

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

**Ysgol Deganwy
Park Drive
Deganwy
Conwy
LL31 9YB**

School Number: 6622038

Date of Inspection: 18 October 2006

by

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16360**

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- * secondary schools;
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- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Ysgol Deganwy 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 Deganwy took place between 18/10/06 and 21/10/06. 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** 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 Deganwy is located in the town, and is maintained by Conwy Local Education Authority (LEA).
2. Pupils between the ages of 3 and 11 are educated in the school and, during the inspection, there were 252 pupils on the school register, including 32 nursery children who attend during the mornings only.
3. Children are admitted to the school on a part-time basis in September following their third birthday, and as full-time pupils in September following their fourth birthday.
4. The school describes its catchment area as one that is neither advantaged nor disadvantaged. Approximately 10% of pupils are entitled to free school meals. This figure is substantially lower than the corresponding figures for the county and for Wales.
5. About 77% of the pupils are from Deganwy; the other 23% come from further afield. The school also has a full-time class for pupils who have 'language and speech' difficulties; most of the 10 pupils who attend are from other areas in the county.
6. None of the school's pupils are from homes where Welsh is the predominant language spoken. Welsh is taught as a second language in the school.
7. The pupils represent the full range of ability. During the inspection, there were 44 pupils on the Additional Educational Needs (AEN) register, four of whom have a 'statement' of AEN.
8. The school was last inspected in November, 2000. At that time, there were 244 pupils on the school roll.
9. The present head was appointed in September 1992.

The school's priorities and targets

10. Amongst the priorities identified in the current School Development Plan (SDP) are:
 - to continue revising, and to consider implementing, the strategies for formative assessment;
 - to review and further develop the school's external environment for the early years;
 - to continue reviewing the Science/Eco-School Project;
 - to continue the involvement with the LEA's project in order to enhance the pupils' Welsh medium education; and
 - to continue the involvement with the findings of the Food/Healthy Schools Initiative.

Summary

11. Ysgol Deganwy is a good school, with several outstanding features. It is very well regarded by parents, who appreciate the manner in which the school provides for their children's education and welfare. Among several outstanding features of the school are the variety of curricular experiences provided, the use of resources, both inside and outside the building, and the fostering of pupils' independence and sense of responsibility.
12. The inspection team agreed with the school's self-evaluation judgements on all seven key questions.

Table of grades awarded for the seven key questions:

| Key question | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | Grade 1 |
| 2 How effective are teaching, training and assessment? | Grade 1 |
| 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 1 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | Grade 1 |
| 7 How efficient are leaders and managers in using resources? | Grade 1 |

Standards

13. The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
14. Pupils, in general, make outstanding progress in achieving the targets set for them. They are constantly aware of what is expected of them in lessons and respond well to the challenges set. Within a small minority of lessons, some pupils do not perform to their full potential in responding to their tasks.
15. Children under five display good development in their literacy skills, and are able to listen and respond appropriately to stories and to instructions. Nursery children begin to make marks on paper in their early efforts at writing.
16. The reception class children create simple number patterns effectively. Their information and communication technology (ICT) skills are developing well.
17. Key Stage (KS) 1 and KS2 pupils demonstrate outstanding skills in literacy activities, being attentive listeners and confident speakers. They read well and show effective research skills. The more able pupils at the top of KS2 demonstrate outstanding comprehension and deduction skills. Pupils make outstanding progress in their numeracy skills, and succeed in mastering

concepts and relevant terminology. The extended tasks they undertake in cross-curricular work, such as with 'Logo' tasks along with the activities involved in producing their school newspaper, allow them to develop outstanding ICT skills.

18. While the bilingual skills of children under five are developing appropriately, the development of the bilingual skills of pupils throughout KS1 and KS2 is uneven.
19. At the end of KS1 and KS2, in 2006, the performances of pupils were substantially higher than the all-Wales results in all three core subjects assessed. The school's results have been consistently higher than the all-Wales results over the last few years.
20. Pupils, in general, make good use of their time and work diligently. An outstanding feature of the school is the manner in which pupils of varying ages are able to work unsupervised, both within the classroom and areas such as the corridors and library. They co-operate well in pairs and in groups.
21. All pupils behave appropriately, with courtesy and a respect for others being features of their day-to-day conduct.
22. The attendance figures for the past three terms are good, showing an average of just below 95%. Pupils arrive at school punctually, and their punctuality following daily break-periods is of the same high standard.
23. The development of pupils' moral and social awareness is outstanding, and manifests itself in the way they help each other, showing tolerance and a caring attitude. Their awareness of equal opportunity matters is good. They respond positively when given the opportunity, at various times, to contribute to a number of good causes. Good features outweigh deficiencies with regard to pupils' spiritual development.

The quality of education and training

24. The quality of teaching, in the lessons observed, was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 48% | 40% | 12% | 0% | 0% |

25. The above percentages are higher than the national percentages quoted in the Chief Inspector's Annual Report for 2004-05, which show that 18% of the lessons are awarded grade 1, 61% are awarded grade 2, and 20% are awarded grade 3.
26. Where the teaching was awarded a grade 1 or a grade 2, there was sound lesson planning; a sharing of aims and outcomes with pupils; outstanding use of classroom assistants; an effort to develop pupils' independence; effective use of the interactive whiteboard; and lessons had an appropriate pace.
27. In the small minority of lessons where teaching was awarded a grade 3, the tasks did not extend pupils sufficiently, and opportunities were not grasped to develop pupils' skills and to move the learning on.
28. The quality of the school's assessment procedures is outstanding. Assessments are accurate and consistent, and they meet statutory requirements, including those for pupils with AEN. Teachers know the pupils

very well. Assessment is constantly used to steer the planning and to set purposeful targets.

29. Annual reports to parents conform to statutory requirements and are of good quality. The parents are very satisfied with the reports and they appreciate the opportunities they are given twice a year to discuss their children's work with the teachers.
30. The school responds in an outstanding manner to the pupils' learning needs. The excellent quality of the curricular provision is an outstanding feature of the school. The curriculum is broad and balanced, it has been planned in detail and with thought, and it ensures equal opportunities for all pupils. It fully meets the statutory requirements.
31. A notable feature of the school is the diversity of experiences provided for the pupils. The 'inclusive' ethos of the school ensures that volunteers from the community, artists-in-residence, members of the governing body and peripatetic teachers are able to contribute in specific ways to the pupils' development.
32. The learning opportunities provided outside the school enrich the curriculum. They include visits to places of educational interest and the effective and frequent use of the school allotment and similar, neighbouring sites.
33. The extensive learning experiences enjoyed by the pupils successfully foster their moral, social and cultural development. They have a clear sense of ownership and responsibility towards the school and its environment. The collective worship sessions and the personal and social education (PSE) lessons make a valuable contribution to pupils' development of moral and social issues and help them to respect values, such as truth and justice. However, the spiritual dimension is not always given enough prominence in the collective worship sessions.
34. Pupils' bilingual competence is generally fostered in the lessons and in other school activities. As yet, however, there is no uniform strategy that ensures quality, continuity and consistency in this matter.
35. There is outstanding provision for the teaching of sustainable development, with activities such as the composting of garden waste and the re-cycling of various items, being undertaken. The school's involvement with the Food/Science Project has contributed greatly to pupils' good awareness of local and national issues relating to healthy eating and to sustainability.
36. The quality of the care, the support and the guidance offered to pupils is outstanding. Pupils are very happy at school and a good relationship exists between them and their teachers and the learning assistants. There is a caring and inclusive ethos within the school and pupils firmly believe that they are valued and supported. The parents who expressed an opinion, both in the pre-inspection meeting and in their responses to the questionnaire, also have every confidence in the care and guidance offered to their children.
37. Teachers know the pupils well and they ensure that there is a safe environment for them. The younger children settle well in the school. They are well supported by teachers, assistants and by the school's older pupils. The

- 'playground pals' scheme, where pupils effectively encourage joint activities and children's inter-play, is outstanding.
38. The staff are aware of the school's detailed guidelines and of the designated member of staff with respect to Child Protection, and the action procedures have been well established.
 39. The provision for pupils with AEN is outstanding and fully meets statutory requirements. The school has appropriate arrangements to identify early the pupils who have Additional Learning Needs (ALN).
 40. The special class for providing additional support in language and speech for younger pupils contributes effectively to their development and they make good progress, according to their ability. They receive valuable support from all the adults present, who plan appropriately for their development.
 41. Appropriate attention is given to the diversity of pupils' backgrounds and effective action is implemented in order to ensure suitable support and guidance for those pupils who require any additional attention. During the inspection, a pupil whose parents come from two different European countries was observed receiving one-to-one support sessions in English.
 42. The school's policies and procedures encourage equality for all. Appropriate attention is given to fostering equality, with regard to both gender and race. Boys and girls are encouraged to be involved in all school-based activities.

Leadership and management

43. The school is led in an outstanding manner by a head whose vision is of a constantly evolving and improving school. He leads a committed team of teachers and assistants, and is ably supported by the governing body. He aspires to create an environment, both inside and outside the building, which is aesthetically stimulating. The overall ethos of the school is based on an atmosphere of respect between pupils and adults, and a willingness to give responsibilities to pupils.
44. The school's involvement with various initiatives is exemplary. Currently, there are projects and activities relating to formative assessment, healthy eating, fostering the pupils' bilingual abilities, and to sustainability issues.
45. The school management team, including the head, the deputy head and key stage leaders hold regular meetings to discuss on-going and developing issues.
46. The governing body is wholly committed to the school and the members are actively involved in its activities. They discuss any changes needed in the school prospectus and they produce an annual report to parents to outline their work. Both documents meet statutory needs. One member of the governing body is regularly involved with the ongoing matters arising from the SDP and reports at the ensuing meeting of the full governing body.
47. Sound self-evaluation procedures are in place and they incorporate the formal seeking of the opinions of staff, pupils and parents about the school, as well as the monitoring responsibilities of curricular leaders.
48. Amongst the responsibilities undertaken by the various curriculum co-ordinators are the monitoring of standards throughout the school, ensuring

continuity in pupils' experiences, sampling pupils' work and the audit of resources. However, the curriculum leaders do not, as yet, evaluate or comment on the quality of their colleagues' teaching.

49. The current SDP is a concise document, and considered by the head to be a 'working document', which is continually being referred to, revised and evaluated.
50. Outstanding progress has been made since the last inspection. One key issue was identified in the report, namely to revise schemes of work in line with the requirements of the revised curriculum of 2000. The school responded effectively to this issue and, during ensuing years, has continued to adapt and develop their schemes of work. In addition, improvements have been made to the school premises, including the new area for children under five, a new mobile classroom and the garden.
51. Pupils' education and welfare are very well-served by suitably qualified and committed teachers, conscientious and caring classroom assistants and numerous volunteers from the community. The secretary's contribution to the daily administration and day-to-day running of the school is a valuable one.
52. The school is very well-resourced in all curricular areas, with ICT, music and the library being particularly well-resourced. Pupils are given ready access to all resources. The garden and allotments provide further opportunities for pupils' educational experiences.
53. The building and the adjoining land are in good condition and the great majority of the classrooms offer an attractive and stimulating environment for pupils; the corridors are very efficiently used as additional learning areas.
54. The governing body keep a watchful eye on spending; any budgetary underspend is within recommended guidelines, and is generally used for priority aspects of the SDP. The school gives very good value for money.

Recommendations

In order to develop further, the school needs to:

- R1 implement a strategy that increases and regularises pupils' contact with the Welsh language;*
- R2 extend the existing good or outstanding practice within teaching into all lessons, in order that pupils constantly refine and develop their skills and understanding; and
- R3 further develop the curriculum co-ordinators' responsibilities, in order that they use lesson observations to comment on teaching matters as well as standards.

**This issue is already identified in the SDP.*

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 1 – Good with outstanding features

55. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
56. The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
57. Pupils, in general, make outstanding progress in achieving the objectives set for them. They are aware of what is expected of them in lessons and respond well to the challenges set. Within a small minority of lessons, some pupils do not perform to their full potential in responding to their tasks.
58. Children under five display good development in their literacy skills, and are able to listen and respond appropriately to stories and to instructions. Nursery children begin to make marks on paper in their early efforts at writing. The reception class children create simple number patterns effectively. Their ICT skills are developing well.
59. Their bilingual skills are developing appropriately, and they are increasingly able to understand and respond to simple instructions. They are able to respond to basic questions in Welsh and they enjoy singing simple Welsh songs.
60. Key Stage 1 and KS2 pupils demonstrate outstanding skills in literacy activities, being attentive listeners and confident speakers. They read well and show effective research skills. The more able pupils at the top of the KS2 demonstrate outstanding comprehension and deduction skills. Pupils make outstanding progress in their numeracy skills, and succeed in mastering concepts and relevant terminology. The extended work they undertake in cross-curricular tasks, such as with 'Logo' tasks and with the activities involved in producing their school newspaper, allow them to develop outstanding ICT skills.
61. The pupils' bilingual competency throughout both key stages is uneven, being good in certain areas, while good features outweigh defects in other areas.
62. In 2006, the pupils' assessments results in KS1 were very high, and are superior to the local authority and to all-Wales performances in all three subjects assessed, namely English, mathematics and science. When compared to the performances of similar schools, defined according to the number of pupils entitled to free school meals, the school's results were above than the median in English and science and equal to the median in mathematics.
63. In 2006, the pupils' performances in the subjects assessed at KS2 were higher than the county and the all-Wales performances in the three subjects assessed, namely English, mathematics and science. When compared to

- similar schools, defined according to the number of pupils entitled to free school meals, the school's results were above the median in all three subjects.
64. The pupils' performances in assessed subjects over the last three years show that the school has performed consistently better, in both key stages, than schools within Conwy and schools in Wales. The core subject indicator has consistently been high.
 65. The assessment statistics do not reveal any significant difference between the performance of boys and girls.
 66. Pupils, in general, make good use of their time and work diligently. An outstanding feature of the school is the manner in which pupils of varying ages are able to work unsupervised, both within the classroom and in areas such as the corridors and library. They co-operate well in pairs and in groups.
 67. All pupils behave appropriately, with courtesy and a respect for others being features of their day-to-day conduct.
 68. The attendance figures for the past three terms are good, showing an average of marginally below 95%. Pupils arrive at school punctually, and their punctuality following daily break periods is of the same high standard.
 69. Pupils' awareness of equal opportunity issues is very good, and they display a positive attitude towards those individuals at school who are of a different background or culture.
 70. The development of their moral and social awareness is outstanding, and manifests itself in the way they help each other, showing tolerance and a caring attitude. They respond positively when given the opportunity, at various times, to contribute to a number of good causes.
 71. From an early stage, pupils develop a good awareness of cultural issues, learning Welsh songs and nursery rhymes. Older pupils develop their awareness well through their curricular work in English, such as their study of Shakespearian plays.
 72. Pupils display a good awareness and knowledge of the world of work. In addition to welcoming visitors from local businesses to speak to them, the older pupils display entrepreneurial skills in the way they produce their half-termly newspaper, which involves selling advertising space to local businesses. They also evaluate and decide which items of their craft work are to be sold in the school fair.
 73. Pupils display an outstanding awareness of sustainability and global citizenship. Their activities in the extensive school allotments allow them to understand well the issues relating to local produce and to composting, while they also have facilities and opportunities to help recycle various items. Their involvement in the Healthy Food and the Eco-School Project, as well as the worthwhile PSE lessons they experience, further enhance their understanding of healthy lifestyles and dietary issues.
 74. Pupils, through the manner they use ICT to communicate with, and contribute to, an 'adopted' school in Ghana, develop a very sound awareness of global citizenship. They also communicate, on occasions, with schools in Nepal and Finland.

The quality of education and training

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

Grade 1 - Good with outstanding features

75. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

76. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 48% | 40% | 12% | 0% | 0% |

77. The above percentages are higher than the national percentages quoted in the Chief Inspector's Annual Report for 2004-05, which show that 18% of the lessons are awarded grade 1, 61% are awarded grade 2, and 20% are awarded grade 3.

78. Where the teaching was awarded a grade 1:

- there is outstanding planning, with the learning outcomes introduced clearly at the beginning of lessons and consolidated at the end;
- teachers have a sound knowledge of the National Curriculum (NC) and of the Desirable Outcomes for Children's Learning;
- adults employ skilful questioning strategies;
- classroom assistants are used very efficiently to support and encourage pupils;
- pupils' independence is developed; and
- pupils' previous knowledge is used effectively to develop the lessons.

79. Where teaching was awarded a grade 2:

- a variety of teaching strategies were used;
- effective use was made of the interactive whiteboard to support the learning;
- there was lively teaching with appropriate pace to lessons;
- teachers responded positively to pupils' ideas; and
- opportunities were grasped to use 'occasional Welsh' as a medium of communication.

80. Where teaching was awarded a grade 3, the tasks did not extend all pupils sufficiently, and opportunities were not grasped to develop pupils' skills and to move the learning on.

81. The quality of assessment procedures is outstanding. Assessments are accurate and consistent, and they meet statutory requirements, including

- those for pupils with ALN. Teachers know the pupils very well. Assessment is constantly used to steer the planning and to set purposeful targets.
82. Baseline Assessment is used appropriately. In the early years, effective use is made of the 'Travelling Together' booklet for assessing and recording the children's progress in the six areas of the Desirable Outcomes for Children's Learning. This procedure is useful, and considers the next stages to be taken in order to ensure further progress.
 83. Very thorough and purposeful systems are in place to ensure that the subjects are assessed in a systematic and regular manner. Samples of pupils' work, at various levels, are kept in a number of subjects, in order to standardize assessments. Purposeful use is made of a range of tests and assessments, and a detailed strategy exists to track each pupil's progress throughout his/her time in school.
 84. The personal targets set for pupils enable them to understand the purpose of assessment and encourage them to strive harder. Pupils are aware of their targets and they frequently discuss them with each other and with their teachers.
 85. The quality of the marking of pupils' work is of a high standard. The comments made are supportive and provide a clear guidance on how the pupils can improve the quality of their work.
 86. Annual reports to parents conform to statutory requirements and are of a very sound quality. They contain comments that record pupils' achievements and skills in all subjects, along with comments on their personal and social development, as well as other aspects. Targets are set for further development and these are shared with the parents. The parents are very satisfied with quality of the reports and they appreciate the opportunities they are given twice a year to discuss their children's work with the teachers.

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 |
|---|

87. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
88. The excellent quality of the curricular provision, and the manner in which it responds to pupils' needs, is an outstanding feature of the school. The curriculum is broad and balanced, it has been planned in detail and with thought, and it ensures equal opportunities for all pupils.
89. A number of policies have been adopted for the subjects of the NC, religious education and the Desirable Outcomes for Children Learning. They are purposeful documents that consider each subject's nature and requirements carefully. The teachers' schemes of work are good and they appropriately display the continuity of the learning. Within short-term planning, the teachers provide carefully for the development of the key skills, in literacy and communication, numeracy and ICT. The development of creative skills is well planned within subjects such as art and music. The fostering of pupils'

independence, in line with their age and aptitude, is a prominent feature of the provision.

90. A notable feature of the school is the diversity of experiences provided for the pupils. The 'inclusive' ethos of the school encourages volunteers from the community, artists-in-residence, members of the governing body and peripatetic teachers to contribute in specific ways to the pupils' development.
91. The rich learning opportunities provided outside the school extend and enrich the curriculum. They include visits to places of educational interest and the effective and frequent use of the school allotment and similar, neighbouring sites.
92. The extensive learning experiences enjoyed by the pupils successfully foster their moral, social and cultural development. They have a clear sense of ownership and responsibility towards the school and its environment. The collective worship sessions and the PSE lessons make a valuable contribution to pupils' development of moral and social issues and help them to respect values, such as truth and justice. However, the spiritual dimension is not always given enough prominence in the collective worship sessions.
93. The open manner of its involvement with parents and carers of pupils, and with other members of the community, is a notable feature of the school. A strong relationship exists between the school and the home, and parents and carers are very happy with the information they are given. Parents of early years children are given additional information to that which they receive in the comprehensive Parents' Booklet. The great majority of parents and carers sign the Home/School Contract. The 'Friends of the School' arrange a good number of events to support the school and its resources, and they raise substantial sums of money.
94. There are sound relationships between the school and the three secondary schools to which pupils transfer at the the end of their primary education. Year 6 pupils are involved with curricular transition activities, and teachers from the secondary schools visit Ysgol Deganwy. Heads of the catchment areas primary schools meet regularly; on occasions, the heads of the secondary schools also attend the meetings.
95. Latterly, purposeful efforts have been made within lessons and in school activities to foster the pupils' bilingual abilities. During the inspection, a successful physical education lesson in KS1 was taught wholly through the medium of Welsh; the pupils understood and responded well. As yet, however, there is no uniform strategy that ensures quality and continuity in this aspect.
96. A good emphasis is given to the *Cwricwlwm Cymreig*, through studying the heritage and culture of Wales. This is effectively developed through curricular activities and through events, such as concerts and performances, in the school and the community.
97. Pupils' learning experiences across the curriculum enable them to gain a range of valuable competencies that contribute towards the development of positive attitudes, independence and life-long learning skills.
98. There is outstanding provision for the teaching of sustainable development, with activities such the composting of garden waste and the re-cycling of

various items, being undertaken. The school's involvement with the Food/Science and Eco-Schools Projects has contributed greatly to pupils' awareness of local and national issues relating to healthy eating and to sustainability.

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

Grade 1 - Good with outstanding features

99. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
100. The quality of the care, the support and the guidance offered to pupils is outstanding. Pupils are very happy at school and a good relationship exists between them and their teachers and learning assistants. There is a caring and inclusive ethos within the school and pupils strongly believe that they are valued and supported. The parents expressed, both in the pre-inspection meeting and in their responses to the questionnaire, that they have every confidence in the care and guidance offered to their children.
101. Teachers know the pupils well and they ensure that there is a safe environment for them. The younger pupils settle well in the school. They are well supported by teachers, assistants and by the school's older pupils. The 'playground pals' scheme, where pupils encourage joint activities and children's inter-play, is outstanding.
102. The school has effective measures to deal with instances of aggressive behaviour and there is constant emphasis on showing respect for others and their property. Pupils confirm that they can turn to any member of staff at any time, for support, help and guidance.
103. The staff are aware of the school's detailed guidelines and of the designated member of staff with respect to Child Protection; the action procedures have been well established. Risk assessments are carried out regularly.
104. There are successful strategies in place to ensure high levels of attendance. Attendance and punctuality are monitored well and any action needed is taken promptly. The registers are kept appropriately and they meet with statutory requirements.
105. The provision for pupils with AEN is outstanding and fully meets statutory requirements. The school has appropriate arrangements to identify early the pupils who have AEN.
106. Four pupils have a 'statement' of AEN; there are 13 pupils on the school-action-plus stage and 27 on the school-action stage. The AEN co-ordinator, the head, the class teachers and the assistants have a sound knowledge of the needs of the pupils, and they offer them effective support, while ensuring that they have full access to the curriculum and to all the school's activities.
107. The Individual Education Plans (IEPs) contain specific targets that correspond to these pupils' learning needs. The IEPs are revised regularly and they are discussed with parents and pupils. The pupils' progress is monitored carefully.

108. The special class for providing additional support in language and speech for younger pupils contributes effectively to their development and they make good progress, according to their ability. They receive valuable support from the teacher and the assistants, who plan appropriately for their development.
109. The school's relationship with the parents of these pupils, as well as with external agencies and with the three secondary schools to which pupils transfer, is good with outstanding features. There is very effective co-operation between all those involved. The designated member of the governing body undertakes her responsibilities conscientiously. She has a sound knowledge of the school's procedures and she co-operates closely with the AEN coordinator.
110. Appropriate attention is given to the diversity of pupils' backgrounds and effective action is implemented in order to ensure suitable support and guidance for those pupils who might require any additional attention. During the inspection, a pupil whose parents come from two different European countries was receiving one-to-one support sessions in English.
111. The school's policies and procedures encourage equality for all. Appropriate attention is given to fostering equality, with regard to both gender and race. Boys and girls are encouraged to be involved in all school-based activities.
112. The school premises are accessible to pupils with disability; in the past, a pupil in a wheelchair and pupils who were visually impaired were on the school register.
113. Diversity and other beliefs and cultures are given prominence in the school's curriculum. This is exemplified particularly in several curricular areas, such as an English lesson observed, which was based on a story with an African background.
114. A notable feature was the specific effort made to raise the awareness of pupils, parents and carers of healthy eating. This included the year-long 'Healthy Eating' research project, and the 'Healthy Eating Menu' which was drawn up with the cooperation of Conwy Food Services.
115. The members of the school council respond well to the opportunity afforded them to voice their opinions and to make suggestions. They believe that the school's procedures are very effective in discouraging disrespectful behaviour and bullying.

Leadership and management

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

Grade 1 - Good with outstanding features

116. The inspection team's findings agree with the grade that the school awarded itself in its self-evaluation report.
117. The head offers outstanding leadership to the school. He has a vision of a constantly evolving and improving school. He leads a committed team of teachers and assistants and is ably supported by the governing body. He aspires to create an environment, both inside and outside the building, which

is aesthetically stimulating. The overall ethos of the school is based on an atmosphere of respect between pupils and adults, and a willingness to give responsibilities to pupils.

118. The school management team including the head, the deputy head, and key stage leaders holds regular meetings to discuss on-going and developing issues.
119. A good number of appropriate policies exist, both for curricular issues and for pupil welfare matters. Some of them have been recently revised in light of evolving requirements and developments.
120. The school's involvement with various initiatives is exemplary. Currently, there are projects and activities relating to formative assessment, healthy eating, fostering the pupils' bilingual abilities, and to sustainability issues.
121. The school undertakes its responsibilities relating to the teachers' professional development effectively, acting according to the Performance Management policy in overseeing teachers' annual objectives. A panel of the governing body monitors the head's progress in relation to his objectives.
122. Achievement targets are set for pupils annually, in the three subjects that are assessed at the end of both key stages. The pupils' performances are analysed by the head, and members of the governing body discuss the findings along with the targets for the following year.
123. The governing body is wholly committed to the school and the members are actively involved in its activities. They discuss any changes needed in the School Prospectus and they produce an annual report to parents. Both documents meet statutory requirements. One member of the governing body is closely involved with the ongoing matters arising from the SDP and reports at the ensuing meeting of the full governing body.
124. The members receive reports from curriculum co-ordinators on any monitoring of standards within specific subjects. Two members are very involved in the school, by virtue of the valuable voluntary work they undertake each week with groups of pupils in KS2, in aspects of design and technology, ICT and English. A third member made a valuable contribution when working with aspects of the Eco-School Project.

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

| |
|---|
| Grade 1 - Good with outstanding features |
|---|

125. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
126. The inspection team's findings agree with the school's judgements in its self-evaluation report on all seven key questions.
127. Sound self-evaluation procedures are in place and they incorporate the formal seeking of stake-holders' opinions about the school, as well as the monitoring responsibilities of curricular leaders.

128. Some time ago, detailed questionnaires were issued to parent/carers and to all pupils. The responses were analysed and found to be overwhelmingly positive in the way they viewed the school and its provisions. Staff questionnaires are distributed periodically, in order that teachers can identify their own development needs. All of this is good practice.
129. Amongst the responsibilities undertaken by the various curricular co-ordinators are the monitoring of standards throughout the school, ensuring continuity in pupils' experiences, sampling pupils' work and the audit of resources. A recording form is used to ensure consistency, and the co-ordinators are allowed opportunities to present findings and to discuss the curricular aspects with the members of the governing body. However, the curricular leaders do not, as yet, evaluate or comment on the quality of their colleagues' teaching.
130. The school's self-evaluation report is a useful document. It is concise, yet succeeds in referring to a good many aspects within the seven key questions. Comments made reflect a sound awareness of the school and its educational and pastoral provision, as well as obvious aspirations for the developing each pupil as a 'whole child'. There are several references to the role of curricular leaders. It does not, however, refer to the role played by the senior management team within the school.
131. The current SDP is a concise document, and considered by the head to be a 'working document', which is continually being referred to, revised and evaluated. Among the contents are the rationale for the document, the school contextual data, an overview of curricular areas and their standards, a review of the previous year's document as well as a list of 21 priorities, for completion between 2006 and 2009. The priorities are related to the findings of the monitoring and evaluation procedure; they have been appropriately budgeted for and linked to an action plan.
132. The school has made excellent progress since the last inspection. One key issue was identified in the report, namely to revise schemes of work in line with the requirements of the revised curriculum of 2000. The school responded effectively to this issue and, during ensuing years, have continued to adapt and develop their schemes of work. Other developments have taken place, namely the acquisition of the new teaching area for children under five, a spacious mobile classroom and the garden.

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

| |
|---|
| Grade 1 - Good with outstanding features |
|---|

133. The inspection team's findings agree with the grade the school awarded itself in its self-evaluation report.
134. The number of teachers, all suitably qualified, and the numerous classroom assistants who offer support to individual pupils or to groups of pupils, are an outstanding feature of the school's provision. The assistants are efficiently utilised, within lessons and to provide support for AEN groups. The numerous volunteer helpers are also used efficiently. The contribution of the secretary to the administration and day-to-day running of the school is a valuable one.
135. Teachers attend a good number of in-service training activities, usually organised by the LEA, in order to keep abreast of educational developments

- that enable them to fulfil the school's aspirations and to develop themselves professionally.
136. There are current job descriptions relating to teachers and assistants. They are of a uniform format and accurately relate to individual teachers' current responsibilities.
 137. The school administers the teachers' planning, preparation and assessment periods efficiently. The head testifies to the teachers' efficient use of their non-contact time and to its effect on standards, in particular where curricular planning is concerned.
 138. The building and the teaching areas are in sound condition, most classrooms affording sufficient space for teaching and learning. A minority of classrooms are small in area. The school is kept clean and tidy.
 139. An outstanding feature of the school is the use it makes of both internal and external spaces. Corridors are used efficiently as learning areas and offer stimulating environments; the library and music room are very well-resourced. The garden and allotments in the school grounds provide a particularly valuable resource area, and enhance pupils' learning opportunities.
 140. The governing body keeps a keen eye on the sufficiency and use of resources. They consider the sufficiency of teachers and assistants to be of prime importance. The current under spend is about 3% of the budget. Any under spend is used to fund a development priority identified in the SDP.
 141. The school gives very good value for money.

School's response to the inspection

The staff, governors and children at the school take great pride in the findings of the inspection team, following their visit to Ysgol Deganwy from 18 – 20 October, 2006.

It was pleasing to see that the grades 'one' awarded to each of the seven key questions corresponded to the school's self evaluation grades. The standards achieved are a reflection of an on-going process of continuous development over a number of years.

The school's achievements are due to the commitment and vision of all teaching and support staff, together with the backing of hard working and positive governors, parents and pupils.

An action plan will be put in place to address the recommendations noted in the report.

Appendix 1

Basic information about the school

| | |
|---------------------|--------------------------------|
| Name of school | Ysgol Deganwy |
| School type | Nursery and Primary |
| Age-range of pupils | 3-11 |
| Address of school | Park Drive Deganwy Conwy |
| Postcode | LL31 9YB |
| Telephone number | 01492 581285 |

| | |
|----------------------|---------------------|
| Headteacher | Mr Dafydd L Roberts |
| Date of appointment | September 1992 |
| Chair of governors | Mr Brian Hughes |
| Registered inspector | Len Jones |
| Dates of inspection | 18-20 October 2006 |

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 | 16 | 24 | 38 | 22 | 32 | 43 | 35 | 27 | 237 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 12 | 2 | 12.7 |

| Staffing information | |
|--|---------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20.1: 1 |
| Pupil: adult (fte) ratio in nursery classes | 5:1 |
| Pupil: adult (fte) ratio in special classes | 5:1 |
| Average class size, excluding nursery and special classes | 25 |
| Teacher (fte): class ratio | 1.2: 1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of School |
| Autumn 2005 | 80% | 95% | 95% |
| Spring 2006 | 82% | 93% | 91% |
| Summer 2006 | 80.5% | 93.8% | 95% |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 8% |
| Number of pupils excluded during 12 months prior to inspection | - |

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2006 | | | Number of pupils in Y2: | | 32 | | |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English: | Teacher Assessment | School | | 3 | 3 | 84 | 9 |
| | | National | | 4 | 13 | 63 | 20 |
| En: reading | Teacher Assessment | School | | 6 | 0 | 75 | 19 |
| | | National | | 3 | 11 | 63 | 23 |
| En: writing | Teacher Assessment | School | | 6 | 0 | 84 | 9 |
| | | National | | 5 | 14 | 69 | 11 |
| En: speaking and listening | Teacher Assessment | School | | | 9 | 88 | 3 |
| | | National | | 4 | 14 | 55 | 27 |
| Mathematics | Teacher Assessment | School | | | 9 | 75 | 16 |
| | | National | | 2 | 11 | 63 | 24 |
| Science | Teacher Assessment | School | | | 6 | 81 | 13 |
| | | National | | 2 | 10 | 65 | 23 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-------|----------|------------|
| In the school | 90.6% | In Wales | 80% (2004) |

National Curriculum Assessment Results End of Key Stage 2:

| National Curriculum Assessment KS2 Results 2006 | | | Number of pupils in Y6 | | 29 | | | | | | |
|---|--------------------|----------|------------------------|---|----|---|---|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | | | | | | | 14 | 34 | 52 |
| | | National | 1 | | | | 1 | 5 | 16 | 46 | 30 |
| Mathematics | Teacher assessment | School | | | | | | | 14 | 34 | 52 |
| | | National | | | | | 1 | 3 | 17 | 46 | 31 |
| Science | Teacher assessment | School | | | | | | | 7 | 52 | 41 |
| | | National | | | | | | 1 | 11 | 50 | 37 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|------------|---------------|---|
| by Teacher Assessment | | by Test | |
| In the school | 86.2% | In the school | - |
| In Wales | 72% (2004) | In Wales | - |

- 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 inspection was undertaken by a team of three inspectors who were present at the school for seven 'inspection days'.
- Meetings were held before the inspection with parents (where there were sixteen parents present) and with the governing body, to discuss life and work within the school.
- 49 questionnaires were returned from parents and they were analysed carefully.
- Discussions were held with the head and teachers.
- The school's documentation was inspected.
- 23 lessons, or part-lessons, were observed.
- Samples of pupils' work were inspected in each year group.
- Inspectors listened to a cross-section of pupils' reading in both key stages.
- Discussions were held with pupils on aspects of school life and on their work.
- Pupils' behaviour was observed during break times, lunch times and at the start and at the end of school sessions.
- The inspectors attended assemblies.
- Post-inspection meetings were held with staff and the 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, 6 and 7 Recommendations |
| Rhianwen Huws Roberts (Team Inspector) | Key questions 2, 3 and 4 and contributions to key question1 |
| Gwynoro Jones (Lay Inspector) | Contributions to key questions 1, 2, 3, 4, and 7 |
| Dafydd L. Roberts | School's nominee |

Acknowledgement

The inspectors wish to thank the management group, the headteacher, staff and parents for their co-operation and courtesy during the inspection.

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