

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

A Report on the Quality of Education in

**Ysgol Bod Alaw
Abergele Road
Colwyn Bay
LL29 7ST**

School Number: 6622114

Date of Inspection: 29 September 2009

by

**Len Jones
16360**

Date of Publication: 1 December 2009

Under Estyn contract number: 1101109

© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, 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 Bod Alaw 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 Bod Alaw took place between 29/09/09 and 02/10/09. An independent team of inspectors, led by Len 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:

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

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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
Standards achieved in subjects and areas of learning	19
Welsh first language	19
Mathematics	20
Design and technology	22
Information and communications technology	23
Music	24
Physical education	25
School's response to the inspection	26
Appendices	27
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	29

Context

The nature of the provider

- 1 Ysgol Gymraeg Bod Alaw is situated in a pleasant location in the town of Colwyn Bay. The school is maintained by Conwy Education Authority (LEA).
- 2 The school's natural catchment includes the town itself, as well as the surrounding rural area. The pupils come from the town and villages such as Old Colwyn, Llanddulas, Mochdre and Rhos-on-sea.
- 3 The school describes the area from which the pupils come as one that is neither prosperous nor economically disadvantaged.
- 4 Some 78% of pupils come from Welsh-speaking homes, whilst the remainder come from homes where English is the language spoken.
- 5 The school teaches pupils who represent the full range of ability. At the time of the inspection, approximately 20% of the pupils were on the school's additional learning needs (ALN) register, including four pupils who hold a statement of special educational needs (SEN).
- 6 Approximately 10% of pupils are entitled to receive free school meals, a percentage that is substantially lower than the county and national percentages.
- 7 Pupils are accepted into the school on a part-time basis during the year of their fourth birthday, and become full time pupils if their fifth birthday falls before the end of the school year.
- 8 During the inspection, there were 293 pupils on the school's roll, including 47 children of nursery age who attend part time, either in the mornings or in the afternoons.
- 9 The school was last inspected in November 2003, when there were 264 pupils on roll.
- 10 The current headteacher was appointed to her post in September 2007.

The school's priorities and targets

- 11 Amongst the priorities identified in the School Development Plan (SDP) for the current year, are:
 - to implement the statutory Foundation Phase in the Reception classes;
 - to refine the whole-school plans, following the introduction of the 2008 Curriculum, the Foundation Phase and the Skills Framework;
 - to establish a new homework system in key stage 2, based on 'Good Learning';
 - to develop the first stage of the multi-purpose court for key stage 2;
 - to develop the 'Assessment for Learning' strategies;
 - to establish a new Year (Y) 2 class;
 - the induction of new members of staff;
 - to attain an attendance target of 95.1%, and
 - to draw up an action plan following the Estyn inspection.

Summary

- 12 Ysgol Bod Alaw is a good school that succeeds in gaining the full commitment of all who are involved with it, and is a source of pride in the local community.
- 13 The school succeeds well in providing an effective education for the whole range of pupils who attend.
- 14 Through operating purposeful and appropriate strategies, such as 'Dal i Fynd' and 'Food Matters', as well as the emphasis placed on competitive sports clubs, the school succeeds very well in promoting pupils' fitness and well-being.

Standards

- 15 The standards of achievement in the lessons observed, in the curricular areas being inspected, were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	79%	4%	0%	0%

- 16 The above figures exceed the averages for primary schools in Wales, as reported in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-2008, namely that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.
- 17 The overall quality of educational provision for the children under five is appropriate for their needs and the children make good progress towards the outcomes of the Foundation Phase.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 1
Music	Grade 1	Grade 2
Physical education	Grade 2	Grade 1

- 18 The grades in the seven key questions were as follows:

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

- 19 Pupils throughout the school display a good understanding in relation to their work, acquire new information easily and succeed in attaining their personal targets.
- 20 Children under five years of age develop good key skills through their activities in the learning areas of the Foundation Phase, whilst pupils in key stages 1 and 2 develop their key skills in mathematics and information and communications technology (ICT) well as they undertake tasks in the various subjects of the curriculum. However, pupils throughout the key stages do not compose sufficient pieces of creative writing, in both languages, in tasks across the curriculum.
- 21 Pupils throughout the school develop good bilingual skills, and the vast majority develop a good grasp of oral skills in both languages.
- 22 In 2009, key stage 1 pupils' results in the three subjects assessed, namely Welsh, mathematics and science were very good, and surpassed results for the county and for the remainder of Wales. In comparison with results of similar schools, in relation to the number of pupils entitled to free school meals, these results place the school amongst the highest 50% of schools.
- 23 In key stage 2, pupils' results in 2009 in the four subjects assessed, namely Welsh, English, mathematics and science, surpassed the results for the county and the whole of Wales. In comparison with results in similar schools, the results in Welsh and English place the school amongst the highest 25% of schools, the results in maths border on the highest 25% of schools, and results in science border on the highest 50% of schools.
- 24 Throughout the school, pupils make outstanding progress in their personal and social development. They communicate constructively with each other, respecting each others' opinion and competing with each other in a good spirit. They readily suggest ideas for charities to support in order to help those who are less fortunate. They respond well during collective worship sessions, whether at class, key stage or whole-school level.
- 25 Pupils' behaviour is outstanding. Throughout the school, they display courtesy and politeness of the highest order and are mature in the way in which they greet adults and converse with them.
- 26 Pupils' attendance is good, averaging 94.9% across the three whole terms prior to the inspection. Although the vast majority of pupils arrive promptly at the school in the mornings, there was evidence during the inspection of a significant group of them arriving late.
- 27 Throughout the school, pupils increase their understanding of the world of work and entrepreneurial issues. Children in the reception class made objects in order to sell them in the school fair.
- 28 Pupils have a good understanding of global citizenship and increase their understanding as they contribute to the 'Link Rumania' charity, or as they celebrate the cultures of other people, such as those on Africa, and as they hold an 'Italian Day'.

The quality of teaching and training

- 29 The quality of teaching, in all the lessons or sessions observed, was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	67%	12%	0%	0%

- 30 The quality of teaching in lessons exceeds the statistics for the whole of Wales for 2007-2008, as published in HMCI's Annual Report, namely that the quality of teaching was Grade 1 or Grade 2 in 83% of lessons, with 16% of them being outstanding.
- 31 The outstanding working relationship that exists between teachers and pupils promotes effective learning and pupils' enjoyment in the activities prepared for them is evident in their responses. Overall, teachers have good knowledge of the subjects they teach and of the requirements of the Foundation Phase.
- 32 Amongst the good and outstanding features of the teaching are lively and energetic presentations, which challenge pupils to make decisions and draw attention to techniques within specific skills.
- 33 Where there are shortcomings in the teaching, there is an over dependence on teacher-directed activities, leading to a lack of opportunity for pupils to work independently. Also, at times, expectations are insufficiently high with regard to pupils' achievements, and tasks are not sufficiently differentiated.
- 34 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress, and monitors these regularly. Detailed field notes are kept in the Foundation Phase to identify children's needs. During lessons, teachers monitor pupils' progress carefully and the majority of teachers makes good use of closing sessions to confirm what has been learnt.
- 35 The curriculum, including the provision for the Foundation Phase, is broad, balanced and flexible and good use is made of staff expertise in order to ensure continuity and progression throughout the school.
- 36 Outstanding extra-curricular activities enrich pupils' experiences. There is good support for after-school clubs and for the breakfast club. There is good collaboration between members of staff and parents in order to offer a variety of clubs, where opportunities are provided for pupils to refine their skills in a variety of sports or dance clubs, or in the Urdd Club.
- 37 The school's daily life is outstanding in its promotion of pupils' spiritual, moral, social and cultural development. Pupils' cultural development is a very important part of the school's ethos, which is nurtured from the Foundation Phase. There is a feeling of reverence to the collective worship sessions and pupils have time to think and reflect on the condition of our world, and the importance of showing respect and ownership. They conform fully with statutory requirements.
- 38 Good opportunities are planned in order to promote the key skills of speaking, listening, reading, numeracy and use of ICT. However, insufficient opportunities are provided for pupils to develop their creative writing skills, in both languages, in subjects throughout the curriculum.
- 39 The quality of care, support and guidance offered to pupils is outstanding. The school is a very caring and organised community, and there is a peaceful, inclusive and secure ethos. Pupils are happy at the school and display respect towards each other and towards adults.
- 40 There is excellence in the way that the school ensures the healthy development and well-being of pupils. A 'Dal i Fynd' club was established recently, where pupils receive additional sessions for developing physical fitness. The school is also involved in the county scheme 'Food Matters', which focuses on healthy

eating, and a group of pupils are trained in order that they can convey information on the healthiest foods to others.

- 41 The provision for ALN is good. It responds to the requirements of the Code of practice and needs are identified as soon as possible. A representative of the governing body has a reasonably detailed knowledge of the school's procedures in this aspect.
- 42 Each pupil is treated equally, whatever their social, linguistic or ethnic background, and equal opportunities are provided for girls and boys to become involved in all activities. The school fully implements its racial equality policy.

Leadership and management

- 43 Since her appointment in 2007, the headteacher has proved to be a very valuable asset to the school and, through her commitment and vision, the school has developed in several directions. She has gained the respect of the governing body, which is fully supportive of all the school's activities.
- 44 The headteacher is supported by a deputy who was appointed earlier this year. In the headteacher's absence during the period of the inspection, the deputy stepped in and led the school as an acting headteacher extremely effectively and conscientiously. The school has an active senior management team, which includes two senior teachers, as well as the headteacher and deputy.
- 45 The school responds in an outstanding manner when implementing the initiatives promoted by the Welsh Assembly Government (WAG) or by the LEA. Amongst them, are promoting pupils' fitness and developing their entrepreneurial skills. In addition, a prominent place is given to the work of the school council. It has also achieved accreditation as an International School following its efforts to promote pupils' awareness of global citizenship.
- 46 An effective policy and procedure have been established for self-evaluation, based on investigating direct evidence. Curriculum co-ordinators display a good commitment to their subjects but, since many of them are recent appointments, their monitoring procedures and their findings of standards in their subjects, have not been fully established. Although it is detailed and comprehensive, the school's self-evaluation report does not identify specific aspects for development.
- 47 The current SDP is a document that has an acceptable organisation and format, sets the school's context and includes a review of the implementation of the last SDP. Appropriate priorities for development over the next three years are identified. However, there is a certain lack of clarity in the SDP when different sets of priorities for development are identified, and it is not clear how the priorities noted have emanated from the self-evaluation process.
- 48 The role of the governing body has developed substantially over the recent period. Members are linked to curricular areas, they visit and meet members of staff and receive reports from co-ordinators. Over the previous two terms, a good number of reports have been prepared by them, following the monitoring visits undertaken.
- 49 The school has made commendable progress in responding to the key issues identified in the previous inspection.

- 50 The school employs a sufficient number of teachers, who have a variety of qualifications and are specialists in certain subjects. Effective use is made of teachers' expertise in areas such as physical education and music, through exchanging classes, and at the times when teachers use their non-contact time.
- 51 A vast number of nursery assistants and classroom assistants are employed, and they make an outstanding contribution to curricular and extra-curricular activities of the school. Some of them have gained higher qualifications, and effective use is made of these individuals, who take a class whilst the teacher undertakes non-contact time. The school is proactive in the way it ensures that its entire staff receives valuable opportunities to develop professionally.
- 52 Good use is made of the school's accommodation and grounds, which are in outstanding condition. The rooms are spacious and open, and the school is about to use a new classroom for pupils in Y2. Grants have been obtained for securing additional outdoor equipment, such as an adventure course and a climbing wall. The school has adapted and provided appropriately for developing the Foundation Phase, and there is an outdoor area with a good supply of resources that can be used at different times of the year.
- 53 There is a good supply of resources in the school for all areas of the curriculum, and they are kept in places that are easily accessible for staff and pupils. The supply of resources is regularly reviewed.
- 54 All staff are efficiently deployed. The school has recently restructured the staff, ensuing in the expanding of the senior management team to include two members in addition to the headteacher and her deputy.
- 55 The school conscientiously oversees the school budget, keeping a close eye on the amount of under expenditure. The school provides good value for money.

Recommendations

In order to improve further, the school needs to:

- R1 extend the opportunities for pupils to write creatively across the curriculum;
- R2 address the shortcomings identified in the teaching;
- R3 refine the self-evaluation process so that it leads to specific findings;
- R4 ensure that the priorities identified in the SDP are ones that emanated from the self-evaluation process and that they are clearly identified, and
- R5 ensure that a group of parents respond appropriately to the school's expectations with regard to punctuality in the mornings.

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

- 56 The finding of the inspection team is different to the Grade 1 that the school awarded itself in its self-evaluation report. The inspection team finds that the self-evaluation report did not sufficiently identify the outstanding elements. The inspection team did not identify outstanding aspects either.

Grades for standards in the subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 1
Music	Grade 1	Grade 2
Physical education	Grade 2	Grade 1

- 57 The standards of achievement in the subjects inspected, in the lessons observed, were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	79%	4%	0%	0%

- 58 The above figures surpass the average for primary schools in Wales, as published in HMCI's Annual Report for 2007-2008, namely that standards are good or better (Grades 1 and 2) in 84% of lessons, and are Grade 3 in 15% of lessons. In comparison with the standards achieved in the previous inspection, the 'very good' standards are similar, the 'good' standards are much higher, whilst the 'satisfactory' standards (Grade 3) are substantially lower.
- 59 The overall quality of educational provision for children under five is appropriate for their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 60 Pupils throughout the school display a good understanding as they engage in their work and gain new information easily, according to their age and ability, through investigation and work of a practical nature.
- 61 They show a good awareness of personal targets that were partly drawn up by the pupils themselves and they attain these successfully within the lessons and activities.
- 62 Children under five years of age develop good key skills through their activities in the learning areas of the Foundation Phase. They develop literacy skills through creating labels for vegetables planted in the garden, and they extend their grasp of prepositions when hiding, finding and moving the 'Bwgan Drwg'. They develop mathematical skills as they discuss prices in the cafe or create a bar chart to record the different flavours of ice cream. Their ICT skills are developing as they control the computerised Bee-bot and as they interact on the interactive whiteboard under the guidance of an assistant.
- 63 Pupils in key stages 1 and 2 develop key skills in literacy through recognising words that label car components within their work in design and technology,

when composing on the pattern of Martin Luther King's famous speech, or through recording, from personal experience, that which is important to them. Even so, pupils throughout the key stages do not compose sufficient pieces of free writing in tasks across the curriculum.

- 64 In key stages 1 and 2, pupils develop good mathematical skills as they discuss an specific time-line on which to place kitchen tools; during role-play, they buy and sell goods in 'Mr Gruffydd's shop'. Their ICT skills develop appropriately as they create posters of facts about the Earth, compose a tune and use a specific program to record data on methods of travelling to school.
- 65 Pupils throughout the school develop good bilingual skills and the vast majority develop a good grasp of oral communication skills in both languages.
- 66 In 2009, key stage 1 pupils' results in the three subjects assessed, namely Welsh, mathematics and science were very good, and were better than the results for the county and for the rest of Wales. The percentage of pupils who succeeded in attaining level 3 in the subjects in comparison with the expected level 2, was much higher than the corresponding percentage in the 'similar family' of schools and in the remaining schools in Wales. In comparison with results in their 'similar family' of schools, these results place the school amongst the highest 50% of schools.
- 67 In 2009, the results of pupils in key stage 2 in the four subjects assessed, namely Welsh, English, mathematics and science were better than the county and the whole of Wales results. The percentage of pupils who attained level 5, in comparison with the expected level 4, was substantially higher than the corresponding percentages in the schools of their 'similar family', the county and Wales. When comparing them with the results of the schools in their 'similar family', the results in Welsh and English placed the school amongst the highest 25% of schools, the results in mathematics were bordering on the highest 25% of schools and the results in science bordering on the highest 50% of schools.
- 68 In key stage 1, there has been some variation in results over the last four years, without a regular pattern emerging in the subjects or from year to year. Although results of pupils in key stage 2 have dropped slightly in 2009, the picture over the last four years shows a definite improvement across the subjects assessed
- 69 Overall, there is no obvious pattern of under-achievement amongst the boys, although the performance of girls is slightly better in key stage 2.
- 70 Pupils throughout the school fulfil their potential well and, overall, understand what they are doing and that which they need to do in order to improve. They can observe the performances of fellow pupils and offer meaningful comments in order to encourage an improvement in the performance.
- 71 Pupils' ability to work together is one of the strengths of the school. They take advantage of opportunities in an outstanding manner to work together in groups in order to solve problems or to respond to the challenge of tasks, and they persevere well when discussing possibilities and when practising their skills.
- 72 In some subjects, such as physical education, pupils display outstanding ability to be creative, using imagination and flair to give polished performances.
- 73 Throughout the school, pupils make outstanding progress in their personal and social development. They communicate together constructively, respecting each

other's opinions and competing against each other in a good spirit. They are ready to offer suggestions on charities to support, in order to help those who are less fortunate than themselves and they respond well to all opportunities to show camaraderie. They respond well during sessions of collective worship, whether at class, key stage or whole-school level. A number of individuals are confident enough to lead the prayers spontaneously, in a devotional manner.

- 74 Pupils' behaviour is outstanding. Throughout the school, they display courtesy and politeness of the highest order and are mature in the manner in which they greet adults and converse with them.
- 75 Pupils' attendance is good, with an average of 94.9% over the three whole terms before the inspection. These figures exceed the LEA percentages and also the percentages of primary schools in Wales. Although the vast majority of pupils are punctual in the mornings, there is a significant group who are quite late. Clear evidence of this was seen during the inspection.
- 76 Throughout the school, pupils' understanding of the world of work and entrepreneurial issues is increasing. They visited a wind farm in a village in Dyffryn Conwy and had an opportunity of discussing aspects of the work when the owner visited the school. Children in the reception class made products in order to sell them at the school fair.
- 77 Pupils are knowledgeable about sustainability issues. Their activities are led by ideas discussed by the eco-council and they respond enthusiastically by discussing waste reduction, recycling and aspects of conservation.
- 78 Pupils have a good understanding of global citizenship. They have a good depth of understanding as they contribute to 'Link Rumania', or as they celebrate other people's cultures, such as those from Africa, and as they hold an 'Italian Day'.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 79 The findings of the inspection team differ from the Grade 1 given by the school in its self-evaluation report. The inspection team considers that although the teaching is consistently good or better with only a few shortcomings, there were insufficient outstanding features to award a Grade 1.
- 80 Thirty-three lessons or parts of lessons were observed and the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	67%	12%	0%	0%

- 81 The quality of teaching in lessons surpasses the average for the whole of Wales for 2007-2008, as published in HMCI's Annual Report, namely that the quality of teaching is Grade 1 or 2 in 83% of lessons, with 16% of them outstanding.
- 82 The high percentage of good teaching reflects the professionalism of the staff. They encourage pupils well to ensure excellence, and examples of good teaching were seen in every class. The outstanding working relationship that

exists between teachers and pupils promotes effective learning and the pupils' enjoyment in the activities prepared for them is evident in their responses.

- 83 Pupils respond appropriately to the teachers' expectations with regard to work and behaviour. Good work is praised and the attitude of celebrating effort and attitude towards work is an effective feature of the teaching.
- 84 Overall, teachers have good knowledge of the subjects they teach and of the requirements of the Foundation Phase. They use a variety of teaching strategies and a range of relevant resources in order to offer the pupils valuable learning experiences.
- 85 The outstanding features of the teaching include:
- lively and energetic presentations and the ability to use the voice to stimulate pupils' interest;
 - extending pupils' abilities to investigate, experiment and discover;
 - challenging pupils to choose and make decisions, promoting independent learning;
 - outstanding collaboration with classroom assistants as they support groups and monitor children's progress;
 - taking outstanding advantage of opportunities to extend pupils' vocabulary and sentence patterns, and
 - ensuring opportunities for a wide range of pupils to respond and evaluate.
- 86 Good features of the teaching include:
- effective lesson planning, with pupils aware of the success criteria;
 - good classroom management;
 - offering good opportunities to review previous work and develop key skills;
 - effective use of visualisers and the interactive whiteboard in evaluating and promoting learning experiences;
 - good questioning techniques, that challenge and stimulate pupils to develop their thinking skills;
 - purposefully developing pupils' bilingual skills;
 - drawing attention to specific techniques in physical education lessons, and
 - motivating pupils to 'show and learn' and to benefit from each others' experiences.
- 87 Shortcomings in the teaching include:
- an overdependence on teacher-directed activities, which results in lack of opportunities for pupils to work independently, and
 - expectations that are insufficiently high with regard to pupils' achievements and tasks that are not sufficiently differentiated.
- 88 Teachers have good knowledge of the National Curriculum (NC) and of recent developments, such as thinking skills and assessment for learning. They benefit from a range of training courses that promote national priorities.
- 89 Lessons are well structured, with clear learning objectives. In the best practice, the planning and teaching pay good attention to the constant development of the

key skills. However, insufficient opportunities are offered for pupils to develop and extend their writing skills enough across the curriculum, as they progress through the school.

- 90 Good use is made of group work, which is well managed, and classroom assistants make a very valuable contribution in leading and undertaking activities. Pupils are trained to actively contribute, and a notable example of this was seen as the older pupils in the school shared their research with their peers in a successful 'Information Market' session.
- 91 The school meets the needs of each pupil and the provision, the school's environment, the effective organisation and collaboration between members of staff provides well for pupils with disabilities and ALN.
- 92 Pupils' bilingual communication skills are developed well throughout the school and across the curriculum, through purposeful strategies and through giving appropriate attention to extending vocabulary and sentence patterns in both languages. Overall, in the majority of subjects, opportunities are offered to develop the Cwricwlwm Cymreig.
- 93 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress, and monitors them regularly. A detailed assessment policy that provides clear guidance has been prepared. Assessment opportunities are identified in the plans and the procedures are implemented throughout the school. In the Foundation Phase, detailed field-notes are kept, which identify pupils' needs and are then transferred to a permanent record, in order to set strategies to respond to them. During lessons, teachers carefully monitor pupils' progress and the majority of teachers make good use of closing sessions to consolidate the lesson's success criteria.
- 94 Purposeful use is made of baseline assessment, end of key stage assessments and individual educational plans (IEPs), in line with the requirements of the Code of Practice. Each child's progress is monitored through regularly tracking pupils' progress and collating the information electronically as they progress through the school. A successful example was witnessed of 'grouping' in a core subject, in order to meet the needs of particular cohorts of pupils.
- 95 As a result of working with primary and secondary schools in the catchment area, a system of keeping subject portfolios of levelled work has been adopted, in order to moderate and verify the accuracy of assessments made of pupils' work. Samples of work in the core subjects are kept in a separate portfolio as level exemplars.
- 96 Pupils' ability to assess their performances and to set personal targets, which are reviewed termly, is developed. These are placed in their homework books and also in their Reading Records. Strategies such as 'discussion partners' and responding to each other's work successfully encourage pupils to take a prominent role in taking responsibility for their learning. As yet, the practice of teachers and pupils using symbols in line with the marking policy has not been sufficiently established.
- 97 Although pupils' written work is marked regularly, the practice of offering constructive comments on methods of improving particular aspects of the work is not sufficiently consistent throughout the school.

- 98 Parents are invited to school each term to discuss their children's progress. After receiving reports at the end of the year, they receive an opportunity to discuss them further. The reports meet the statutory requirements and include details on attainment, personal qualities, further comments and the way forward for each child. Some parents feel that the annual reports do not offer a specific enough picture of their child, although they do appreciate the personal comments that are added.

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

- 99 The findings of the inspection team agree with the Grade 1 judgement given by the school in its self-evaluation report. The outstanding features of the provision include the rich experiences provided for learners, the effective partnerships with other providers, the developing of pupils' entrepreneurial skills and education for sustainable development.
- 100 The school succeeds well in meeting the needs and interests of learners in each age group. The use made of the outdoor environment is a strong feature of the provision.
- 101 The curriculum is broad, balanced and flexible and good use is made of staff expertise in order to ensure continuity and progression throughout the school, which includes mixed age classes in key stage 2. The Foundation Phase has been firmly established with very effective provision in each area of learning. These methods and experiences are further developed in Y1.
- 102 Co-ordinators are in the process of updating their schemes of work in key stage 2 and are collaborating in order to offer clear guidelines on intergrating the curricular subjects to seasonal themes. Good use is made of staff expertise to ensure that all planning promotes pupils' skills. Pupils are included in the process, through activities such as gathering ideas and 'thinking maps'.
- 103 Good opportunities are planned in order to promote the key skills of speaking, listening, reading, numeracy and use of ICT. However, insufficient opportunities are given to pupils to develop their creative writing skills, in both languages, in subjects across the curriculum.
- 104 Planning identifies specific opportunities for pupils to apply their thinking skills and offers good opportunities for independent learning and problem-solving.
- 105 Outstanding extra-curricular activities enrich pupils' experiences. There is good support for the after school clubs and for the breakfast club. Members of staff and parents work well together to offer a variety of activities, where opportunities are provided for pupils to refine their skills in football, rugby, hockey, netball, cricket, dance or in the Urdd Club, where they receive opportunities to develop their skills in art and music.
- 106 Good use is made of visits and visitors to reinforce the activities and enrich pupils' experiences. They receive valuable experiences through visiting places of cultural interest and places of work, such as Llangollen and the Information Technology Centre in Denbigh. Older pupils benefit from residential experience in Pentrellyncymmer and Glan-llyn, which promotes their personal and social

development, as well as providing enjoyment. Members from the community come into the school to share their experience and expertise in poetry and the history of the locality.

- 107 The pupils' spiritual, moral, social and cultural development is promoted in an outstanding manner within the daily life of the school. Pupils' cultural development is a very important part of the school's ethos and is nurtured from the Foundation Phase. The school has received the International School award. They are proud of their language and traditions, while learning to respect other traditions throughout the world. International issues are given a prominent place through the arranging of a specific 'international week'. Pupils develop information, skills and appropriate attitudes towards people and places in the world. In addition, pupils at the upper end of the school have opportunities to develop their skills in an additional language.
- 108 Collective worship sessions have a reverent atmosphere and offer pupils time to think and reflect on the state of our world and the importance of showing respect and ownership. They fully conform to statutory requirements. The sharing of moral messages, such as giving thanks for what we have, is emphasised strongly within the provision. An outstanding element is pupils' eagerness, through the school council, to raise money in various ways to help others in society and to contribute to different local and international charities, such as the local hospice, Tŷ Gobaith and orphaned children in Rumania.
- 109 The school's personal and social education (PSE) framework gives pupils the opportunity to take part in circle-time discussions and these sessions are purposefully timetabled. They nurture moral and social values and the pupils are given opportunities to consider the feelings of their peers.
- 110 Another excellent feature in the school is the ability to take every advantage of links and partnerships to extend pupils' experiences. Parents strongly support the aims and work of the school. They receive detailed information on the school website, through comprehensive newsletters, regular letters and end of year reports. Through the local newspaper, pupils ensure that the school's activities are made known to the community. They receive practical support, such as help to develop the school grounds and to create valuable outdoor equipment. The school appreciates the contribution of the Fire Service, Cydcoed Agency, Forestry Commission and local sponsors. A substantial amount of money is raised through the Parent-Teacher Association to buy additional resources. There was an outstanding example of parents, former pupils and members of the community working together to produce the show 'Magu Gwreiddiau', to recall the school's unique history. Students and pupils come to the school on work experience, benefitting from the support they receive.
- 111 There are extensive transfer links with the nursery group and the secondary school, in order to ensure a smooth transition, socially and academically, between Y6 and Y7. Curricular transfer packs, including a DVD, have been created and visits are planned in detail, in order to convey information.
- 112 The school offers outstanding opportunities to extend pupils awareness of the world of work and entrepreneurial skills. There are regular visits to a wide variety of locations, such as the Alternative Energy Centre. Pupils' awareness of the need to venture to create and make a profit is developing early and several examples were seen of success in the world of business. Obvious examples are

the profit made in the café in the Foundation Phase, with the 'Waladob Business Company' designing, pricing, marketing, making and selling calendars, and the products that are prepared for the stalls in the Summer Fair. Due to the initiative of the school council, a substantial sum has already been raised to provide a basketball court on the school campus.

- 113 Pupils' bilingual skills are promoted well and the requirements of the Cwricwlwm Cymreig are satisfied. Pupils' ability to use both languages concurrently is an evident. Pupils are proud to be Welsh and of their ability to speak Welsh. Thematic work and numerous activities, such as visits by poets, competing in eisteddfodau and performing in the community, enrich and promote pupils' awareness of Welsh culture.
- 114 There is a clear equal opportunities policy and the inclusive ethos reflects the commitment to equal access for all in all aspects of school life.
- 115 There are outstanding features to the quality of the provision in education for global citizenship and sustainability, emanating from the work of the co-ordinator and the enthusiastic eco council. Very good sustainability practices are implemented through conserving energy, recycling paper and old shoes, composting, selling vegetables and improving the wild area within the school grounds. Pupils support fair trade issues keenly and their awareness of global citizenship contributes very effectively to the outstanding quality. The school has received the bronze certificate.
- 116 The substantial range of school activities reflect national priorities and promote lifelong learning very effectively.

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

Grade 1: Good with outstanding features

- 117 The findings of the inspection team differ from the Grade 2 that the school awarded itself. Excellence was seen in a number of aspects in this area, such as the use of classroom assistants, the progressive effort to nurture health and fitness amongst pupils and the quality of the provision for equal opportunities.
- 118 The quality of the care, support and guidance offered to pupils is outstanding. The school is a very caring and organised community, and the ethos is peaceful, inclusive and secure. Pupils are happy at the school, and they show respect for each other and towards adults. Pupils are given a high level of support and guidance, and a vast number of classroom assistants are employed, who make an outstanding contribution to the school's curricular and extra-curricular activities.
- 119 There is a good relationship between the school and its parents. At the end of the previous school year, a questionnaire was distributed to seek their opinion, and there was evidence that the school had responded positively to the findings. Overall, the questionnaires completed by parents prior to the inspection showed strong support for the school.
- 120 There are very effective and appropriate induction procedures to help pupils to settle into the school, such as inviting parents to come and see activities in the Foundation Phase before their children start at the school. There is a good relationship between the school and the Welsh secondary school to which the

pupils will transfer. Sessions of sharing information are held to explain aspects of the curriculum to parents, such as those held for mathematics and ICT.

- 121 The school succeeds well in monitoring pupils' attendance levels and targets are set in order to attain higher figures. However, the school has not succeeded in ensuring that all parents bring their children to the school on time.
- 122 There are outstanding elements in the manner that the school ensures the healthy development and well-being of its pupils, through its recent establishment of the 'Dal i Fynd' club where pupils receive extra sessions of physical fitness. The school is part of the 'Bobs' county scheme which focuses on healthy eating, where a group of pupils are trained to transfer to others their knowledge of the healthiest foods. The pupils also raise awareness of healthy foods through helping to prepare some of them, nurturing a sense of ownership in this respect. The school has succeeded in attaining the second step of the Healthy Schools scheme.
- 123 The school council is fully committed to school activities. Its comments and ideas are respected, and the members take an active role in a variety of fund raising activities during the year. Each pupil has the opportunity to present their ideas to the school council by means of the Ideas Box, which is placed in a prominent place at the school.
- 124 The headteacher is the designated person for child protection at the school and a nominated member of the governing body also has responsibility for this aspect. Every member of staff employed at the school has received training, and they are all familiar with the steps to be taken were the need to arise.
- 125 The provision for ALN is good. It responds to the requirements of the Code of Practice, and pupils' needs are identified as soon as possible. The IEPs are prepared for them in liaison with the teachers. The governing body representative has reasonably detailed knowledge of the school's procedures in this area.
- 126 Currently, there are 58 pupils on the register, and they are mainly supported by classroom assistants under the leadership of the school's co-ordinator. However, the work is not always sufficiently and purposefully focussed and planned to ensure that pupils make the best possible progress.
- 127 All pupils are treated equally, whatever their social, linguistic or ethnic background, and equal opportunities are given for girls and boys to become involved in every activity. The school fully implements its racial equality policy. Effective measures are in place to eliminate aggressive behaviour.
- 128 The school has an effective Accessibility Plan, and ease of access has been ensured to all parts of the school. There is outstanding care for pupils with physical disabilities through a specific provision made for them, such as the Sensory Corner. There is provision for supporting pupils with disabilities on an individual level, through employing assistants to work alongside these pupils in the classroom.
- 129 The school makes an outstanding contribution to ensure that pupils recognise and respect diversity through holding activities such as the 'International Week', to raise awareness of the traditions of different countries. There are examples of pupils responding to the school register through using foreign languages, and

foreign traditions are given a place in subjects such as music. The school received an International School accreditation for the excellence of its community activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 130 The findings of the inspection team differ from the Grade 1 awarded by the school in its self-evaluation report. The finding of the inspection team is that the need to award corresponding grades to key questions 1 and 5 does not allow the awarding of a Grade 1 to key question 5. In addition, there were insufficient aspects of this question that were judged to be outstanding.
- 131 Since her appointment in 2007, the headteacher has proved to be a very valuable asset to the school, and through her vision and commitment, the school has developed in several directions. She has acted effectively to provide a team of teachers and assistants that match her aspirations for the development of the school. She has gained the respect of the governing body, which is supportive of all the school's activities.
- 132 The headteacher is supported by a deputy who was appointed earlier this year. In the absence of the headteacher during the period of the inspection, the deputy stepped in, leading the school as acting-headteacher extremely effectively and conscientiously.
- 133 There is an active senior management team at the school, which includes two senior teachers, as well as the headteacher and deputy. They undertake responsibilities that aim to encourage consistency throughout the school and to offer guidance on implementing specific strategies. Although they meet regularly, no record is kept of the meetings or their decisions.
- 134 The school is outstanding in its enthusiastic response to the initiatives promoted by the Welsh Assembly Government or by the LEA. Amongst the strategies are Eco-Schools, Healthy Schools, promoting fitness and entrepreneurial skills. In addition, a prominent place is given to the work of the school council and the school has secured an International School accreditation for its efforts in promoting pupils' awareness of global citizenship.
- 135 In line with statutory requirements, the school acts appropriately to implement the performance management procedure, and interviewing individual teachers annually is an integral part of discussing their developmental needs and targets.
- 136 Job descriptions have been drawn up for all staff employed at the school, and they identify the core responsibilities of the class teachers and the assistants. However, they contain no reference to the specific curricular area led by the teachers, and all of them do not include the relevant signature and the date on which they were agreed.
- 137 The governing body works conscientiously to help set the direction of the school and to monitor the quality of provision. The body meets the statutory requirements through meeting regularly and a structure of sub-committees operates effectively. There is a significant development in the way in which the governing body actively supports the school.

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

Grade 3: Good features outweigh shortcomings

- 138 The finding of the inspection team differs from the Grade 1 awarded by the school in its self-evaluation report. In the opinion of the inspection team, there are some shortcomings in the self-evaluation report and a lack of clarity in the manner that sets of development priorities are recorded in the SDP. The inspection team's findings agreed with the school's opinion in one of the seven key questions. In the other six instances where there was a difference of opinion, the inspection team awarded a higher grade than the school for one key question and a lower grade than the school for the other five key questions.
- 139 An effective policy and purposeful procedure for self-evaluation have been established, based on investigating direct evidence. Even so, the self-evaluation file contained a timetable for monitoring aspects of the Foundation Phase only, rather than a timetable for all the curricular areas.
- 140 Curricular co-ordinators have a good understanding of the responsibilities of their roles and commitment to their subjects. They were diligent in undertaking monitoring throughout the school earlier this year. Because several of the co-ordinators are recent appointments, their monitoring procedures are not yet fully established. There are a number of monitoring reports made by the headteacher and by certain co-ordinators; some of them do not note the date or the name of the person being observed or interviewed.
- 141 Earlier this year, a questionnaire was distributed to parents in order to gather their opinion on the provision. A good number of replies were received and analysed in detail, and the school responded positively to a specific suggestion. A questionnaire was also distributed to pupils during the current year. These aspects are examples of good practice.
- 142 The inspection team received a detailed and comprehensive self-evaluation report prior to the inspection. It contains appropriate attention to aspects of standards of achievement, curricular provision and leadership, and the various sources of evidence used are identified. However, the report is not sufficiently accurate in its identification of the aspects found to be outstanding, and aspects to be developed are not identified for the majority of key questions.
- 143 The current SDP is a document that has an acceptable order and format, and sets the school's context and includes a review of the implementation of the previous SDP. Development priorities for the forthcoming three years are identified. More than one set of developmental priorities are identified for 2009-2010, and the relevant action plans for them are not clearly recorded. It is not clear how the priorities identified arise from the self-evaluation process.
- 144 The role of the governing body has developed significantly recently. Members are linked to curricular areas, they visit school and meet members of staff and accept reports from co-ordinators. Over the previous two terms, a good number of reports have been drawn up by them, following monitoring visits that have been undertaken.
- 145 The school made very positive progress in responding to the key issues identified in the previous inspection. The school's leadership has improved

significantly, and there is a clearer direction to its development. Tighter financial management means that there is now only a small amount of under-spend. Standards of achievement have been raised in design and technology in both key stages and in ICT and physical education in key stage 2. The strategic role of the governing body has been strengthened, formalising its role of monitoring aspects of the school's provision. The governing body's annual report to parents now meets statutory requirements. The self-evaluation procedure has been developed to a great extent, ensuring the involvement of the subject co-ordinators. However, as yet, their findings with regard to pupils' standards of achievement are not secure.

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

Grade 2: Good features and no important shortcomings

- 146 The findings of the team differ from the Grade 1 that the school awarded itself in its self-evaluation report. Although there were outstanding aspects in the condition of the building and the use made of it, together with the use made of the teaching staff and assistants, the inspection team did not find outstanding standards in the way that the school manages its resources in order to ensure value for money. In addition, the inspection team awarded a Grade 2 to key question 1.
- 147 The school employs a sufficient number of teachers, who have a variety of qualifications and specialist subjects. Among them are a number of newly qualified teachers who are effectively monitored by a member of the senior management team. Effective use is made of teachers' expertise in areas such as physical education and music, through exchange of classes, and during periods of teachers' planning, preparation and assessment (PPA).
- 148 The secretary, employed on a full-time basis, contributes very well to the daily smooth running of the school.
- 149 A vast number of nursery assistants and classroom assistants are employed who work very effectively with teachers; they make an outstanding contribution to the school's curricular and extra-curricular activities. Some of them have gained higher qualifications, and effective use is made of these in order to take a class whilst the teacher undertakes his/her PPA time. The assistants also have an active role in the daily planning of classes. The school is proactive in the way it ensures that all its staff receive valuable opportunities to develop professionally.
- 150 The accommodation is pleasant, spacious and in outstanding condition, and effective use is made of it. Appropriate attention is paid regularly to issues regarding maintenance of the building. The rooms are spacious and open, and the school is about to receive use of a new classroom for pupils in Y2, in order to respond to the increase in pupil numbers.
- 151 There are extensive grounds surrounding the school, which are used outstandingly in an educational way in areas such as art. The field around the school is a very worthwhile resource for regular sporting activities. Grants have been secured for additional outdoor equipment, such as an adventure course and a climbing wall.

- 152 A room has been designated as a computer suite, and appropriate use is made of it. The school has adapted and provided appropriately for developing the Foundation Phase, and there is an outdoor area that has a good supply of resources that can be used at different times of the year, since the school has recently acquired appropriate canopies to facilitate this.
- 153 There is a good supply of resources in the school for all areas of the curriculum, and all these resources are kept in places that are easily accessible for staff and pupils. The library was recently relocated into two areas and the supply of books they held were seen to be in a good condition. The supply of resources in the various curricular areas is regularly reviewed.
- 154 All staff have been efficiently deployed. The statutory requirement for the work load agreement is implemented appropriately and the non-contact times are used appropriately through collaborative planning as learning years. Effective use is made of the higher teaching assistants for some of these periods. Fairly recently, two of the teachers were promoted to posts with 'teaching and learning' responsibility.
- 155 Through its finance sub-committee, the governing body conscientiously oversees the school's budget, keeping a close eye on expenditure and the amount of under-spend. The senior management team also monitors the budget on a monthly basis.
- 156 The school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 157 Pupils in key stage 1 listen intently and develop as Welsh speakers very quickly. They have established a good relationship in their new classes and listen well to the stories and instructions. They use a good variety of sentence patterns and, in watching and listening to a range of interesting visual and aural stimuli, they extend their vocabulary in their oral work. The vast majority are confident in expressing their personal feelings and likes.
- 158 Pupils in key stage 1 develop their reading skills according to their age and ability. Through effective use of 'talking books', they develop accurate pronunciation. They show enjoyment of print, identifying well with characters in a story. They develop knowledge of the alphabet and become aware of the language sounds, building words confidently, and linking pictures with words. At an appropriate level, they make progress in their reading skills and begin to develop as independent learners. The best read intelligently, giving the appropriate attention to punctuation and intonation.
- 159 Through using words and picture symbols, pupils develop into writers and respond well to the experiences and stimuli within the class. They use effective adjectives to describe characters. A number can vary the beginnings of

sentences and pay attention to capital letters and full stops. They write for a purpose, such as when labelling parts of the body and identifying features of characters in a story.

- 160 Across key stage 2, pupils make effective progress and achieve very good standards in their oral work. Older pupils can express an opinion, develop ideas and respond appropriately to the opinion of others.
- 161 Pupils make good use of their reading skills in order to glean information from different sources. Overall, pupils' reading skills are developing well, with the best reading fluently and meaningfully, displaying a good understanding of the texts they are reading.
- 162 Younger pupils in the key stage are aware of rhyme and alliteration in poems, and develop their writing skills well in handling words in poems that rhyme.
- 163 Older pupils write to a range of purposes that include letters and autobiographical pieces. They record their memories clearly in the form of a 'thinking map', linking events with their feelings. The majority make good use of language conventions and succeed in writing interestingly. Their written work matures as they use adjectives and comparisons in their creative tasks, and they master the concise forms of the verbs appropriately when writing in the form of Branwen's diary. They use the facts effectively when creating a modern-day dialogue between two of the characters.
- 164 At the upper end of the school, a number of pupils can use a suitable style for the purpose and form, as when constructing a monologue in a refuge, a review of a show, creating a dialogue or expressing an opinion. They can predict meaningfully when discussing the novel 'Crisial y Pharo' and their study of the novel leads to writing convivial conversations and gathering interesting factual information.

Shortcomings

- 165 In key stage 2, the knowledge of a significant number of pupils about authors and literature appropriate to their age and interests is underdeveloped.
- 166 Although pupils in key stage 2 are familiar with evaluating their work, some of them do not give sufficient attention to correcting errors in mutation and syntax in their work.

Mathematics

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 167 In key stage 1, pupils can confidently handle numbers up to 100. They can count forwards and backwards, recognise and differentiate between odd and even numbers, double numbers and 'bridge' the tens through a variety of activities. They can place numbers in their order according to size and undertake setting work that leads to an understanding of the 2, 3, 4 and 5 multiplication tables.
- 168 Pupils in key stage 1 understand how to gather data using facts from everyday life, through creating a frequency table to construct either a block graph or a

pictogram. Pupils show understanding in discussing and analysing the data purposefully.

- 169 Pupils have a good awareness of shapes, and can name them and see their relevance to the world around them. They understand the difference between two and three-dimensional shapes, and can discuss their properties when sorting them appropriately.
- 170 In key stage 1, pupils understand how to identify time on the half hour and quarter hour as well as relating that knowledge to angles, making quarter and half turns. They are confident in discussing the months of their birthdays and know the sequence of the months.
- 171 By Y3/4, pupils understand the value of numbers over 100 and can use them to solve problems involving the four rules. They can double numbers up to 1000 confidently, and understand that multiplication and division are 'opposite' processes.
- 172 They can use money confidently, creating different totals with a variety of coins and solving simple problems by creating various totals.
- 173 When counting centimetre squares, pupils in Y3/4 can understand the relevance of the areas of difference shapes. They are also skilful in identifying the number of faces, vertices and sides to be found in different three-dimensional shapes.
- 174 By the end of key stage 2, pupils are skilful in handling seven-digit numbers, understanding place value up to thousands, and can multiply and divide two-digit numbers with similar numbers. They understand the relationship between percentages, fractions and decimals, as well as equivalent fractions.
- 175 When studying a leaflet giving a 'Special Offer on a Holiday', pupils can read and analyse the data, and set out the work methodically when finding answers for problems relating to money from the information leaflet.
- 176 Pupils in Y6 know the different angles, and can explain the difference between them and can measure different ones correctly. When looking at different shapes, they can find the area of some of them, such as rectangles and square angled triangles.
- 177 When working on the 'thinking mat', with a number of different elements to solve, pupils can discuss and analyse how to discover how much money was collected for a charity, working effectively with a partner. They realise that it is possible to use different methods to find the answer, and are confident in using and recording them in an intelligent way.

Shortcomings

- 178 In both key stages, a minority of pupils are slow to respond in mental maths activities.

Design technology

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 179 Pupils in key stage 1 can name a good number of different vehicles, and know of the main parts, their location and purpose in the vehicle. They know how components that have a movement element are set by different methods. They experiment inventively with axles, wheels and chassis, and use cut and paste skills to place the components.
- 180 Pupils are confident and inventive when using ready kits to create models of vehicles. They carefully design the plans of the vehicle they have chosen to make, some of the designs being detailed and precise.
- 181 When undertaking textile work to create puppets and soft toys, pupils show satisfactory cutting, stitching and gluing skills.
- 182 They are aware of the main steps in the 'design and technology' process and can make simple records of the process. They master the process of weaving with paper and cardboard to contribute to the class mural, and can weave with other materials, such as ribbons, felt and net, to create a rainbow.
- 183 To celebrate Mothers' Day, pupils apply themselves to cooking and decorating biscuits and to make and decorate greetings cards. When creating a fruit kebab, they can consider what is needed, such as the tools and the ingredients, and understand the importance of hygiene.
- 184 In key stage 2, pupils in Y3/4 can appropriately explain the working steps relevant to the subject, such as research, gathering and designing early ideas, making and evaluating.
- 185 Pupils in Y3/4 are very aware of health and safety guidelines, such as aspects of hygiene when dealing with food. When evaluating products, they can explain verbally the good features of a sandwich that has been prepared and can suggest what they would change the next time. They use some appropriate words, such as 'apron', 'clean', and 'safety' effectively.
- 186 Pupils in Y5/6 succeed in easily following instructions to create a model of a fairground ride that relies on mechanics, such as a merry-go-round. They understand the different types of movements well and succeed in using a kit and the Robolab program to control the movements of the model.
- 187 When designing and making models of a bridge that opens and closes, they undertake detailed measurements effectively, and can investigate the strength of the bridges and record the results.
- 188 They respond to the stimulus of the context through designing their early ideas and labelling them with simple descriptions. A good number of pupils can explain their ideas or designs verbally.
- 189 Pupils can create a simple electrical circuit to control the lights on a model of space, and they have a good understanding of controlling movements through pneumatic methods.

Shortcomings

- 190 There are no significant shortcomings.

Information technology

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 191 In key stage 2, pupils are outstanding in succeeding to create a finished and purposeful spreadsheet placing information in cells and refining the formula, when recording the sales in a party.
- 192 A number of key stage 2 pupils display outstanding skills when creating multi-media presentations using the PowerPoint program, and combine text and artwork skilfully. They use their skills when giving 'show and learn' presentations to their peers.

Good features

- 193 In key stage 1, pupils use information technology equipment and software with increasing skill in a variety of contexts.
- 194 Pupils in key stage 1 develop good skills when experimenting with interactive whiteboards.
- 195 They use an art package effectively to make interesting and relevant pictures for their thematic work.
- 196 They can control the mouse and the cursor well when using a word processing package, find the appropriate letters, the spacebar and the appropriate key and they know how to save and print their work with some help.
- 197 Pupils develop subject-relevant terminology and develop confidently when using Welsh terminology to discuss their work.
- 198 A number of Y2 pupils can compose a tune, namely a dance to go with the class theme, using the 'Compose World Play' program independently. They can 'drag' the sounds to the score and repeat the pattern to create an interesting composition.
- 199 The youngest pupils in key stage 2 can develop their skills effectively, finding a specific site on the Internet and word-processing confidently, and presenting their work neatly and correctly.
- 200 They use the Textease program confidently to record data collected, related to methods of travelling to school, in the correct columns. They analyse them and present them in graph form. They realise that changing the numbers in one cell can have an effect on another cell. They can change the colours on the screen and save their work confidently.
- 201 Older pupils use the Internet confidently to gather information. When creating texts with a word-processing package, they can input pictures from the web or use the Publisher program in order to create factual and colourful posters or information leaflets of a high quality.

Shortcomings

- 202 There are no significant shortcomings, but pupils throughout the school do not practise their work-processing skills consistently during lessons.

Music

Key Stage 1: Grade 1 – Good with outstanding features

Key Stage 2: Grade 2 – Good features and no important shortcomings

Outstanding features

- 203 In key stage 1, pupils have an outstanding understanding of sound quality and how to create and vary it through adapting the use of tuned and untuned instruments. They have a very good awareness of how each sound is produced and can vary these sounds effectively.
- 204 They have a very good understanding of what an orchestra is, and contribute effectively to creating a simple one within the class. They have an outstanding awareness of the necessary musical vocabulary in order to vary their presentation. They respond in outstanding fashion in varying the presentation under the direction of a conductor.
- 205 Pupils in key stage 1 can listen intently to a piece of music, offering outstanding comments and ideas when analysing and evaluating the piece.

Good features

- 206 Pupils in key stage 1 are confident when creating rhythms based on vocabulary, such as those of different foods, creating a complete composition that shows their understanding of musical beats.
- 207 In key stage 1, pupils display great enjoyment and enthusiasm when performing contemporary songs and they experiment knowledgeably when presenting their own ideas about movements to correspond with those songs. When singing together during collective worship sessions, pupils in both key stages do so tunefully and musically, giving clear expression to words.
- 208 Pupils in Y3/5 can analyse a choral piece, such as 'Plant y Celtiaid', and describe the pictures in it effectively. They can also use a computer program to compose short pieces of music based on the same themes and, overall, they can discuss these compositions confidently.
- 209 At the upper end of key stage 2, pupils are skilful in searching different sources for information on contemporary musicians. These pupils worked effectively with a contemporary musician in order to create their own instruments from recycled materials, before evaluating these instruments very effectively.
- 210 Pupils in Y5/6 have a broad knowledge of African musical instruments and features and can create a successful performance of rhythms based on cities from that continent. They can also create a rhythmic ensemble based on different names from Wales.
- 211 In Y5/6, pupils can see the similarities and differences in comparing two pieces of music such as The Planet Mars (Gustav Holst) and War of the Worlds (Jeff Wayne) or when comparing a traditional Indian folk song with a Welsh folk song, such as 'Ffarwel i Ddociau Lerpwl'.
- 212 The pupils in key stage 2 who receive instrumental tuition at the school on the harp, guitar and drums show great dexterity in performing pieces on those instruments in public.

Shortcomings

213 In key stage 2, some pupils' knowledge of famous and contemporary musicians and composers from Wales and beyond is limited.

Physical education

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

214 Pupils in Y3/4 display outstanding skills in creating and performing dance movements, through working extremely effectively and productively in groups.

215 In the upper years of key stage 2, pupils have outstanding knowledge of the different muscles that are flexed and strengthened during specific activities, and they can name them correctly.

216 They display outstanding gymnastic techniques in responding to tasks that challenge them to create sequences of movements on large equipment and on the floor. The overall quality of their work is polished and refined.

Good features

217 Younger pupils in key stage 1 are disciplined when using floor space to warm up the body.

218 They display organised movements with good bodily control, imitating the movements of certain animals, showing good awareness of the features of the skills technique.

219 A good number of individuals confidently perform their movements in front of their peers, and are appreciated and evaluated by the vast majority of pupils.

220 Pupils in key stage 2 have a good awareness of the importance of working safely and they lift and move items of large equipment confidently and methodically.

221 They concentrate and persevere well when refining their performances, showing smooth movements, links between one shape and another and good jumping, landing and shape-holding techniques.

222 When working in pairs, they can effectively observe their peers' performances, expressing an opinion on the main features of the work and maturely offering advice in order to encourage further development.

223 A good number of pupils, mainly in key stage 2, master the rules of various games and compete keenly when representing houses within the school or when representing the school. Some of the school's teams are extremely successful when competing in games and tournaments that are arranged for them.

Shortcomings

224 There are no significant shortcomings.

School's response to the inspection

We wish to thank the inspectors for their thorough work during the inspection. We are pleased that they found Ysgol Bod Alaw to be 'a good school, that succeeds in gaining the commitment of all who belong to it, and is a source of pride in the local community.'

We appreciate the fact that they found pupils' behaviour throughout the school to be outstanding and that they display courtesy and politeness of the highest order. We feel that this reflects the excellent working relationship that exists between the teachers and pupils. We also take pride in the comment made in relation to the outstanding progress in pupils' personal and social development. It confirms the effect of implementing purposeful and specific strategies such as 'Dal i Fynd' and 'Food Matters' in the school.

We believe that the report confirms our commitment to those important features that belong to our school, in that we offer outstanding care, support and guidance to the pupils and that they are happy at school, displaying respect for each other and towards adults.

It is good to know that our committed staff and pupils succeed in ensuring that the quality of the teaching and learning surpasses the whole-Wales targets.

Following this successful inspection, we wish to add that Ysgol Bod Alaw is not content with 'good features', but strives rather for excellence in all fields. We welcome the report and recognise the importance of continuing to build on the school's current strengths. The recommendations of the inspection will be incorporated in the post-inspection plan and, through implementing them, we will strive to achieve even higher standards.

Appendix 1

Basic information about the school

Name of school	Ysgol Bod Alaw
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Abergele Road Colwyn Bay Conwy
Postcode	LL29 7ST
Telephone number	01492 530420

Headteacher	Mrs Gwenda Pringle
Date of appointment	September 2007
Chair of governors	Mrs Bethan Hughes Roberts
Registered inspector	Len Jones
Dates of inspection	29 September - 2 October 2009

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	23.5	39	51	43	41	40	38	41	316.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	13.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.04 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	89.1	94.7	95.3
Spring 2009	89.75	94.2	94.45
Summer 2009	92.4	95.1	94.93

Percentage of pupils entitled to free school meals	8.96%
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 2009			Number of pupils in Y2:		41		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	4.9	36.6	58.5
		National	0.2	1.3	8.6	63.4	26.5
Welsh oracy	Teacher assessment	School	0	0	4.9	34.2	61
		National	0.2	1.4	9.2	63.2	26
Welsh reading	Teacher assessment	School	0	0	9.8	46.3	43.9
		National	0.2	1.9	15.3	59.7	22.8
Welsh writing	Teacher assessment	School	0	0	14.6	43.9	41.5
		National	0.2	2.3	19.3	66.4	11.9
Mathematics	Teacher assessment	School	0	0	7.3	48.8	43.9
		National	0.3	2.0	10.7	64.9	22.1
Science	Teacher assessment	School	0	0	2.4	34.2	63.4
		National	0.3	1.7	8.1	65.4	24.5

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.2%	In Wales	81.1%

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009			Number of pupils in Y6		41						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4.9	34	61
		National	0.2	0	0	0.5	0.7	3	14.5	53	27.8
Welsh	Teacher assessment	School	0	0	0	0	0	0	7.3	31.7	61
		National	0.3	0	0	0.4	0.8	3.0	15.6	55.9	23.9
Mathematics	Teacher assessment	School	0	0	0	0	0	0	12.2	29.3	58.5
		National	0.2	0	0	0.5	0.5	2.6	13.6	53.1	29.2
Science	Teacher assessment	School	0	0	0	0	0	0	9.8	43.9	46.3
		National	0.2	0.5			0.4	1.8	10.6	55.7	30.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	87.8%	In Wales	77%

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The four inspectors spent the equivalent of 14 inspection days at the school, and met as a team before the inspection. The school's nominee and a peer assessor were part of the team.

These inspectors visited:

- 33 lessons or parts of lessons, 29 in the six subjects inspected and four in other subjects or aspects, including ALN, and
- registration sessions, class assemblies and collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents prior to the inspection;
- senior managers, teachers support and administrative staff during the inspection, and
- the school council.

The team also considered:

- the school's self-evaluation report;
- 39 responses to the parents' questionnaire, the vast majority of which were extremely positive;
- documentation provided by the school before and during the inspection; a wide range of pupils' previous and current work, and
- samples of pupils' reports.

Following the inspection, the team held meetings with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered Inspector)	Context, summary, recommendations; Key questions 1, 5 and 6; design and technology, physical education
Llinos Mary Jones (Team Inspector)	Key questions 4 and 7; mathematics and music
Audrey Evans (Team Inspector)	Key questions 2 and 3; Welsh and ICT
Gwynoro Jones (Lay Inspector)	Contributions to key questions 1, 3, 4 and 7
Rhodri Roger Jones (Peer Assessor)	Contributions to sections of key questions and subjects
Llion Williams (Acting headteacher)	Nominee

Acknowledgement

The inspection team would like to thank the governors, headteachers, staff pupils and parents at the school for their co-operation both before and during the inspection.

Contractor: EPPC/Severn Crossing Ltd
Suite F2A, Britannic House, Llandarcy, Neath SA10 6JQ