

**Inspection under Section 28 of the  
Education Act 2005**

**Ysgol Babanod Glan y Mor  
Greenfield Road  
Colwyn Bay  
Conwy  
LL29 8ET**

**School Number: 6622101**

**Date of Inspection: 29<sup>th</sup> – 31<sup>st</sup> January 2007**

**by**

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Ysgol Babanod Glan y Mor was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ysgol Babanod Glan y Mor took place between 29/01/07 and 31/01/07. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Glan-y-Mor is a community infant school situated close to the centre of the seaside town of Colwyn Bay and maintained by Conwy Local Authority (LA). It was relocated to its current site from Douglas Road in January 2002.
2. The school serves a diverse residential area including Housing Association managed flats and homes, and both rented and owner occupied housing. The school confirms that pupils come from a wide range of backgrounds with a significant number of socially and economically disadvantaged homes. Thirty one per cent of the pupils receive free school meals.
3. The school is organised into five full time classes with a part time nursery class. The LA provides a resourced class catering for up to twelve pupils with Autistic Spectrum and moderate learning difficulties.
4. The school has 131.5 full time equivalent pupils between 3 and 7 years of age on roll. Pupils represent the full ability range. Thirty one per cent of the pupils have special educational needs (SEN). Two pupils have a statement of special educational needs and there are a further 43 identified who are on either school action or school action plus who receive extra support.
5. Children are admitted part-time into the nursery in the September following their third birthday and into the reception class in the September following their fourth birthday.
6. English is the predominant language spoken at home and only six per cent of the pupils come from ethnic minority groups.
7. The school was last inspected in March 2001. The current head teacher has been in post since September 2005.

### The school's priorities and targets

8. The school's main priorities and targets for 2006-2007 include:
  - Preparing for the inspection
  - Producing a self-evaluation report
  - Reviewing Collective Worship
  - Developing pupils' investigation skills in science
  - Raising standards in communication and writing skills.

## Summary

9. Glan-y-Mor is a good school with many outstanding features. It is a warm, friendly school, which provides a happy and secure learning environment for its pupils. It provides pupils with a good quality education; they progress well in their learning and achieve good standards. The head teacher and staff are hard working and dedicated. Very good team work is evident with all adults across the school. Good progress has been made since the last inspection.

### Table of grades awarded

10. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	1

11. The inspection team's judgements match that of the school in all key questions but two. In key question 3, the school has underestimated how well pupils' learning experiences enrich and stimulate their needs and interest. The school however, has overestimated its judgement in key question 6 as there are shortcomings in how well the school evaluates progress and standards.

### Standards

12. The standards achieved in the areas of learning and subjects inspected during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	61%	0%	0%	0%

13. The standards of achievement in the lessons observed are considerably higher than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.

14. The standards of achievement for pupils under-five are as follows:

#### **Areas of Learning Under- fives**

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

15. At key stage 1, the standards of achievement in the subjects inspected are as follows:

English	Grade 2
Science	Grade 2
Information technology	Grade 1
Geography	Grade 2
Religious education	Grade 2

16. The quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
17. Nursery Baseline Assessment indicates that pupils enter the school with ability levels considerably below the local Authority (LA) average. They make very good progress in relation to their age and ability in the nursery and reception class, this is built upon successfully at key stage 1.
18. In the 2006, end of key stage 1 teacher assessment results, the percentage of pupils achieving level 2 or better in English, mathematics and science was below the LA and the national average. Similarly the core subject indicator was below the LA and national average; this has been the case for the past three years. Girls perform slightly better than boys in all subjects. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50 per cent of schools for English, mathematics and science. However, results include all pupils including those from the special needs resource base. There were four in 2006, along with nine pupils with special educational needs are included in these calculations.
19. Overall, the progress made by pupils with special educational needs (SEN) is good.
20. Throughout the school, the majority of pupils make good progress and attain good standards in speaking and listening, reading, writing and numeracy. Bilingual competence is developing well. Pupils across the age range use information and communications technology (ICT) effectively to support their learning in a number of subject areas; this is an outstanding feature of the school's work.

21. Pupils enjoy collaborating on creative and problem solving activities. By the end of key stage 1 many pupils work well independently.
22. Pupils make very good progress regardless of their background. They make good progress in acquiring new knowledge, understanding and skills and in fulfilling their potential. Across the school however, pupils are only beginning to develop an understanding of their strengths and areas for further development; they are yet to develop the confidence to set their own targets for improvement.
23. Pupils make very good progress in their personal and social development. The majority of pupils have very good attitudes to every aspect of school life. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.
24. In the lessons, they show their ability to sustain concentration. They are well motivated, work productively and use their time effectively.
25. Pupils are brought up in an environment where equality of opportunity is embedded. They have a good awareness of the beliefs and practices of other cultures. They have a good understanding of what constitutes a good citizen.
26. All pupils develop a good understanding of their community through their visits to places of interest and visitors to the school. These experiences contribute significantly to broadening pupils' knowledge of the world of work and local life.
27. In lessons, when moving around the school and outside at play, pupils' behaviour is exceptionally good. From a very young age pupils know what is expected of them and how they should behave. They understand the need for rules, and the consequences if they are broken; this is an outstanding feature for this age group of pupils.
28. Attendance for the 2005 – 2006 year was 92.16 per cent. This is broadly the same as schools in similar circumstance, but below both the LA and latest all Wales average figures.

### **The quality of education and training**

29. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
43%	48%	9%	0%	0%

30. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 - 06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.

31. Lessons judged to be outstanding had features that included:
  - work set at the right level for pupils of all ages and abilities and very good support given in lessons;
  - very good relationships helping to create an ethos where learning is nurtured;
  - good questioning techniques and high expectations that challenge and stimulate pupils;
  - lively and energetic delivery that motivates and excites pupils.
32. The quality of teaching in the under fives is consistently outstanding.
33. Other good features evident in all lessons were:
  - good planning with clear learning objectives;
  - good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills.
34. In the very few lessons judged to have some shortcomings the:
  - over-long introductions by teachers resulting in some pupils becoming restless and losing concentration.
35. Teachers are well trained and have high expectations of their pupils. There are good working relationships in all classrooms; this is an outstanding feature. Teachers and support staff are fully aware of the needs of individual pupils and provide very good support. Pupils' achievements in a whole range of different aspects is recognised and celebrated.
36. The quality of assessment is good overall. Teachers know their pupils well and their progress is monitored regularly. Good use is made of this information to inform future planning. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. Work is marked regularly and teachers' comments are encouraging. Annual reports to parents on their child's progress fully meet statutory requirements.
37. The curriculum is very well planned and, as such, offers a range of rich opportunities firmly linked to the requirements of the National Curriculum and the Desirable Outcomes for Learning.
38. The overall quality of the educational provision for the under fives is outstanding, and all children are given an excellent start at the school. Children have good, well planned opportunities to make choices and work independently.
39. The provision for the development of basic and key skills in the under fives is outstanding and teachers plan for this in a rigorous manner. Key skills development throughout the school is very systematic and meaningful.
40. Overall the provision the school makes for the development of pupils' spiritual, moral, social and cultural development has many outstanding features.

41. The school makes good provision in developing pupils' bilingual skills appropriately. It fosters a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
42. The school makes good provision for the development of pupils' understanding of sustainability and global citizenship. The school promotes positive attitudes to lifelong learning skills.
43. Glan-y-Mor provides an exceptionally high level of care and guidance for all its pupils including children under five and pupils with special educational needs. All pupils are valued as individuals; their needs are identified early and dealt with sensitively and effectively. Pupils are confident that staff will listen sympathetically to any problems encountered and help them find a solution.
44. The school works closely with parents, they are regularly consulted about care and support arrangements. Informal induction events for nursery and reception are thorough and successfully integrate families into the life of the school.
45. Issues such as healthy lifestyles are discussed in assemblies and in science lessons. Well planned and very appropriate Circle Time activities are used to successfully underpin the outstanding personal support and guidance provided for all. There are clear policies and procedures to ensure everyone's health, safety and welfare.
46. Child protection arrangements are well documented and known to all that work in the school. The school's policy reflects current recommended practice.
47. A well staffed Unit/Resource Centre caters for a group of 10 pupils during the morning sessions. These pupils are fully integrated with their peers in the afternoons. The school is rightly proud of this successful inclusive aspect of its provision. An important feature of the additional provision is the valuable role and work undertaken by efficient support staff and external support services.
48. The school ensures that all pupils, including those with disabilities, have equal access and opportunity to participate in all the activities the school provides. The school's arrangements for eliminating racism are good and there is a clear policy for this purpose. Multi-cultural awareness and very positive attitudes towards ethnic minorities are successfully developed in the school by the way it promotes traditions and cultures of ethnic minorities. The school actively promotes respect for diversity.

### **Leadership and management**

49. The quality of leadership shown by the head teacher is very good. In the relatively short time since her appointment she has developed a whole school approach in setting the school's strategic direction. The general organisation of the school is good. Administration arrangements are effective.

50. The school has clear aims and values that are promoted by a committed staff and governing body. The governing body is supportive of the school. Individual governors have recently adopted responsibility for specific subjects. They visit classrooms regularly and as a result have become better informed about all aspects of school life.
51. Whole school targets are set according to statutory requirements and appropriate use is made of comparative information. The school takes appropriate account of national priorities and these are integrated into the daily life of the school.
52. Performance management arrangements are effective in identifying teachers' professional development needs. These are appropriately linked to the school's improvement agenda.
53. The school works well in partnership with its 'family' of local primary schools, its neighbouring high schools and colleges.
54. The school's self-evaluation arrangements are developing well. The self-review report however, is not sufficiently focused on making judgement of the school's strengths and shortcomings and tends to focus more on provision than on standards and the quality of teaching and learning.
55. Arrangements for assessing progress and standards in the core subjects are well established. Work in other curriculum areas, although identified as priorities for the future, are at an early stage of development.
56. The school provides an outstanding level of resources suitable to meet the learning needs of the pupils. Accommodation is good. The school building is bright, clean and well cared for.
57. Spending decisions are related to priorities for improvement. School finances are managed prudently. The Governing Body is successful in ensuring that the school achieves good value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school development plan, which focuses on improving standards;
- R2 further develop the monitoring role of subject co-ordinators in assessing progress and standards in the foundation subjects;
- R3 develop the awareness of pupils of what they need to do in order to improve their work and involve them more in identifying their own targets for improvement.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

58. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
59. The standards achieved in the areas of learning and subjects inspected during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	61%	0%	0%	0%

60. The standards of achievement in the lessons observed are considerably higher than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
61. The standards of achievement for pupils under-five are as follows:

#### Areas of Learning Under- fives

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

62. At key stage 1, the standards of achievement in the subjects inspected are as follows:

Inspection Area	
Under 5s	Grade 1
English	Grade 2
Science	Grade 2
Information technology	Grade 1
Geography	Grade 2
Religious education	Grade 2

63. The quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
64. Nursery Baseline Assessment indicates that pupils enter the school with ability levels considerably below the LA average. They make very good progress in

relation to their age and ability in the nursery and reception class, this is built upon successfully at key stage 1.

65. In the 2006, end of key stage 1 teacher assessment results, the percentage of pupils achieving level 2 or better in English, mathematics and science was below the LA and the national average. Similarly the core subject indicator was below the LA and national average; this has been the case for the past three years. Girls perform slightly better than boys in all subjects. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50 per cent of schools for English, mathematics and science. However, results include all pupils including those from the special needs resource base. There were four in 2006, along with nine pupils with special educational needs are included in these calculations.
66. Overall, the progress made by pupils with special educational needs (SEN) is good.
67. Throughout the school, the majority of pupils make good progress and attain very good standards in speaking and listening. By the end of the key stage, the majority of pupils speak clearly and express opinions confidently in discussion work. Overall the standard of reading and writing is good. Numeracy is widely used to measure and calculate accurately. Pupils across the age range use information and communications technology (ICT) effectively to support their learning in a number of subject areas; this is an outstanding feature of the school's work.
68. Pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies to explore ideas creatively in a number of media. By the end of key stage 1 many pupils work well independently.
69. Pupils' bilingual competence is developing well. They use Welsh regularly during the day with the more able pupils showing an increasing degree of confidence. Not all pupils have yet developed the confidence to initiate discussion with teachers or with their peers.
70. Overall pupils make good progress regardless of their background in acquiring new knowledge, understanding and skills and in fulfilling their potential. Realistic targets are set and these are achieved on a regular basis. Across the school, pupils are only beginning to develop an understanding of their strengths and areas for further development; they are yet to develop the confidence to set their own targets for improvement.
71. Pupils make very good progress in their personal and social development. The majority of pupils have very good attitudes to every aspect of school life. They are very polite and courteous and engage visitors in conversation willingly and respectfully. They also develop trusting relationships with members of staff and each other. They move around the school in a quiet, orderly and courteous manner. They have a good awareness of moral values

such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.

72. In the lessons, they show their ability to sustain concentration. They are well motivated, work productively and use their time effectively. They are happy to ask questions in the knowledge that their effort will be appreciated. These are again outstanding features across the school.
73. Pupils are brought up in an environment where equality of opportunity is embedded. They have a good awareness of the beliefs and practices of other cultures. They are aware of the need to respect different traditions and values. They have a good understanding of what constitutes a good citizen.
74. All pupils develop a good understanding of their community through their visits to places of interest and visitors to the school. These experiences contribute significantly to broadening pupils' knowledge of the world of work and local life.
75. In lessons, when moving around the school and outside at play pupils behaviour is exceptionally good. From a very young age pupils know what is expected of them and how they should behave. They understand the need for rules, and the consequences if they are broken; this is an outstanding feature for this age group of pupils.
76. Pupils demonstrate great respect and care for each other. They state confidently that instances of unkindness or bullying are very rare. Racial tolerance is extremely good, pupils play and socialise well together whatever their cultural background.
77. Attendance for the 2005 – 2006 year was 92.16 per cent. This is broadly the same as schools in similar circumstance, but below both the LA and latest all Wales average figures. The level of attendance is affected by the susceptibility to illness of pupils, especially those in the Nursery and Reception classes and those who have significant medical needs. Punctuality is good with no important shortcomings. The school takes suitable account of the Welsh Assembly Government circular 3/99.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

78. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.

79. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	48%	9%	0%	0%

80. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 - 06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.

81. Lessons judged to be outstanding had features that included:

- work set at the right level for pupils of all ages and abilities and very good support given in lessons;
- very good relationships helping to create an ethos where learning is nurtured;
- good questioning techniques and high expectations that challenge and stimulate pupils;
- lively and energetic delivery that motivates and excites pupils.

82. The quality of teaching in the under fives is consistently outstanding.

83. Other good features evident in all lessons were:

- good planning with clear learning objectives;
- good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills.

84. In the very few lessons judged to have some shortcomings the:

- over-long introductions by teachers resulting in some pupils becoming restless and losing concentration.

85. Teachers are well trained and have high expectations of their pupils. They avail themselves of professional development opportunities in relation to the school's and national priorities. Teachers transfer new skills successfully into their practice. This has a positive impact on the progress pupils make. Resources are used effectively to enhance the quality of lessons. The use of IT is a particularly outstanding feature in all classes.

86. Teachers and support staff are fully aware of the needs of individual pupils and provide very good support. Pupils' achievements in a whole range of different aspects is recognised and celebrated. Pupils are very proud of

these. All members of staff are fully committed to equal opportunity, regardless of gender, ability or race. All pupils are treated fairly and with respect. Very good team work is evident amongst all adults across the school.

87. Provision for pupils' bilingual development is progressing well. A range of opportunities are being put in place to support pupils' learning in this area. Where the use of incidental Welsh takes place, this makes a positive contribution towards pupils' bilingual competence.
88. In the Early Years, staff very skilfully make and record observations of the children's achievement which are very closely matched to the expectations of the Desirable Outcomes. These are used to set new targets and guide the planning.
89. The quality of assessment in key stage 1 is good overall. Teachers know their pupils well and their progress is monitored regularly. Good use is made of this information to inform future planning. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. Work is marked regularly and teachers' comments are encouraging.
90. There is a comprehensive system of recording tracks pupils' progress. This process is informed by relevant data from Early Years and end of key stage assessments. The information is used to promote higher standards and to ensure that pupils' learning opportunities are appropriate. Procedures for early identification and referral of pupils with SEN are well developed. Where appropriate pupils with SEN are assessed by appropriate agencies. The assessment of teaching and learning for pupils in the resourced class is given high priority. Detailed records are maintained to show every aspect of pupil progress and development.
91. Annual reports to parents on their child's progress fully meet statutory requirements. They are informative and provide a detailed picture of their children's academic progress, their social skills and attitude to learning. There are many formal and informal opportunities for parents to visit and discuss their children's progress.

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

**Grade 1: Good with outstanding features**

92. The overall findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report. The team applauds the high quality learning experiences on offer to its pupils as the school continues to drive up standards; hence a Grade 1 has been given.
93. The school responds exceptionally well to the learning needs of all its pupils including the under fives and pupils with special educational needs. The curriculum is very well planned and, as such, offers a range of rich

opportunities firmly linked to the requirements of the National Curriculum and the Desirable Outcomes for Learning.

94. The overall quality of the educational provision for the under fives is outstanding. All children are given an excellent start at the school. Children have good, well planned opportunities to make choices and work independently. An outstanding feature of overall provision is the wearing of waterproof coats, trousers and Wellington boots, which enable children to work outside even during inclement weather. All children in the reception classes have access to a meaningful stimulating range of first hand experiences that build successfully on previous knowledge and skills.
95. All teachers throughout the school work as a cohesive team ensuring continuity and progression of learning from early years to upper Key Stage 1.
96. The provision for the development of basic and key skills in the under fives is outstanding and teachers plan for this in a rigorous manner. Key skills development throughout the school is very systematic and meaningful. As a result an outstanding feature is pupils' listening and speaking skills and the consistent use of information technology in lessons.
97. The school provides some good quality after school activities such as games, gym and art clubs. Pupils benefit from visits to places of interest connected with class topics. They have been involved in dance and music activities linked to local traditions such as, St David's Day celebrations and Summer Carnival. All these well-planned opportunities contribute positively to pupils' knowledge, skills and understanding across a range of subject areas.
98. Overall the provision the school makes for the development of pupils' spiritual, moral, social and cultural development has many outstanding features. Spiritual development is good with no important shortcomings. Collective worship is broadly Christian in nature and makes a meaningful contribution to school life and the establishment of a caring family community. Assemblies reinforce the school's Code of Conduct of which the pupils have a real sense of ownership.
99. There is a significant and purposeful emphasis upon promoting caring, understanding and respect for others. Opportunities during prayer time are given for quiet reflection.
100. The provision for moral and social development has many outstanding features. The school gives high priority to fostering pupils' values of respecting truth and they are encouraged to develop good self-discipline and a sense of responsibility towards each other. Social skills are suitably reinforced through a range of well-planned activities. Pupils' work on display is respected and valued. Pupils' personal development is at the heart of the school.
101. Cultural development has many strengths and pupils participate in a wide range of cultural activities. Well-planned visits to the school by local authors,

musicians and artists give pupils a variety of quality learning experiences. Pupils entering the school from other countries such as Poland quickly settle in and all pupils are aware of the diversity within other cultures. Links with the local area foster pupils' awareness and appreciation of their own culture within Colwyn Bay. Pupils are encouraged to become involved in charitable work, for example Child Line and Cancer Relief.

102. Work related education is good and under fives learn about work through role play activities and visitors who share their experiences such as the police and fire service. Work related experiences support curriculum projects for older pupils when they visit the local post office and supermarket.
103. The school makes good provision with no important shortcomings in developing pupils' bilingual skills appropriately. They develop a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
104. The school makes good provision for the development of pupils' understanding of sustainability and global citizenship. Pupils throughout the school are enthusiastic about recycling and gather paper and fruit waste for recycling. Pupils in year 2 speak of the importance of recycling to protect the world's natural resources and ultimately the planet. Global citizenship is discussed in religious education and geography lessons.
105. Although there is no formal school council in place, pupils' views are sought on a regular basis across a range of issues in whole school assemblies and in well-planned Circle Time activities.
106. The school promotes positive attitudes to lifelong learning skills. During lessons all members of staff encourage pupils to work together in pairs and small groups and also to work individually when required. Pupils are very aware of their own school community and how they can contribute to the harmony within it. The school makes good provision to enable pupils to become independent learners and take responsibility for their own learning.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

107. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
108. Glan-y-Mor provides an exceptionally high level of care and guidance for all its pupils including children under five and pupils with special educational needs. All pupils are valued as individuals; their needs are identified early and dealt with sensitively and effectively. Pupils are confident that staff will listen sympathetically to any problems encountered and help them find a solution.

109. The school works very closely with parents, they are regularly consulted about care and support arrangements. At the pre-inspection meeting with parents, they all, without exception, praised the school for its care, support and guidance. The school also works closely with a good range of specialist agencies and this helps to ensure that pupils are well cared for. At the pre inspection meeting parents expressed the view that the school cares well for the needs of their children; the inspection team endorses this.
110. Systems to monitor and address any concerns related to pupils' behaviour are good with no important shortcomings. These result in a consistent approach being taken by all staff to manage any very occasional inappropriate behaviour. Arrangements to monitor attendance and punctuality are thorough and effective and the expertise of the Education Support Worker is sought if there are concerns. Pupils' performance is monitored well in lessons. Adults provide good support and guidance, which enables pupils to understand their work.
111. Informal induction events for nursery and reception are thorough and successfully integrate families into the life of the school. Sessions for parents on how the curriculum is taught are organised and attended by a growing number of interested stakeholders. New pupils settle quickly into school routines with incoming pupils helped to integrate easily with the assistance of year 2 'buddies' who visit the nursery / reception playgrounds to play alongside respective children.
112. Issues such as healthy lifestyles are discussed in assemblies and in science lessons. Well-planned and very appropriate Circle Time activities are used to successfully underpin the outstanding personal support and guidance provided for all. Pupils feel valued and respected. They feel confident in expressing their views and concerns during Circle Time sessions. Pupils respect the views of others very well. Teachers identify and monitor pupils' needs, behaviour and progress very well. Good use is made of the expertise from visiting specialist agencies when additional needs have been identified such as the initiative to assist promoting positive behaviour.
113. There are clear policies and procedures to ensure everyone's health, safety and welfare. Welfare routines are well established should any pupils hurt themselves or become unwell whilst at school. Suitable risk assessments are regularly carried out.
114. Child protection arrangements are well documented and known to all that work in the school. The school's policy reflects current recommended practice. Staff are fully aware of the procedures to follow if they have any concerns and training is regularly undertaken.
115. The quality of provision for additional learning needs within the school is good with some outstanding features. The school effectively diagnoses individual learning needs. Staff organise appropriate teaching strategies and prepare differentiated work. They ensure that pupils with SEN are fully integrated into the work and activities of the school.

116. The Special Educational Needs Co-ordinator (SENCo) effectively co-ordinates and monitors all aspects of the SEN provision thus enabling pupils to receive a broad and relevant curriculum. Targets for improvement in Individual Education Plans closely match pupils' needs. These are reviewed termly and evaluated according to individual pupil progress. Assessment, recording and reporting procedures meet statutory requirements.
117. A well staffed Unit/Resource Centre caters for a group of 10 pupils during the morning sessions. These pupils are fully integrated with their peers in the afternoons. The school is rightly proud of this successful inclusive aspect of its provision. During the afternoon sessions, the SENCo withdraws individual or small groups of mainstream pupils for additional language/reading activities. Such sessions have a positive impact on pupil progress.
118. An important feature of the additional provision is the valuable role and work undertaken by efficient support staff and external support services. The school values the input of the LA including the Inclusion teacher/adviser, educational psychologist, speech and language and occupational therapists. The level of service and collaboration between the school and these agencies enhances the provision of support and guidance for pupils and their families.
119. The school ensures that all pupils, including those with disabilities, have equal access and opportunity to participate in all the activities the school provides. The school is fully equipped to deal with the disabled.
120. The school's arrangements for eliminating racism are good and there is a clear policy for this purpose. Multi-cultural awareness and very positive attitudes towards ethnic minorities are successfully developed in the school by the way it promotes traditions and cultures of ethnic minorities. The school actively promotes respect for diversity.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

121. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The quality of leadership shown by the head teacher is very good. She manages her teaching commitment with her head teacher role well. In the relatively short time since her appointment she has developed a whole school approach in setting the strategic direction for the school. This is starting to have a positive impact on standards and the quality of provision. The general organisation of the school is good. Administration arrangements are effective.
123. The school has clear aims and values that are promoted by a committed staff and governing body. There is very good team work amongst all staff members with effective management structures which enables the school to function smoothly. Staff are clear of their roles and responsibilities and carry these out efficiently and effectively.
124. The head teacher and senior management team are primarily responsible for setting the school's strategic direction and present reports to governors for discussion and approval. The governing body is very committed and supportive of the school. Individual governors have recently adopted responsibility for specific subjects. They visit classrooms regularly and as a result have become better informed about all aspects of school life.
125. Whole school targets are set according to statutory requirements and appropriate use is made of comparative assessment information. Good support is provided by the LA in this respect. Governors are aware of their statutory responsibilities and are confident that they set realistic and challenging targets each year.
126. The school takes appropriate account of national priorities and these are integrated into the daily life of the school. The receipt of the Basic Skills Quality Mark, the Healthy school award and its work on sustainability are good examples of this. These initiatives have a positive impact on pupils' learning and well being.
127. Performance management arrangements are effective in identifying teachers' professional development needs. These are appropriately linked to the school's improvement agenda. The school's procedures for performance management and teacher appraisal meet national requirements.
128. The school works well in partnership with its 'family' of local primary schools, its neighbouring high schools and colleges.

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

**Grade 3: Good features outweigh shortcomings**

129. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report.
130. The school's self-evaluation arrangements are developing well. All members of teaching staff are involved in discussion and evaluation of their own work and the work in the subjects for which they are responsible for. Governors have had the opportunity to question and challenge the report and have contributed positively to its publication. This process appears to be working well. The report however, is not sufficiently focused on making judgements about the school's strengths and shortcomings and tends to focus more on provision than on how well pupils are achieving.
131. There have been no formal consultations with parents, pupils and other interested parties.
132. The inspection team's judgements match that of the school in all key questions but two. In key question 3, the school has underestimated how well pupils' learning experiences enrich and stimulate their needs and interest. The school however, has overestimated its judgement in key question 6 as there are shortcomings in how well the school evaluates progress and standards.
133. The school development plan identifies the main focus areas for 2006 - 2007 and includes timescales, responsibilities and intended outcomes but there are no priorities or targets beyond then. Cost implications are not identified. As it stands it does not sufficiently focus on pupils' progress and raising standards.
134. Arrangements for assessing progress and standards in the core subjects are well established. They are based on the use of external tests and on-going progress files. This information is used effectively to influence planning and to identify the support required by individual pupils. Work in other curriculum areas, although identified as priorities for the future, are at an early stage of development.
135. The governing body and head teacher provide adequate resources to support priorities in teaching and learning.
136. Overall, the school has made good progress in addressing the key issues identified in the last inspection report.

## **Key Question 7: How efficient are leaders and managers in using resources?**

### **Grade 1: Good with outstanding features**

137. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
138. Outstanding features include:
- effective and relevant curriculum delivery
  - well qualified, experienced, committed, enthusiastic and effective staff
  - the quality and range of resources
  - economical and efficient deployment of staff
  - prudent management of school finances.
139. The school employs an appropriate number of qualified and experienced teachers who deliver a broad and balanced curriculum. The arrangements for their deployment and responsibilities are well managed. Curriculum leaders make an important contribution to the development of their subject areas.
140. All staff are deployed economically and efficiently ensuring the best use is made of their time, expertise and experience. There are effective staff development procedures in order to improve standards and the quality of teaching and learning. Support staff receive the appropriate support and training to enable them to function as part of an effective team. Local Authority personnel also visit to provide relevant training.
141. Arrangements for teachers in relation to planning, preparation and assessment time are well organised and managed. Cover is provided by a part time teacher and support staff who are clear as to their roles and responsibilities. This arrangement is having a positive impact on pupils' learning.
142. Teaching and learning are highly strengthened by a team of committed and enthusiastic support staff. They are effectively deployed within the school and provide a valuable input with planning, teaching and recording pupil progress.
143. The office staff provide efficient and effective administrative support. The caretaker and cleaner maintain a high standard of cleanliness within the building. Other staff oversee a breakfast club and a healthy and nutritious lunch. Their role is recognised as an important aspect of the daily life of the school, contributing to the school functioning as an effective and caring community.
144. The school provides an outstanding level of resources suitable to meet the learning needs of the pupils. A range of good quality and effective resources are held in the classrooms and have a positive impact on standards. There is a pleasant and well-stocked library area and computer suite. The classrooms are well stocked with age appropriate books, materials and information technology (IT) equipment to enhance and support all curriculum areas.

Curriculum audits are undertaken to identify and address any additional resource needs.

145. Accommodation is good with no important shortcomings. The school building is bright, clean and well cared for. Walls are decorated with displays that celebrate pupils' achievement both in their work and at play. Good use is made of all available space. The youngest children have constant access to the outdoor area and this has a positive impact on their achievement in all areas of their learning. However the playground used by pupils in Years 1 and 2 has, as yet, no shaded areas to protect pupils from the sun.
146. Appropriate learning resources are identified within the school development plan. The head teacher has meetings with the LA link officer, subject co-ordinators and with the governing body to ensure the school makes economic and efficient use of resources to deliver the curriculum and meet the needs of pupils effectively.
147. In liaison with the LA finance officer and governors, the head teacher ensures that spending decisions are related to priorities for improvement. School finances are managed prudently and surplus funds have provided play areas for the pupils.
148. The supportive and efficient role of the Governing Body in its provision of learning resources helps to ensure that the school achieves good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

149. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. There is outstanding practice in all areas of learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.

### Language, literacy and communication skills

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### Good and outstanding features

150. Children in the nursery, many of whom start with limited language ability, make very good progress in developing their language skills. They listen attentively to the teacher and understand what is being asked of them and concentrate well. The majority are confident when speaking to each other and to adults. They enjoy listening to stories and handle books appropriately. They talk readily about the pictures with many developing appropriate early reading skills. Children's understanding of the functions of writing and make good use of the opportunities to use pencils and crayons. The majority recognise, and some write their names with some recognisable letters.
151. In reception, the children's vocabulary develops well; many talk confidently about their work in the classroom and in the outside learning area. They contribute readily to discussion. The majority of pupils read at an appropriate level with the more able children confident with the challenge more difficult books have for them. Their writing skills are developing well as most write their own names independently with clear legible letters. By the time they transfer to year 1, many are able to write simple sentences.

### Shortcomings

There are no important shortcomings.

## **Personal and social development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

152. In the nursery, children respond well to daily routines and most are confident in making choices about what they want to do. They develop very good relationships with each other and with other adults in the school, showing respect and care. They enjoy what they do, playing and working happily together.
153. In the reception class, children are confident in carrying out the tasks they have been asked to do. Their level of independence is an outstanding feature in the nursery and reception class. The majority show the capacity for sustained concentration and persevere until a task is finished. Their overall behaviour is very good.

### **Shortcomings**

There are no important shortcomings.

## **Mathematical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

154. In the nursery, the children sort out objects correctly by colour, size and shape and successfully identify and follow patterns. They make good progress in counting. Some understand numbers to five and beyond. Children are developing a good understanding of capacity through the range of activities offered to them in the water and sand tray. Their use of mathematical language is developing well.
155. By the end of the reception class, the majority of children count to ten correctly. Some more able pupils count up to twenty and write the numbers accurately. They have a good sense of concepts such as long/short, heavy/light and full/empty. They understand the purpose of money and recognise some coins.
156. An outstanding feature is the way pupils in both the nursery and reception classes use their mathematical skills successfully in role-play situations.

### **Shortcomings**

157. There are no important shortcomings.

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

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

158. In the nursery, children are appropriately aware of what is going on around them. They discuss the weather and understand that when it is cold, they need to put their outdoor clothes on to play. They are beginning to understand the changing features of the seasons. When using the computer, they make good use of the mouse to select and respond to instruction. They programme the 'Bee Bott' Robot successfully to get it to move in different directions.
159. In reception, children increasingly recognise the features of each season, and identify patterns, similarities and differences in the natural world. They acquire good practical understanding of basic scientific principles while experimenting with sand and water. Their understanding of IT builds on what they have learnt in the nursery. They are becoming increasingly familiar with appropriate IT language and apply the skills they know in a range of situations successfully. Pupils' developing IT skills is an outstanding feature in both the nursery and reception classes.

### **Shortcomings**

160. There are no important shortcomings.

## **Physical development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

161. The majority of pupils in the nursery demonstrate good hand-eye co-ordination when handling small equipment. Staff, guide pupils in their correct usage and handling, resulting in a high standard of knowing what is expected of them. They have a very good awareness of space and control when handling large play equipment outside.
162. In reception, pupils are developing good spatial awareness and experiment confidently when moving around in the school hall. They run, jump and hop, showing a good awareness of space. They travel over and under apparatus with very good balance and control. Their gross motor skills are developing well as they push, pull and pedal wheeled vehicles with increasing confidence.
163. Pupils' ability in both nursery and reception to make choices and take responsibility for their own learning is an outstanding feature.

### **Shortcomings**

164. There are no important shortcomings.

## **Creative development**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Good and outstanding features**

165. In the nursery, children sing a variety of songs and rhymes in English and Welsh with enjoyment and confidence. They explore and experiment creatively using a range of materials. They identify and name the primary colours correctly. They respond imaginatively in a role play situation and their confidence to work independently is exceptional.
166. In reception, children use different mediums with increasing confidence to produce pictures and collages. The majority mix their own paint independently. Experimenting with different media is an outstanding area of children's work. In music, they sing tunefully and maintain a steady rhythm.
167. The quality of the children's work, of both age groups on display inside and outside the classroom is outstanding and features good quality pictures and collages.

### **Shortcomings**

168. There are no important shortcomings.

<b>English</b>
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## **Key Stage 1: Grade 2: Good features and no important shortcomings**

### **Good Features**

169. Pupils throughout the key stage make very good progress in speaking and listening in relation to their age and ability. The majority of pupils ask and answer questions without inhibition and eagerly report their news to the class.
170. Pupils read well at levels appropriate to their age and ability and are making good progress in phonics and word recognition. They use appropriate strategies to arrive at meaning; for instance, by building up words phonetically or using illustrations or the context of a story to help. They show a real interest in books and talk confidently and knowledgeably about the books they have read.
171. Pupils are making steady progress in writing according to their ability and focus well on the given task. The majority of pupils form letters, space words and write simple sentences using capital letters and full stops appropriately. They recognise that writing comes in a variety of forms and is used for different purposes and audiences. It is varied in its range and purpose. Their work in using adjectives to describe a character shows a developing interest in

words and their meaning. Older pupils are beginning to develop and use a widening vocabulary, and spell common words correctly.

172. Pupils, use IT effectively to support their learning.

### **Shortcomings**

173. There are no important shortcomings.

<b>Science</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

174. Pupils at key stage 1 respond well to instructions as to how to carry out their investigations and pupils in Year 2 offer their own sensible ideas. Pupils use simple equipment provided safely and competently, making relevant observations accurately.
175. Pupils in Year 2 have a good developing scientific vocabulary and record their observations very accurately, using labels and neat diagrams.
176. Pupils' investigative skills are well developed at key stage 1 and by the end of Year 2 have a very good understanding of what is meant by a 'fair test'. Pupils' work clearly indicates the importance they place on accuracy when repeated measurements are taken.
177. Investigations undertaken by pupils are recorded appropriately using graphs, diagrams and simple notes. Throughout the key stage, pupils use their information technology skills very well to produce graphs.
178. Most pupils recognise and name correctly the major external parts of the human body; they name different parts of the body used in activities such as walking and swimming.
179. Pupils confidently know the different properties of common materials used in the home and how different materials absorb water at differing rates. They know that some materials change when heated and that the process can be reversed through cooling.
180. Pupils have a good understanding of the requirements of a healthy diet, the importance of exercise and the harmful effect of smoking, alcohol and drugs misuse can have on the body.
181. By the end of key stage 1, pupils have a good understanding of forces and friction. They know that objects can travel further across different surfaces and that objects move when a force is applied to them, such as pushes and pulls. They confidently understand the need for a completed electrical circuit

before the bulb will light up. Pupils show a keen interest in their science lessons, especially if they are practical sessions.

### **Shortcomings**

182. There are no important shortcomings

## **Information Technology**

### **Key Stage 1: Grade 1: Good with outstanding features**

#### **Good Features**

183. Pupils' basic computer skills are developing very well. The way all pupils use their IT skills regularly throughout the day is an outstanding feature. As they progress through the key stage, pupils work with increasing independence on computers developing good mouse control and 'clicking' skills.
184. The majority enter simple text, change its appearance, log on and off the computer, follow basic instructions and print their work confidently. They save, store and retrieve their work unaided. Many produce detailed patterns and designs using art packages to accompany their work.
185. Pupils use their developing IT skills across the curriculum as they record and retrieve gathered information to support their learning. Pupils are beginning to make good use of the internet to research for material.
186. Pupils make excellent use of the interactive white boards in each classroom, to consolidate their IT skills and generate a great deal of enthusiasm for the subject within the school.

### **Shortcomings**

187. There are no important shortcomings.

## **Geography**

### **Key Stage 1: Grade 2: Good features and no important shortcomings.**

#### **Good features**

188. At key stage 1, pupils develop a good geographical knowledge. Through appropriate map work they know about the four countries of the United Kingdom. Pupils are aware of key facts about their local area of Colwyn Bay. They accurately describe their journey to school, distinguishing between the different types of houses and shops. Pupils confidently use a range of different information sources to ask and respond to questions about places and the environment. Most pupils use compass points to direct them from one place to another.

189. Pupils' mapping skills are well developed. Pupils confidently identify geographical features of their local area during excursions into the local park and neighboring street. Information technology is used well by pupils to support progressive geographical skills.
190. A strong feature is pupils' use of geographical vocabulary. Pupils use extended language to describe localities visited by an industrious Teddy Bear. Pupils are suitably challenged to identify and describe some ways in which the areas visited by the Teddy Bear are similar and different to their own locality. Pupils reflect sensitively on geographical questions such as the building of shops in certain locations and 'Why do people visit Lapland?'
191. Through a wide range of good quality resources pupils in key stage 1 have a developing understanding of how people can affect the environment. Through discussions most pupils understand how and why places change and the need for conservation. Pupils take an active part in the school's recycling activities and have a good grasp of the principles of sustainable development. They are also developing their ideas of world citizenship and the important part each country has to play.
192. Pupils make good use of first hand information obtained during field trips into the locality to generate their geographical enquiries.

### **Shortcomings**

193. There are no important shortcomings.

<b>Religious education</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

#### **Good features**

194. Good progress is observed when pupils recall some of the basic beliefs and practices of the religions studied. They know that Christians celebrate Easter, Harvest and Christmas whilst other religions celebrate Divali and Hanukkah. They enjoy taking part in the practical activities associated with these celebrations.
195. Local clergy visit the school and speak with the pupils. The pupils also visit the parish church, study a range of artefacts and gain good awareness of their religious symbolism.
196. Pupils enacted a wedding ceremony at the parish church. The videoed ceremony was conducted by the vicar and the selected pupils performed with dignity and decorum. Pupils recall the event with enthusiasm and enjoyment.
197. Pupils correctly name Biblical figures of the Old Testament. They recall some of the Ten Commandments and link them with current social issues such as stealing, killing, telling lies and respect for parents.

198. They enjoy discussing two miracles portrayed in the New Testament. They are familiar with the healing of Jairus' daughter and enact the story of Jesus curing the paralysed man. Some pupils show an understanding of the meaning of "miracle" and associate it with Jesus as the Son of God.
199. Year 2 pupils read their own accounts of the parable of the sower. Some carefully explain the meaning of the parable and its relevance to them.
200. They relate to the parable of the Good Samaritan and understand the importance of people in the community who help them. They are also aware of the importance of their own family and friends.
201. Pupils display a strong social awareness. They explore the importance of caring, sharing and helping others. They relate these to the school's Golden Rules; namely to be kind, gentle and honest, to look after things and listen to others.
202. Pupils, use IT effectively to support their learning. The range of IT programs used enhances pupil knowledge of religious traditions, festivals and ceremonies and assist in their progress in developing an understanding of different cultures and beliefs.

### **Shortcomings**

203. There are no important shortcomings.

## **School's response to the inspection**

The staff, governing body and pupils of Ysgol Glan y Môr wish to thank the inspection team for the perceptive and constructive way they conducted our school inspection.

As a school, we welcome Estyn's new inspection arrangements. We feel confident that the Team's findings are based on firm evidence. They accurately reflect the work of the school and will be invaluable in assisting future developments.

The Head Teacher particularly appreciated the support afforded to her by the Team Leader in her new role of Nominee.

We are pleased to hear that the team applauds the high quality learning experiences on offer to all its pupils as it continues to drive up standards. Parents will be pleased to hear the many positive elements in the report and that the school is well led and managed, and provides good value for money.

The report acknowledges the skill, talent, dedication and hard work of the teaching staff when it says that the standards of achievement in the lessons observed (Grade 1 39 per cent, Grade 2 61 per cent) is considerably higher than the Welsh Assembly Government of Wales target.

The report describes that the overall quality of the educational provision for the under fives is outstanding and all children are given an excellent start at the school. All teachers throughout the school work as a cohesive team ensuring continuity and progression of learning from early years to upper Key Stage 1.

Also highlighted in the report is the whole school approach strengthened by a committed and enthusiastic support staff.

The school will address the three recommendations and incorporate them into a new action plan. Our very supportive Governors along with staff look forward to implementing the Action Plan. This will be sent to all parents and progress against these targets will be reported in the Governors Annual Report to parents.

The Governors and staff thank the Inspection Team for their professional and courteous manner during the inspection.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Babanod Glan y Mor
School type	Nursery and Primary
Age-range of pupils	3 - 7
Address of school	Greenfield Road, Colwyn Bay, Conwy.
Postcode	LL29 8ET
Telephone number	01492 532865
Head teacher	Mrs Doreen James
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr Ron Smith
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	29 <sup>th</sup> – 31 <sup>st</sup> January 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14.5	42	31	42	n/a	n/a	n/a	n/a	131.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.2:1
Pupil: adult (fte) ratio in nursery classes	13.5:1
Pupil: adult (fte) ratio in special classes	3.5:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	82	93	90
Summer 2006	83	93	91
Autumn 2006	81	89	92

Percentage of pupils entitled to free school meals	31
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:			40	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	3	26	27	5
		National	0.4	3.6	12.2	64.0	19.7
En: reading	Teacher Assessment	School	0	3	21	62	15
		National	0.4	3.7	13.6	55.8	26.5
En: writing	Teacher Assessment	School	0	8	23	69	0
		National	0.4	4.9	14.0	69.1	11.6
En: speaking and listening	Teacher Assessment	School	0	3	26	67	5
		National	0.4	2.3	10.5	63.9	22.9
Mathematics	Teacher Assessment	School	0	3	15	77	5
		National	0.3	2.3	10.1	63.4	23.8
Science	Teacher Assessment	School	0	3	15	82	0
		National	0.3	1.5	8.8	65.4	24.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	72	In Wales	81

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

## Appendix 4

### **Evidence base of the inspection**

A team of four inspectors inspected the school over a period of 7 inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

Twenty one lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to, and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Nineteen parents attended the meeting held prior to the inspection, and the parents' responses (44 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered inspector)	Context, summary and recommendation. Key questions 1, 2, 5, 6, Early Years, English and information technology.
Mr Peter Clark (Team inspector)	Key questions 3, 4, science and geography.
Mr Ifan Glyn Jones (Team inspector)	Key Question 7, SEN and religious education.
Mrs Denise Shields (Lay inspector)	Contribution to all seven key questions.
Mrs Doreen James	Nominee.

The contractor was:

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 1QJ

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.