel Bay Conwy.
Post-Code	LL18 5LE
Telephone Number	01745 351892

Headteacher	Mrs Anne Owens
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Mr Gareth Parry
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	Nov 12 <sup>th</sup> –16 <sup>th</sup> 2001

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	65	56	65					213

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil : adult (fte) ratio in nursery classes	14:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	27:1
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	87.9	90.7		89.8
Term 2	91.4	90.6		90.8
Term 3	84.1	89.3		87.6

Percentage of pupils entitled to free school meals	33 per cent
Number of pupils excluded during 12 months prior to inspection.	0

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 58					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	9	54	37	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	2	9	53	37	0
		National	0	4	14	57	25	0
	Task/Test	School	0	0	11	51	37	0
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	0	9	77	14	0
		National	0	5	14	70	11	0
	Task/Test	School	0	2	4	81	14	0
		National	0	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	46	47	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	2	7	48	41	0
		National	0	2	10	65	23	0
	Task/Test	School	0	2	5	48	43	0
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	0	9	55	34	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:	86 per cent	In Wales:	80 per cent

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

## **D. Evidence base of the inspection**

The inspection was carried out by a team of three inspectors who spent a total of 12 inspector days at the school.

### **Before the inspection:**

- meetings were held with the head and staff, the GB and the parents; four parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 85 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

### **During the inspection:**

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 72 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunchtimes;
- discussions were held with pupils about aspects of their work and life in the school; inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils` work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the head, staff and the GB.

## E. Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Quality of teaching; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Leadership and efficiency; Progress since the last inspection; Key issues for action.	Early years; English; Welsh as a second language; History; Geography; Art; Physical education.
Mrs E Hughes	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Curriculum; Quality of self-evaluation and planning for improvement; Staffing, accommodation and learning resources.	Mathematics; Science; Design and technology; Information technology; Music; Art; Religious education.
Mrs D Shields	Lay	Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*