

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

**Ysgol Ffordd Dyffryn
Ffordd Dyffryn
LLANDUDNO
Conwy
LL30 2LZ**

School Number: 6622044

Date of Inspection: 04 December 2006

by

**Len Jones
16360**

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Ysgol Ffordd Dyffryn 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 Ffordd Dyffryn took place between 04/12/06 and 07/12/06. 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Ffordd Dyffryn is situated on the west side of the town of Llandudno, and is maintained by Conwy Education Authority (LEA).
2. The school serves the neighbouring area, although a small minority of pupils come from other areas of the town. The home language of every pupil is English.
3. Pupils are accepted on a part-time basis in the September following their third birthday, and they become full-time pupils in the September following their fourth birthday. During the inspection, there were 104 pupils on the school roll, including 15 nursery children who attend in the afternoons only.
4. The school describes the catchment area as economically disadvantaged. As many as 38% of the pupils are entitled to receive free school meals, this being a substantially greater proportion than the corresponding number within the county or within Wales.
5. The pupils represent the full range of abilities. During the inspection, 48% of the pupils were on the school's Additional Learning Needs (ALN) register. These figures are substantially higher than those for the county and for Wales.
6. An Early Years Referral Unit, for pupils with behavioural problems, is located in the school. The vast majority of these pupils come from outside the school's catchment area.
7. The school was last inspected in November, 2000. The present head was appointed in July, 1993.

The school's priorities and targets

8. The school's priorities for the period 2006-07 include:
 - To ensure an adequate level of reading material, and access to resources which are appropriate to the needs and abilities of pupils;
 - To develop the investigative process in scientific enquiry;
 - To update resources in information and communications technology (ICT), to include interactive white boards and computers in the computer suite;
 - To provide an ideal atmosphere for the teaching/ learning of Welsh;
 - To renew the Investors in People Award; and
 - To improve communication with the Speech and Language Service.

Summary

9. Ysgol Ffordd Dyffryn is a school that puts great store on the welfare and the care of its pupils, and constantly works with the LEA to enhance its reputation as an 'inclusive' school. A feature of the school is the conscientious work of a team of teachers and assistants, led by a caring head.
10. The inspection team agrees with the school's judgements in its self-evaluation report on four of the seven key questions. Where there is a difference of opinion, the inspection team awarded a lower grade than that awarded by the school.
11. The inspection team judged the work of the school as follows:

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 3
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 2
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

Standards

12. Standards in the lessons observed are as follows:

Pupils' Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	71%	17%	0%	0%

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. In Key Stage (KS) 1 and KS2, in the subjects that were inspected, the standards are follows:

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Science	Grade 2	Grade 3
Welsh second language	Grade 3	Grade 3
Information technology	Grade 2	Grade 3
History	Grade 2	Grade 2
Physical education	Grade 1	Grade 2

15. Children under five and pupils in both key stages make good progress in their development of key skills within literacy, numeracy and ICT.
16. Pupils succeed well in solving problems when planning investigations, and their creative skills are good as they benefit from opportunities to devise situations in Personal and Social Education (PSE) lessons and when working alongside a visiting artist.
17. Although pupils throughout KS1 and KS2 listen daily to the use of 'incidental Welsh', such as during registration periods and when they receive instructions, they do not understand and use the language sufficiently well to communicate in a variety of situations.
18. Over the three years before the inspection, KS1 pupils' assessment results in the three core subjects have been consistently lower than the national averages. The results for KS2 pupils are generally above the national averages, when comparing with similar schools, as defined by the number of pupils entitled to free school meals.
19. Pupils develop ideas confidently and gain a good grasp of new concepts and knowledge. They can evaluate their own contributions and the performances of their peers in a mature way. Pupils who have ALN make good progress in line with their ability and age.
20. Pupils behave well; they are ready to co-operate within lessons, they offer support to fellow pupils, and they persevere with their tasks. They also behave well at play-times.
21. Over the last three terms, attendance figures have been satisfactory, with an average of between 91% and 92%. A small minority of pupils arrive late at school.
22. Pupils show outstanding progress in their social and moral development; they are considerate of others and are very good at showing empathy for other pupils' feelings during various activities. They contribute readily to good causes that the school chooses to support. When collective worship sessions permit, they show good progress in their spiritual development. Pupils have a good awareness of equal opportunity issues and, by respecting and supporting pupils who have ALN, they develop commendable social values.
23. Pupils partake in numerous activities within the community, being involved with the Christmas service at the church, workshops run by a chapel, visits to the town's art gallery and performing in an annual dance festival.

24. Pupils visit some workplaces, and members of the school council help to run a stall at the annual school fair. As yet, however, neither the pupils' awareness of industry nor their entrepreneurial skills has been sufficiently developed.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

- 26 The positive relationships that exist between teachers and pupils contribute significantly to the effective teaching and learning.
- 27 Amongst the outstanding features of the teaching are imaginative presentations, use of clear explanations and purposeful questions, and opportunities for pupils to collaborate and to make decisions.
- 28 Amongst the good features of the teaching are effective use of resources, including the interactive whiteboard, lessons that are well-structured and effective use of classroom assistants.
- 29 In the small minority of lessons where there are defects in the teaching, the tasks are not sufficiently challenging nor are teachers' expectations sufficiently high.
- 30 The school procedures for assessing and recording pupil progress are good. The school keeps comprehensive records of pupil achievements in all subjects and make effective use of them to monitor their progress. The annual reports to parents are of good quality and fully meet statutory requirements.
- 31 In general, the curriculum is varied and balanced and the provision allows full access and equal opportunities for all pupils. Appropriate schemes of work have been drawn up for all areas. The vast majority are useful documents that provide good guidance for teachers and ensure continuity and progression in the learning experiences. However, the scheme of work for history does not allow sufficient opportunities for studying important developments and significant events in Wales.
- 32 The school undertakes numerous visits and field-work experiences to enrich pupils' curricular experiences. Extra-curricular activities, such as sports clubs, as well as the visits of volunteers from the community, contribute positively to the pupils' standards of achievement.
- 33 The school promotes the pupils' awareness and understanding of global citizenship effectively by creating links and sharing visits with citizens of other countries, in particular as part of the British Council's Comenius Project.
- 34 Learning experiences are enriched by effective partnerships with the parents, members of the community and the LEA. The partnership with the secondary school to which pupils transfer at the end of KS2 is effective.
- 35 Pupils' awareness of the world of work is enhanced by links and visits to the fire station, the police, lifeboat and local supermarket. The school promotes education for sustainable development by studying ways to protect and maintain world forests, as part of the European project, and by encouraging pupils to

recycle certain materials. However, these aspects are not sufficiently developed and there is no specific strategy to guide them.

- 36 The school's provision for PSE is outstanding. Every staff member considers it a high priority and the co-ordinator shares good practice by providing training for other teachers within the county. The PSE policy is fully implemented in all school activities.
- 37 The quality of care, support and guidance provided for pupils is outstanding. Teachers and all auxiliary staff contribute effectively towards creating a congenial and positive atmosphere and a caring ethos within the school. Parents are happy with the care and guidance the teachers give to their children.
- 38 The school attends regularly to matters of pupil safety and their healthy development. A Breakfast Club, providing healthy food at the beginning of the day and a fruit shop for play-times have been established. An After-school Club is available for younger pupils who have older brothers and sisters at school. Safety is an important aspect of physical education lessons.
- 39 Effective procedures for child protection, including training for all staff members, have been established. The head and a designated member of the governing body are the 'responsible persons'.
- 40 The quality of the provision for pupils with ALN is outstanding and fully meets the requirements of the Code of Practice. The governing body member who has responsibility for ALN has a good awareness of the school's arrangements and provision.
- 41 Teachers ensure equal opportunities for all pupils in all aspects of the school's work. This is an inclusive school that admits and supports pupils who have often experienced difficulties at other schools. It provides outstanding support for pupils whose behaviour impairs their own progress, or the progress of other pupils.
- 42 The LEAs Early Years Referral Unit, for children and pupils who have behavioural problems, is located in the school. The provision and support offered, including regular opportunities to integrate into the school's classes and activities, is an outstanding feature.
- 43 The school has appropriate policies for fostering good equal opportunities, sex equality and race relations amongst all pupils. They are firmly implemented.

Leadership and management

- 44 The head leads the school conscientiously and the co-operation between him, the deputy-head and the remainder of the staff is a strong feature of the school's leadership. The head considers pupils' well-being and welfare to be of the utmost importance, and upholds the values that are contained in the school policies. The governing body refer to the policies constantly and revise them where necessary.
- 45 The school is involved with certain current initiatives. It has already been awarded the accreditation for Investors in People and for the Quality Mark, and is currently establishing the activities of the Healthy Schools Project. Initiatives

to raise pupils' awareness of sustainability and of the world of work are not sufficiently developed.

- 46 The governing body is very committed to the school. The members meet regularly; they attend to school policies, discuss changes to the school prospectus and prepare an annual report for parents.
- 47 The curriculum co-ordinators have a good knowledge of their subjects and they use the discussions they have with fellow-teachers to study samples of pupils' work, to identify gaps in the provision, schemes of work or resources.
- 48 As yet, the school's self-evaluation strategy does not adhere to a specific timetable that permits it to monitor whole-school aspects of its provision regularly.
- 49 The current School Development Plan (SDP) contains a number of development targets for implementing improvements. They include a date for their completion and, where relevant, a budgetary allocation.
- 50 The school has made good progress in relation to the key issues noted in the last inspection report. Standards of achievement have been raised in the subjects that were at that time found to be 'satisfactory'; the literacy skills of children under five have been developed and schemes of work have been revised. The history scheme of work remains defective, however, since it does not relate sufficiently to the requirements of the National Curriculum (NC) in Wales. Matters relating to pupil welfare have been successfully amended.
- 51 The number of teachers and classroom assistants employed at the school is an outstanding feature. The teachers' initial qualifications represent a good range of subjects. The classroom assistants provide an extremely effective support for pupils, at times on a one-to-one basis, and at times when supervising activities with a group of pupils.
- 52 The school building is generally in good repair, although problems of damp affect internal walls. The condition of floor tiles is poor in certain areas. The school playground has been extensively developed since the last inspection. The school has no playing field.
- 53 Ample resources have been provided for the curricular subjects and, in the lessons observed, good use was made of them. The educational provision is enhanced by purposeful displays in the classrooms and along the corridors.
- 54 The governing body keeps a keen eye on the budgetary situation and on staffing needs. Although there is a substantial underspend this year, specific plans have been drawn up to use a substantial amount of it.

Recommendations

In order to develop further, the school needs to:

- R1 raise standards in English in KS1, science and information technology in KS2, and Welsh (second language) throughout the school;
- R2 establish a strategy that enables the school to self-evaluate whole-school aspects of its provision, in addition to the curricular aspects;

- R3 revise the history scheme of work so that it gives due consideration to the requirements of the programmes of study noted in the NC in Wales;*
- R4 extend the experiences that enable pupils to gain an awareness of sustainability matters;
- R5 establish a strategy that enables pupils to gain an awareness of the world of work and fosters their entrepreneurial skills;

*The school has identified this issue and has included it 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 3 : Good features outweigh shortcomings

- 55 The findings of the inspection team differ from the school's self-evaluation judgement in its self-evaluation report, where a grade 2 is awarded. In the opinion of the inspection team, the school's self-evaluation procedure has not given sufficient attention to the quality of pupils' awareness of the world of work and entrepreneurship, nor to their involvement with sustainability matters. Also, the pupils' bilingual competence is not sufficiently developed across the curriculum.
- 56 The standards of achievement of pupils in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	12%	71%	17%	0%	0%

- 57 Pupils' standards in the lessons are higher than the Welsh Assembly Government (WAG) targets for 2007, namely that 98% of lessons are grade 3 or better, and that 65% of lessons are grade 2 or better.
- 58 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.

59 The standards of achievement in the subjects inspected are as follows:

Inspection area	KS1	KS2
English	3	2
Science	2	3
Welsh (second language)	3	3
Information technology	2	3
History	2	2
Physical education	1	2

- 60 Children under five develop literacy skills well in role play activities, such as when selling houses and when discussing the properties of materials. They develop good numeracy and ICT skills as they programme the movements of the computerised 'Bee-Bot'.
- 61 In KS1 and KS2, pupils' literacy skills in their mother tongue are good across the curriculum; for example, when they compose plays or record in diary form in history. They develop good numeracy skills when studying time-lines and when discussing co-ordinates in geography. They develop good ICT skills when rearranging objects on the interactive whiteboard.
- 62 Pupils demonstrate a good ability to solve problems when planning investigations and their creative skills are good as they benefit from opportunities to devise situations in PSE lessons and when working alongside a visiting artist.
- 63 Although pupils throughout KS1 and KS2 hear and listen daily to the use of 'incidental Welsh', such as during registration periods and when they receive instructions, they do not understand and use the language sufficiently well to communicate in a variety of situations. The fact that around 40% of the school's pupils began their education at other schools affect the continuity and progression in the learning.
- 64 In the lessons, pupils achieve the targets and learning objectives set for them well. They show a good progress in their understanding and their skills when responding to tasks and activities. They are outstanding in their use of subject-related terminology, such as when evaluating the performances of their fellow-pupils in physical education, when planning the framework of stories in an English lesson or when discussing myths related to a historical period. Pupils who have ALN make good progress, according to their ability and age.
- 65 In the end of KS1 assessments in 2006, the results were substantially lower than both county and national levels in the three subjects assessed, namely English, mathematics and science. When the school's results are compared to those of similar schools, defined according to the numbers of pupils entitled to free school meals, the school's results were in the lowest quartile in English and mathematics and lower than the median in science.
- 66 In end of KS2 assessments, in 2006, the school results were higher than the county results in English, and mathematics, but lower in science. When comparing with all-Wales results, the school was superior in English, on a par in mathematics and lower in science. A number of the school's pupils gained level 5 in one or more of the subjects. When comparing with similar schools, as defined by the numbers of pupils entitled to free school meals, the school's

results were in the upper quartile in English and mathematics and level with the median in science.

- 67 Over the last three years, KS1 pupils' results have been inconsistent; results in 2004 and 2006 were quite low, while results in 2005 were significantly higher. Results in English are consistently low at KS1, partly due to the fact that a good number of pupils have low literacy skills on entry.
- 68 Over the last three years, the school's results show that it succeeds in providing good 'added-value' by the end of KS2. While science results have been constant, results in English and mathematics show a marked improvement.
- 69 There is no significant difference in the performance of boys and girls. Indeed, in the 2006 assessments, the boys performed better than the girls at the end of KS2.
- 70 Pupils achieve their potential well, in particular at KS2; they develop ideas with confidence and manage to grasp new concepts and knowledge. They can evaluate their own performance, and the performances of fellow-pupils, in a mature fashion.
- 71 Through and through, pupils behave well; they are ready to collaborate with each other in lessons, they support others, and they persevere well with their tasks. Their behaviour at playtimes is also good.
- 72 Over the last three terms, attendance figures have been satisfactory, at an average of between 91% and 92%. Attendance figures were heavily affected by absences during one particular term. The head and the governing body assert that the attendance figures are adversely affected by the inclusive nature of the school, since several absences are caused by pupils who previously experienced difficulties at other schools. A small minority arrive late at school.
- 73 Pupils show outstanding progress in their social and moral development; they are considerate of each other and are very good at showing empathy towards other pupils within various activities. They contribute readily towards good causes that the school chooses to support. When collective worship sessions permit, they show good progress in their spiritual development.
- 74 By availing themselves of regular opportunities, pupils partake in numerous activities in the town; they hold a Christmas service in the church, they contribute to workshops in a neighbouring chapel, and they develop an awareness of culture and art by visiting the local gallery and by performing in the annual dance festival. They also welcome to school members of the community, such as the local policeman and a reading volunteer.
- 75 Pupils have a good awareness of equal opportunity issues, and through their respect and understanding of pupils with ALN, they develop worthwhile social values.
- 76 Pupils visit some work-places, and the members of the school council run a stall at the annual school fair. As yet, however, pupils' awareness of industry and their entrepreneurial skills have not been developed sufficiently.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

77 The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.

78 In the lessons observed, it was judged that the quality of the teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

79 Teachers have a good knowledge and understanding of the subjects they teach. They plan their lessons in detail, with clear objectives, differentiated tasks and appropriate reference to the key skills that will be developed. The positive relationship that exists between teachers and pupils contribute significantly towards the effective teaching and learning.

80 The outstanding features of the teaching include:

- knowledgeable and imaginative methods of presenting lessons;
- clear explanations and purposeful questioning that increases pupil understanding;
- ensuring that pupils understand the purpose of the work and how to evaluate success;
- purposeful opportunities for pupils to collaborate and to make decisions.

81 The good features of the teaching include:

- effective use of resources, including the interactive whiteboard;
- lessons that have been well structured and linked to previous work as part of a sequence of lessons;
- obvious respect between teachers and pupils, and effective use of praise;
- a range of teaching strategies, including whole-class teaching, individual activities and group work;
- setting time-limits on tasks so that pupils' interest is maintained, and pausing at times to draw attention to successful work;
- effective use of support from other adults.

82 In the small minority of lessons where there are shortcomings, the tasks set are not sufficiently challenging, nor are the teachers' expectations sufficiently high in the Welsh lessons.

83 Teachers constantly provide the pupils with useful oral feedback when discussing their work. The work is marked regularly and conscientiously and, on the whole, the comments offered refer to the good features and to how the work can be improved.

- 84 The school's procedures for assessment and recording pupil progress are good. The school keeps comprehensive records on pupil achievement in all subjects and makes effective use of them to monitor their progress.
- 85 Teachers discuss progress and achievement with pupils at regular intervals and they set personal targets for each individual. Pupils are aware of their targets and older pupils have a good understanding of the purpose of assessment.
- 86 The school arranges appropriate opportunities, both formally and informally, for parents to discuss their children's progress. The annual reports for parents are of good quality and fully conform to statutory requirements. They provide an appropriate picture of pupils' progress and achievement. The comments offered are positive and identify the steps for making improvements.

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

Grade 2 : Good features and no important shortcomings

- 87 The inspection team's findings correspond to the grade awarded by the school in its self-evaluation report.
- 88 In general, the curriculum is broad and balanced and the provision permits full access and equal opportunity for all pupils.
- 89 Appropriate schemes of work exist for each area. The vast majority are useful documents which offer teachers good guidance and ensure continuity and progression in the learning experiences. However, the scheme of work for history does not offer opportunities for the study of important developments and key events in Wales.
- 90 The provision for promoting the development of key literacy skills in English, numeracy and ICT is good. The school's provision ensures that Welsh is constantly used as an 'incidental language', although no use is made of the language as a medium of instruction in other subjects. Pupils' understanding of the *Cwricwlwm Cymreig* is promoted well within various activities, such as in art, in the learning of nursery rhymes and traditional dances.
- 91 The school uses visits and field-work to enrich the pupils' curricular experiences. Activities held outside school hours, such as the sports clubs, as well as the work of volunteers and visitors from the community, contribute positively towards pupils' standards of achievement.
- 92 The school promotes pupils' awareness of global citizenship effectively by providing valuable opportunities to foster links with citizens of other countries, in particular as part of the British Council's Comenius Project.
- 93 The learning experiences enhance pupils' spiritual, moral, social and cultural development extremely well. The collective worship sessions conform to statutory requirements and, on the whole, they contribute well towards pupils' spiritual development. The school fosters the awareness of other cultures effectively.
- 94 The school's provision for PSE is outstanding. Every member of staff gives this aspect a high priority and the co-ordinator shares good practice by providing

training for other teachers in the authority. The policy for PSE is implemented fully in all school activities.

- 95 Learning experiences are further enriched by effective partnerships with parents, members of the community and the local education authority. The partnership with the secondary school to which pupils transfer at the end of KS2 is effective.
- 96 Pupils' awareness of the business world is raised through links and visits to the fire station, the police, the lifeboat and to a local supermarket. The school fruit shop raises some pupils' awareness of entrepreneurship. The school promotes education for sustainable development by studying how the forests of the world can be protected and maintained, as part of the European project, and by encouraging pupils to recycle certain materials. However, these aspects are not sufficiently developed and there is no specific strategy involved.
- 97 Recently, a school council was established, and it is beginning to develop pupils' knowledge and understanding of the democratic process. Its potential has not been fully developed.

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

Grade 1: Good with outstanding features
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- 98 The inspection team's findings correspond to the grade that the school awarded itself in its self-evaluation report.
- 99 The teachers and all auxiliary staff contribute effectively towards the creating of a congenial and positive atmosphere, and towards the caring ethos that exists within the school. The quality of the care, the support and guidance offered to pupils is outstanding.
- 100 The parents are happy with the care and guidance which the teachers extend to their children. Specific opportunities are arranged to discuss the home-school agreement in parents' evenings, so that parents, teachers and pupils agree on its content. Parents praise the close links and the regular opportunities, both formally and informally, for them to discuss any concerns with the staff. Careful consideration is given to parents' opinions following these discussions.
- 101 The nursery school is located within the school building and the close relationship that exists between it and the school, and the suitable arrangements that are in place for the children to spend time in the school prior to transferring, enable them to settle quickly. There are effective transition arrangements, both curricular and pastoral, with the secondary school that pupils transfer to at the end of Year (Y) 6.
- 102 One of the school's highest priorities is to provide for the needs of each pupil. Each member of staff has a very good awareness and understanding of the guidelines in the area of PSE, and they are implemented effectively.
- 103 Detailed arrangements have been established for the monitoring of pupil attendance and punctuality, including having a workshop with persistent latecomers, keeping close links with parents and making immediate telephone contact on the first day of absence.

- 104 The school gives constant attention to safety matters and to the healthy development of the pupils. A Breakfast Club has been established, which offers healthy food at the beginning of the day, and a fruit shop is run at play-times. There is an Afternoon Club, from 3.00pm until 3.30pm, to care for younger pupils who have older brothers or sisters at school. Careful attention is paid to safety during physical education lessons.
- 105 Effective procedures are in place, which include training for all members of staff, for child protection matters. The head is the 'responsible person', and there is also a designated member of the governing body.
- 106 The quality of the provision for pupils with ALN is outstanding and fully conforms with the requirements of the Code of Practice. The designated member of the governing body has a good awareness of the school's arrangements and provision.
- 107 The school's arrangements enable teachers to identify any difficulties at an early stage and to prepare effective individual education plans (IEP's) for the pupils. The IEP'S are revised at regular intervals and the parents are consulted appropriately. The pupils are aware of the targets within their IEP's and are allowed to discuss their progress.
- 108 Pupils with ALN are supported well by a part-time teacher and by assistants.
- 109 Teachers ensure that there are equal opportunities for all pupils in all aspects of school work. This is an inclusive school, that admits and offers support to pupils who have often experienced problems at previous schools. It provides outstanding support for pupils whose behaviour impairs their own, or other pupils' progress.
- 110 The LEA's Early Years Referral Unit, for pupils with behavioural problems, is located within the school and a very good relationship has been established between its staff and the staff of the school. The provision and the support given, which includes regular opportunities to integrate with other classes and with school activities, is an outstanding feature.
- 111 The school has appropriate policies for promoting equal opportunities, sex equality and race relations amongst all the pupils. They are implemented soundly.

Leadership and management

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

Grade 2: Good features with no important shortcomings

- 112 The inspection team's findings correspond to the judgement the school awarded itself in its self-evaluation report.
- 113 The head leads the school in a conscientious manner, and the co-operation that exists between him, the deputy and the remaining members of staff is a sound feature of the management of the school. The head provides direction to the school, gives careful consideration to the care and welfare of pupils, and upholds the values that are defined in the school's policies. The members of the

governing body attend to the policies regularly and revise them where necessary.

- 114 The school sets realistic targets annually for individual pupils in the core subjects. The targets are revised following the assessment results at the end of key stages. The fact that results at KS1 are consistently low can be partly attributed to the fact that many pupils' literacy skills on entry are low. The head's leadership, together with the curriculum co-ordinators' role, enables the school to provide good 'value-added' by the end of KS2.
- 115 The school is involved with certain current initiatives. Already they have gained accreditations for being 'Investors in People' and for the Basic Skills Agency's 'Quality Mark'; the school is on the point of commencing its involvement with the Healthy Food Project. A Breakfast Club is held in order to give pupils a sound start to the day. Initiatives that enable pupils to gain an awareness of the world of work and of sustainability matters are insufficiently developed.
- 116 The school manages and develops the competence of the members of staff appropriately by implementing the requirements of the performance management policy. In general, the teachers' objectives are related to the targets identified in the SDP.
- 117 The governing body is wholly committed to the school. The members meet regularly, discussing any revisions to policies or to the School Prospectus. They prepare an annual report for parents. All these documents meet the statutory requirements. They discuss the targets noted in the SDP, and give due consideration to the budgetary obligations relating to some of them. They also discuss matters that relate to the improvement and development of the building.
- 118 Although some of the members are linked to curricular areas, and one member calls at school weekly as a reading-volunteer, the governing body does not monitor the quality of the provision formally.

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

Grade 3 : Good features outweigh shortcomings

- 119 The inspection team's findings differ from the grade the school awarded itself in its self-evaluation report, in which a grade 2 is awarded. The inspection team is of the opinion that there is neither a time-table for the monitoring of curricular aspects and whole-school aspects, nor a strategy to seek the opinions of parents and pupils on the provision. Although there are several positive features to the self-evaluation report, the comments in key question 1 do not refer sufficiently to standards and quality in matters other than the curricular subjects.
- 120 Curriculum co-ordinators have a sound knowledge of their subjects. This knowledge is acquired by discussions with fellow teachers, studying samples of pupils' work, and by identifying gaps in the provision, in schemes of work or in resources. They have revised aspects of policies and schemes of work in order to improve the progress in the pupils' experiences. They confer with the LEA's advisors or with other agencies in order to gain further expertise or guidance. They contributed effectively to the school's latest self-evaluation report. As yet, however, there is no arrangement that allows the co-ordinators to observe the

teaching and learning within their subjects or to report to the governing body on the findings of the monitoring process.

- 121 As yet, the school's self-evaluation strategy does not adhere to a time-table that allows it to regularly monitor whole-school aspects of the provision.
- 122 The school does not formally seek the opinions of the parents. The school council was established during this educational year; its role is not, as yet, sufficiently developed.
- 123 The school's self evaluation report, based on the Estyn model, offers detailed comments on a good number of aspects of the school's provision. However, very few 'aspects to be developed' have been noted, and the comments on key question 1 are confined to the curricular subjects only.
- 124 The current SDP contains a number of priorities for developments and improvements. They note a date for their completion and, where relevant, a budgetary allowance has been earmarked. At present, mainly due to the timing of the recent self-evaluation process, there is insufficient correspondence between the priorities and the findings of that process.
- 125 The school has made good progress in dealing with the key issues identified by the last inspection. The report of that inspection noted five key issues; the first of them referred to the need for the school to raise standards in the numerous subjects that were adjudged to be 'satisfactory' in both key stages. The inspection team finds that good progress has been made on this key issue. In addition to the progress seen in most of the subjects that this current inspection was concerned with, there is evidence that good progress has been made in subjects such as geography, music and art.
- 126 The quality of the curricular planning is generally good; despite this, the school and the inspection team are aware of shortcomings in the history scheme of work.
- 127 Support for a good many of the children under five was provided by the LEA's Speech and Language Unit. The evidence of this inspection is that these children speak readily and are developing appropriate communication skills.
- 128 All the pupil welfare issues that were brought to the school's notice have been remedied.
- 129 Through closer monitoring of the attendance registers and making contact with the home on the first day of the pupil's absence, the school strives well to improve the standards of attendance. In addition, the school makes regular use of the services of an LEA official.

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

Grade 2: Good features and no important shortcomings

- 130 The findings of the inspection team differ from the grade 1 that the school awarded itself in its self-evaluation report. The inspection team found that dampness affects the internal walls in several areas and the school has no playing field or grassed area.

- 131 The number of qualified teachers and classroom assistants that are employed at the school is an outstanding feature. The initial qualifications of the teachers represent a good range of subjects. At times, teachers exchange classes in order to make efficient use of their curricular expertise. They attend in-service training sessions in order to refresh and improve their knowledge and skills.
- 132 The classroom assistants offer very effective support for pupils, at times on an individual basis, at other times when they supervise activities with a group of pupils. In the best instances, where teachers plan purposefully, the support staff contribute significantly to the welfare and education of the pupils.
- 133 The school employs some part-time teachers on a regular basis; usually, they relieve teachers during the planning, preparing and assessing periods. These teachers contribute well by within specific subjects, such as music, in order to enrich the educational provision and fulfil the needs of pupils.
- 134 Teachers make effective use of their non-contact time, at times for preparing, at times recording assessments and at other times meeting advisors or specialists to discuss issues relating to their curricular responsibility. The head asserts that these periods are valuable and contribute towards the raising of standards.
- 135 The condition of the building is generally good, although internal walls are affected by damp in various areas. The condition of floor-tiles is poor in certain areas. Plans are currently being implemented to develop and improve aspects of the building, creating a purposeful foyer, toilets for boys and for the disabled and a store-room for the caretaker. The school has two halls, in addition to a purposeful computer suite. The playground has been developed effectively since the last inspection. The school has no playing field or grassed area.
- 136 Sufficient resources have been acquired for the curricular subjects and, in the lessons observed, good and ready use was made of them. The educational provision is enhanced by purposeful displays in the classrooms and along the corridors.
- 137 The staffing situation is revised on a regular basis by the members of the governing body, since they firmly believe that ensuring a favourable teacher/pupil ratio is very important for the school. Development targets are discussed constantly, and a budgetary allowance is provided for them where necessary.
- 138 In the current financial year, there is an underspend that corresponds to 14% of the budget. However, a plan has been drawn up that involves using a substantial part of the underspend. The school provides value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 3 - Good features outweigh shortcomings

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

Good features

- 139 In KS1, pupils listen intently to presentations made by adults and other pupils and show understanding of what they hear by offering relevant comments. By Y2, they respond well orally to stimuli and to questions, and discuss their work with confidence.
- 140 The pupils recognize patterns of sounds and rhymes and relate them to letter sounds. They read short sentences from their own written work with ease. By the end of KS1, the pupils read simple books independently and with some expression.
- 141 Pupils in KS1 complete language exercises correctly and write words and short sentences in appropriate contexts. By Y2, they combine sentences to create a short story, varying sentences and creating a coherent sequence.
- 142 The standard of oral work at the beginning of KS2 is good. Pupils use an extended vocabulary readily and naturally when planning a drama script, which they perform with confidence.
- 143 In KS2, pupils listen intently to questions and presentations, and discuss with confidence, using a rich vocabulary. They use extended and meaningful sentences effectively when expressing and justifying an opinion, and when reasoning.
- 144 The great majority of KS2 pupils read correctly, showing good understanding of the texts. They discuss books and authors in a mature fashion, expressing a liking and commenting on the features of various characters and on exciting or humorous incidents. A good number read with expression, varying their tone in order to create an effect. They perform a drama script confidently and fluently, varying their voices effectively.
- 145 Pupils write in a wide range of forms, including letters, newspaper articles, poems and imaginary stories. They understand well how to present information in a concise form by making notes and they use language exercises effectively in appropriate contexts.
- 146 By Y5 and Y6, the great majority produce good quality pieces of extended writing, with regular use of paragraphs and correct punctuation.

Shortcomings

- 147 A significant number of pupils at KS1 read in a hesitant and syllabic manner.
- 148 The written work of KS1 pupils is limited and is characterised by errors of spelling and punctuation. They produce few pieces of extended writing.

Science

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 149 Pupils in Key Stages 1 have a good knowledge and understanding of the programmes of study. They identify and name the parts of a flowering plant and offer sensible comments about what happens when a plant is kept in darkness. They understand that physical exercise and eating the correct types of foods help to keep us healthy.
- 150 When investigating the materials that hold water, pupils in Key Stage 1 can recall and use knowledge from previous lessons well, and they discuss with confidence, using the correct scientific terminology. They reason meaningfully when making predictions and they understand and explain what makes a fair test. They make simple comparisons and record their work appropriately by means of diagrams and tables.
- 151 Pupils in KS1 construct and investigate simple electrical circuits and understand that electrical implements do not work if the circuit is cut. They understand that pushing and pulling are examples of energy and that energy is used when moulding plasticine to change its shape.
- 152 Pupils in Y3 have a good knowledge and understanding of the properties of different materials. When making an investigation, they predict sensibly, offering their own comments and using extended vocabulary. They record results effectively by means of a table or a block graph.
- 153 In KS2, pupils discuss scientific aspects confidently, offering their own ideas on how to plan an investigation. They explain clearly which factors will be changed and which ones will be constant when conducting a fair test. They record results in a systematic manner, using diagrams, tables and charts.
- 154 They recognize the differences between solids, liquids and gases according to their properties, and describe them appropriately, using the correct terminology.
- 155 They discuss the effects of light confidently and explain in detail how light travels and the conditions needed in order to see things clearly.
- 156 Pupils in KS2 have a good knowledge and understanding of the parts of the body, the foods needed in order to keep healthy and the function of the heart.

Shortcomings

- 157 Pupils in KS2 do not present scientific knowledge in an orderly manner, making use of different kinds of graphs.
- 158 Older pupils do not compare, recognise and describe trends or patterns in data in sufficient detail and they do not understand the importance of repeated measuring in order to ensure reliability.

Welsh second language

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 159 A good number of KS1 pupils can understand instructions and respond to stimuli appropriately. They understand the 'incidental Welsh' used in lessons and around the school and can respond meaningfully with simple phrases.
- 160 They are sufficiently confident to perform simple dialogues, such as when role playing in the imaginary café or when identifying with a character in a story. They use greeting phrases, and communicate to express a liking or a wish, and to express feelings. Within specific patterns learnt, they understand and respond appropriately.
- 161 A small minority of pupils read simple texts meaningfully. They make use of clues from the illustrations and from the context to decode unfamiliar words, and they understand what they read.
- 162 The pupils can write portraits of famous people, using the patterns '*Mae ganddo fo...*' and '*Mae o'n gwisgo...*' to describe photographs of the persons. The majority can record on a work-sheet the patterns learnt in a lesson.
- 163 Pupils in the early years of KS2 can answer certain specific questions about themselves. They can name the dates, and they understand words such as '*ddoe*', '*heddiw*' and '*fory*'. They are confident when reading together parts of a story presented to them. When role playing in the fruit shop, they can use appropriately the phrases they have learnt, in order to communicate with each other.
- 164 They respond meaningfully when discussing the weather, offering their own comments to describe it.
- 165 By the top years of KS2, they communicate meaningfully when working in pairs, using the patterns learnt in the lesson.
- 166 A good number of pupils read with ease, using intonation quite correctly. They can follow a story text in a book and understand what is happening to characters. A small minority read with appropriate expression.
- 167 They create dialogues confidently, and succeed, for the most part, in using the correct register. They can form sensible questions within a context, such as an invitation to a party, and offer relevant responses. They use the diary form to practice the correct use of 'negative' phrases and they can express an opinion when filling-in speech bubbles on the theme of 'bullying'.

Shortcomings.

- 168 Some pupils in KS1 lack confidence in using the language and do not have the language resources to communicate orally.
- 169 Most of the pupils do not read simple texts with confidence or sufficient fluency. The texts that are beyond the language patterns learnt cause them difficulty.

170 In KS2, the informal conversation of some pupils is limited, as is their grasp of vocabulary and sentence patterns.

171 A minority of pupils confuse certain basic patterns and certain responses to questions when speaking and when writing. They do not compose extended pieces of writing.

Information technology

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

172 In KS1, the younger pupils open a file on the computer and save their work independently, displaying good control in moving the 'mouse.' By Y2, they revise their work by changing font, colour and size confidently, and print their work unaided. They understand how to use the 'mouse' to move and locate texts on the screen.

173 They make effective use of an art package to produce pictures and patterns of good quality. They confidently move objects that are shown on screen, as they dress 'teddy' and as they create pictures and patterns.

174 Pupils in KS1 understand how to programme the floor-turtle in order to move and form simple patterns.

175 They make effective use of a simple data base program that handles data to gather, organize and record findings as a pictogram or a block graph.

176 In KS2, the pupils make effective use of a word processing program in order to create and present information in a variety of forms and for different audiences. They understand how to correct their work and how to revise the text in order to improve the quality and the presentation.

177 The pupils make effective use of an art package, moving and combining objects on screen in order to make a plan of the classroom and create pictures of good quality.

178 In Y3, pupils create and use a simple data base effectively, asking and answering questions when using the key to identify local plants.

179 Pupils in KS2 understand well how to combine picture and text and they make good use of the internet to gain information and to down-load photographs that are relevant to their work. They understand well how to combine sound and pictures on order to create multi-media presentations.

180 Pupils in Y5 and Y6 understand how to feed information onto a spreadsheet and they use it to find number patterns.

Shortcomings

181 Apart from Y3, pupils in KS2 do not store data on the computer, check for accuracy or produce graphs to show trends.

History

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

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

Good features

- 182 In KS1, pupils know well about the different evidence sources that enable us to learn about the past.
- 183 They are able to reason well about implements that were used in homes in the past, and can sort them according to their chronological order. They use the appropriate terminology, such as 'long ago', 'in the past', 'oldest', 'before', 'antique', 'olden days', when discussing and reasoning.
- 184 They consolidate their knowledge effectively by visiting a place of historical interest, and by playing the role imaginary people that might have lived and worked in that place.
- 185 They know that a specific historical period is named after one of the past queens of Britain.
- 186 During the early years of KS2, pupils display an understanding of the way of life or particular customs practiced in periods such as Ancient Egypt. They are able to use a number of appropriate words.
- 187 They are able to glean information by searching the internet and by using information books, or by studying photographs.
- 188 Their awareness of the chronology of a time-line is good and they can note significant events or the lives of famous people meaningfully in different contexts, such as when celebrating the 100th anniversary of the school or when listing the Tudor monarchs.
- 189 They enhance their understanding effectively by studying myths and legends of ancient time, and they can work collaboratively in an enthusiastic manner to create a scripted play based on a famous legend. They have a good grasp of specific terms, such as 'chorus', 'Athenians' and 'tragedy'.
- 190 They record intelligently through various written forms, such as a newspaper report, notes, persuasive writing and through justifying actions from the viewpoint of a historical character.

Shortcomings

- 191 In KS1, a small minority of the pupils are uncertain of the correct chronological order when placing their pictures of homes of different periods on a time-line.
- 192 Pupils towards the top of KS2 at times record knowledge and understanding in identical fashion, and do not display the ability to interpret and analyse in their own words.
- 193 Pupils have insufficient knowledge of the lives of famous Welsh people from the past.

Physical education

Key Stage 1: Grade 1 - Good with outstanding features

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

Outstanding features

194 Pupils in KS1 perform basic gymnastic shapes in an outstanding way, and they display good physical awareness when practising the long roll.

195 They appraise the performances of fellow-pupils well, commenting in detail on aspects of the movements and shapes.

Good features

196 Pupils in KS1 display a great deal of self-discipline when responding to instructions that enable them to improve their performances.

197 They use large equipment to display different ways of sliding and maintaining a shape, and they can create a sequence effectively when working on mats.

198 At KS2, pupils use space well when warming-up, and they can discuss tension, control and physical balance when reasoning about their work during the lesson.

199 They collaborate well in devising a series of imitative movements, displaying control, imagination and a variety of working-levels. They persevere extremely well in order to refine their work. A good number are confident enough to perform for their fellow-pupils.

200 They involve themselves enthusiastically when beginning orienteering activities.

Shortcomings

201 In KS2, a minority of pupils tend to disregard key elements of the task they are asked to perform, namely body tension and smoothness of movements.

School's response to the inspection

The staff and governing body of Ysgol Ffordd Dyffryn accept the findings of the inspection team, and are pleased that the report is positive and is a fair reflection of the situation within the school. We thank the inspection team for their thorough and conscientious work and for the opportunities given to present information and to express opinions. The nominee's role was valuable in this process.

We pride ourselves in the positive features, in particular the high quality of the teaching, which is testimony to the commitment of the staff, and the recognition given to the outstanding way we care for the pupils. We particularly appreciate the report's opening sentence, which refers to Ysgol Ffordd Dyffryn's inclusive ethos, and the status we give to the care and welfare of the children. This, in our opinion, encapsulates our whole philosophy.

We accept the recommendations of the team in relation to aspects to be developed. We shall collaborate to form an action plan, which will contribute to the process of developing the school further.

Appendix 1

Basic information about the school

Name of school	Ysgol Ffordd Dyffryn
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Ffordd Dyffryn LLANDUDNO Conwy
Postcode	LL30 2LZ
Telephone number	01492 879671

Headteacher	Mr Iolo Williams
Date of appointment	July, 1993
Chair of governors	Mr Arthur Todd
Registered inspector	Len Jones
Dates of inspection	December 4-6 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	7.5	12	13	19	12	17	13	18	111.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	6.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	2.5:1
Average class size, excluding nursery and special classes	20.6
Teacher (fte): class ratio	1.1: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 05	79.8	95.3	91.7
Spring 06	71	85.7	87.3
Summer 06	82.6	94.2	90.3

Percentage of pupils entitled to free school meals	38.5%
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:					15
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	14	36	50	0	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	21	36	36	7	
		National	0	4	14	56	26	
En: writing	Teacher assessment	School	0	21	29	50	0	
		National	0	5	14	69	12	
En: speaking and listening	Teacher assessment	School	0	0	29	64	7	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	7	29	64	0	
		National	0	2	10	63	24	
Science	Teacher assessment	School	0	0	29	71	0	
		National	0	2	9	65	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50%	In Wales	80.9%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006						Number of pupils in Y6					14
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	0	86	14
		National					1	4	15	47	32
Welsh	Teacher assessment	School	-	-	-	-	-	-	-	-	-
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	7	14	57	21
		National	0			0	1	3	15	47	32
Science	Teacher assessment	School							21	50	29
		National						2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	78.6%	In Wales	74%

- 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 six 'inspection days'.
- Pre-inspection meetings were held with the parents, where there were four parents present, and with the governing body, to discuss the life and work of the school.
- 21 parents' questionnaires were returned, along with six supplementary notes, and they were carefully analysed.
- Discussions were held with the head and with the teachers.
- School documentation was examined.
- 24 lessons, or part-lessons, were observed.
- Samples of pupils' work was inspected in every year group.
- Inspectors listened to a sample of pupils reading in both key stages.
- Discussions were held with pupils about aspects of school life and about their work.
- Pupils' behaviour was observed during play-times, during the lunch break and at the beginning and end of school sessions.
- Inspectors attended collective worship sessions.
- Post-inspection meetings were held with the staff and with 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 Welsh (second language), history, physical education
Jean Marshall (Team Inspector)	Key questions 2, 3 and 4 English, science, information technology
Gwynoro Jones (Lay Inspector)	Contributions to Key questions 1, 2, 3, 4 and 7
Iolo Williams	Nominee

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.

Contractor:
EPPC/Severn Crossing Ltd.
Brittanic House
Brittanic Way
Llandarcy
Neath
SA10 6JQ