

# **SUMMARY REPORT FOR PARENTS**

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

**Ysgol Babanod Coedmawr  
Bron y De  
Bangor  
Gwynedd  
LL57 4SG**

**Number of School: 661/2118**

**Date of Inspection: 22 – 24 November 2004**

**by**

**Jean Marshall  
W190/78668**

**Date: 27 January 2005**

**Under Estyn contract number: T/13/04P**

© Crown Copyright 2005

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.

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

The inspection of Ysgol Babanod Coedmawr took place between 22 – 24 November 2004. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

## Context

### Nature of the provider

1. Ysgol Babanod Coedmawr is situated in the middle of an estate of council houses and private houses on the outskirts of the city of Bangor. Children are accepted to the school on a part-time basis to the nursery class during the September following their third birthday and full-time in the September following their fourth birthday. During the inspection, there were 41 pupils between four and seven years of age, and 15 nursery age children (three years of age) on the school register.
2. Nearly all pupils [98%] come from homes where English is the main language of communication. However, Welsh is the everyday language in school and the main medium of teaching and learning.
3. Pupils are of the full range of ability. Eight pupils (20%) have been identified by the school as ones with special educational needs [SEN] and one of these has a statement of SEN. Although the area is not described as one that is severely economically disadvantaged, the percentage (24%) of pupils receiving free school meals is higher than the average for Gwynedd and Wales. There is a women's refuge within the catchment area and children are regularly accepted from this institution for varied periods, a number of them with emotional and/or behavioural problems.
4. Pupils are taught by the head and two assistant teachers. The head is currently on secondment for two days every week working as an advisory teacher establishing the 'Dina School' curriculum in some of the authority's schools. The scheme offers emotional and social training for children under five and to KS1 pupils. The secondment also includes providing training on class management to teachers in the schools that are part of the project. The head was appointed to her post in 1999 and the school was last inspected in October 1998.

### School priorities and targets

5. According to the School Development Plan [SDP] the main priorities for 2004-05 are:
  - develop fully the external school environment to include a place for learning in the open air.

- develop the use of poetry.
- establish a School Council.
- develop the use of the interactive whiteboard and create a school website.
- include more learning opportunities through play in class and the open air.

## Summary

6. Ysgol Coedmawr is a good school, which offers care and guidance that has excellent features to pupils. The inspection team agreed with all the judgements expressed by the school in its self-evaluation document.
7. The inspection team judged the work of the school as follows:

<b>Key question</b>	<b>Inspection grade</b>
1 How well do learners achieve?	2
2 How effective is the teaching, training and assessment?	2
3 How well do the learning experiences fulfil the needs and interests of learners and the wider community?	2
4 How good is the care, guidance and support for learners?	1
5 How effective is the leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers when using resources?	1

### **Standards**

8. The general quality of the educational provision for children under five is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
9. Children under five make good progress in the key skills of listening and speaking, early reading and writing, numeracy, and the use of information and communication technology [ICT].
10. At KS1, it was deemed that standards in the subjects inspected were as follows:

<b>Subject</b>	<b>Key Stage 1</b>
Welsh	3
English	2
Information Technology	2
Geography	2
Art	1
Physical Education	2

11. The standards and progress of KS1 pupils in the key skills of speaking and listening, reading, writing, numeracy and using information and communication technology [ICT] across the curriculum are good.
12. The standards and progress of pupils in oral bilingual proficiency are good. By Y2, they can confidently handle tasks and activities across the curriculum in either language.
13. Pupils with SEN make good progress educationally and socially. They achieve the targets set for them.
14. The development of personal and social skills is the main aim and philosophy of the school and pupils show very good development.
15. The pupils show good development in their problem-solving skills and co-operation and show very good skills in their creative work.

16. At the end of KS1, in 2004, results in English, mathematics and science were higher than similar schools and slightly higher than the national averages. Results in Welsh in 2004 were substantially lower, compared with recent years.
17. The large majority of pupils can work independently and behave well. They understand the expectations on them and develop self-discipline, taking responsibility for their actions.
18. Standards of pupils' attendance and punctuality are satisfactory.
19. Pupils are increasingly aware of the differences between social and cultural beliefs and traditions.

### Quality of education and training

20. It was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	55%	20%	-	-

21. The percentage of good lessons is higher than the Welsh Assembly Government [WAG] target of 95% of lessons that are satisfactory or better, and the percentage of good and very good lessons is substantially higher than the WAG target of 50% of lessons which are good or better.
22. The large majority of lessons observed were well planned, with clear learning objectives, which were checked and reinforced at the end of the session.
23. In 80% of the lessons observed, the teaching had good and excellent features. These included:
  - lively and interesting presentation and a good pace to the lesson;
  - extremely effective use of a wide range of resources;
  - good congruence of activities with the needs and abilities of pupils;
  - effective use of strategies for promoting good behaviour and social skills;
  - fostering pupils' bilingual proficiency skilfully and sensitively; and
  - development of pupils' ability to understand and use a good range of subject terminology.
24. In the small number of less satisfactory lessons, presentations were too long and consequently, pupils found it difficult to concentrate sufficiently. Opportunities were lost in ensuring that pupils were achieving their full potential and, at times, there were no clear outcomes to the activities.
25. The quality of assessment is good. Assessment is used consistently to guide planning and to set targets effectively.

26. Teachers keep comprehensive records of pupils' achievements. Good use is made of the records in order to identify pupils with specific needs quickly, and they give a clear indication of pupils' progress in the core and foundation subjects.
27. The school responds well to the learning needs of pupils and offers equal access to a broad and balanced curriculum, which conforms to all the legal requirements.
28. There is very good provision for developing the personal and social education of pupils. This aspect is a strength in the school and contributes effectively to improving pupils' achievements.
29. The learning experiences promote the spiritual, moral, social and cultural development of pupils very successfully. 30. As a result, pupils develop caring and friendly attitudes towards each other and the school.
30. Learning experiences are enhanced through effective partnerships with parents, the community and other schools.
31. The care, guidance and support offered to pupils is one of the main strengths of the school. The school is a happy, caring community where each member of staff is familiar with the individual needs of pupils.
32. The school ensures equal opportunity in every aspect of work in the school by acknowledging the varied backgrounds of pupils.
33. The provision for pupils with SEN is very good and it fulfils the requirements of the Code of Practice.

### **Leadership and management**

34. The quality of the head's leadership is very good. She has a sound vision and provides clear direction to the staff about values, aims and objectives.
35. The school has high expectations in terms of ethos, behaviour and standards, and challenging but realistic targets are set which ensure that every pupil realises his or her potential.
36. The governors are very supportive of the school and share the vision about aims. Their role in monitoring the quality of the educational provision has not developed sufficiently.
37. A good system for self-evaluation has been established. Each member of staff contributes practically to the process by holding internal discussions, inspecting schemes of work and analysing pupils' work in order to identify aspects that need to be developed.

38. The head visits classes in order to evaluate the teaching and learning but the process does not include a role for the curricular co-ordinators in observing lessons.
39. The School Development Plan [SDP] is a very good document, which includes a detailed evaluation of the previous SDP and gives a clear picture of the development needs of the school for the future.
40. The school has made good progress since the last inspection. Evidence was seen of effective steps taken in tackling all the key issues, and of the positive effect this has had on standards and on the provision.
41. Staffing levels in the school are generous for the number of pupils on the register. The school succeeds in keeping the staffing level high by making efficient use of the additional income received following the head's secondment for two days each week.
42. The nursery assistant and the other assistant in the school contribute very well to the development of children under five, pupils with SEN and to school life in general.
43. The county in-service training and the internal training organised for teachers has a positive influence on several aspects of school work.
44. The school has plenty of resources of good quality, which correspond to the requirements of the learning experiences for all pupils.
45. The building and teaching rooms offer adequate room for the number of pupils on the register. Classes are of appropriate size and there is a suitable hall for physical education lessons and whole-school sessions. Both the inside and outside of the school are kept very clean and tidy.
46. The use made by the school of the outside environment is an excellent feature and clearly contributes to the quality of provision and the standards of pupils.
47. The school provides very good value for money.

## Recommendations

In order to improve, the school needs to:

- continue to develop and raise standards in Welsh;
- maintain the standards in subjects and aspects which are good or very good;
- further develop the school's self-evaluation system by strengthening the role of the curricular co-ordinators and governors in the process;
- co-ordinate the detailed schemes which exist in the six areas of learning for children under five in order to ensure progression and continuation over the two years.

*The governing body is responsible for adapting its current development plan to incorporate action steps in response to the recommendations within 45 working days from receiving the report, showing what the school will do about the recommendations. This plan, or summary of it, will be distributed to every parent in the school.*

**The inspection team wish to thank the staff, pupils, governors and parents for their co-operation during the inspection.**