

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

**Ysgol Llywelyn  
Trellewelyn Road, Rhyl,  
Denbighshire.  
LL18 4EU**

**School Number: 6632039**

**Date of Inspection: 06/11/06**

**by**

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Ysgol Llywelyn 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 Llywelyn took place between 06/11/06 and 09/11/06. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. Ysgol Llywelyn is a large primary school maintained by Denbighshire Local Authority. The school is situated towards the southern outskirts of Rhyl.
2. The school has 631, full time equivalent pupils between 3 and 11 years of age on roll. Pupils represent the full ability range. Eight pupils have a statement of special educational needs although there are a further 125 pupils with special needs who are on either school action or school action plus who receive extra support. The pupils are arranged into 21 classes.
3. Children are admitted part-time into the nursery in the September following their third birthday and into the reception class in the September following their fourth birthday.
4. The school serves a mixed catchment area of approximately one third council property and two thirds privately owned housing. Pupils come from a variety of backgrounds ranging from relatively prosperous to economically disadvantaged. Eighteen per cent of the pupils receive free school meals.
5. English is the predominant language spoken at home and only two per cent of the pupils come from ethnic minority groups.
6. The school was last inspected in November 2000. The current head teacher has been in post since October 1994.

### **The school's priorities and targets**

7. The school's main priorities and targets for 2006-2007 include:
  - Improving standards in literacy
  - Improving standards in numeracy
  - Improving standards in science
  - Evaluating and developing the school's assessment procedures
  - Enhancing and developing ICT across the school
  - Developing pupils' awareness of Global Citizenship and Sustainability issues
  - Further develop the school's self-evaluation arrangements and procedures

## Summary

8. Ysgol Llywelyn is a good school with many outstanding features. It provides pupils with a good range of experiences across all the age ranges. It is a warm friendly school, which provides a happy secure environment where pupils are keen to learn. The headteacher and staff are hard working and dedicated.

9. The school has made good progress since the last inspection.

10. The inspection team agrees with the school's judgement in six out of the seven key questions. In key question four the school has underestimated the outstanding quality of care, support and guidance it provides for pupils.

### Table of grades awarded

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

### Standards

11. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 9%      | 84%     | 7%      | 0%      | 0%      |

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

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

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

### Areas of Learning Under- fives

|                                      |         |
|--------------------------------------|---------|
| Language, literacy and communication | Grade 2 |
| Personal and social development      | Grade 1 |
| Mathematical development             | Grade 2 |

|  |         |
|--|---------|
| Knowledge and understanding of the world | Grade 2 |
| Creative development                     | Grade 2 |
| Physical development                     | Grade 2 |

15. At key stage 1 and key stage 2, the standards of achievement in the subjects inspected are as follows:

| <b>Subject</b>         | <b>Key Stage 1</b> | <b>Key Stage 2</b> |
|------------------------|--------------------|--------------------|
| English                | Grade 2            | Grade 2            |
| Welsh Second Language  | Grade 2            | Grade 2            |
| Design and Technology  | Grade 3            | Grade 3            |
| Information Technology | Grade 2            | Grade 2            |
| Music                  | Grade 2            | Grade 1            |

16. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. Looked after children, and those with English as an additional language, make good progress relative to their age and ability. There are no differences in standards of achievement of pupils from different social backgrounds or race.

17. Data indicates that pupils make good progress from on-entry assessment to the national assessments at the end of key stage 2. The rate of improvement compares favourably with similar schools.

18. Annual baseline assessment data indicates that children's standards are generally close to the county averages.

19. Over the last three years, end of key stage 1 results indicate that pupils are closing the gap on local and national averages and that key stage 2 results are sometimes close to local and national averages.

20. In 2006, 78 per cent of key stage 1 pupils attained level 2 or better in English, 71 per cent in mathematics and 81 per cent in science. The national averages were 84 per cent in English, 87 per cent in mathematics and 89 per cent in science.

21. The 2006 results for key stage 2 pupils show that 76 per cent achieved level 4 or better in English, 75 per cent in mathematics and 79 per cent in science. These compare well with the national averages of 78 per cent in English, 79 per cent in mathematics and 86 per cent in science.

22. Statutory targets are set at both key stages, these are realistic but challenging. Records show that pupils of all abilities regularly achieve or exceed the targets set for them. However, pupils across the school are not sufficiently involved in determining their own targets for improvement or in evaluating how well they are doing, although there are good models in some subjects.

23. At key stage 1 and key stage 2, the majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils read with fluency, confidence and understanding. All pupils make good use of information and

communications technology to support learning in different areas of the curriculum. By the end of each key stage the majority of pupils have a good grasp of numeracy skills and apply them accurately in different situations.

24. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.

25. In their bilingual development pupils achieve standards which have good features that outweigh shortcomings. Pupils at both key stages have yet to develop the confidence to initiate discussion in Welsh with teachers or with their peers.

26. Pupils make outstanding progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. They have very good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.

27. Their attitude to learning, the interest they show in their work and their ability to sustain concentration is again an outstanding feature across the school. Pupils' behaviour is outstanding. Pupils' manners and attitudes throughout the school day, including lunchtime, are excellent.

28. Pupil attendance at the school is generally satisfactory with little variation between the two key stages or between boys and girls.

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

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

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 11%            | 83%            | 6%             | 0%             | 0%             |

30. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2004 - 05 when the quality of teaching throughout Wales was a grade 2 in 79 per cent of lessons with 18 per cent having outstanding features.

31. Lessons judged to be good with no important shortcomings have features, which include:

- Very good planning and organisation.
- Very good levels of classroom discipline.
- Learning objectives which were clearly understood by pupils.
- Very good questioning techniques and high expectations which challenge and stimulate pupils.
- Work set at the right level for pupils of all ages and abilities and very good support given in lessons.
- Lively and energetic delivery, which motivates and excites pupils.
- Very good relationships helping to create an ethos where learning is nurtured.
- Very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils basic and key skills.

32. The working relationship between teachers and pupils is one of the outstanding features in this school. Good planning with clearly set objectives is shared with the children. This leads to well motivated and stimulated pupils who at all levels aspire to the challenge of giving their best.

33. Assessment procedures in the core subjects are well established. These also meet the statutory requirements for assessing and reporting on the National Curriculum.

34. Pupils are aware of their improvement targets and what they need to do in order to improve their work. Overall, however, pupils are not sufficiently involved in the steps they need to take to plan for their own progress and improvement.

35. All pupils have equal access to a broad and balanced curriculum which provides effective support for those pupils with SEN, and the more able and talented.

36. The partnership with the parents and carers is good with effective and supportive links. There are very good and well established partnership arrangements with the community.

37. The school's provision takes good account of national priorities and initiatives, particularly in relation to equality of opportunity, tackling social disadvantage, diversity and disability.

38. The school curriculum meets statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. The school promotes the culture and heritage of Wales well. Pupils' understanding of *Y Cwricwlwm Cymreig* is good.

39. There are outstanding features in the provision the school makes for the care, support and guidance of all its pupils.

40. Outstanding features identified are:

- The approach made by the school to ensure that care arrangements are managed well.
- The use it makes of support services for the benefit of all pupils.
- The quality of the personal and social education it offers.
- The measures it takes to ensure the health, safety and well being of all pupils.
- The provision it makes for pupils who have special education needs and its management.
- The measures it has set in place to eliminate oppressive behaviour.

41. Ysgol Llywelyn is an exceptionally inclusive school that offers high quality care and support to all its pupils. Without exception, all teaching and non-teaching staff are committed to ensuring that the best interests of all pupils are met.

42. All pupils, including those with special education Needs (SEN), those with English as an additional language (EAL) and children in nursery and reception classes benefit from a very effective programme of personal and social education

(PSE) and support. Its effectiveness can be seen in the levels of high esteem that pupils demonstrate.

43. The health and safety and general well being of pupils is a top priority in the school. It is an outstanding feature.

### **Leadership and management**

44. The head teacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a positive effect on the overall management of the school. A very effective and dedicated deputy and senior management team support the head teacher very well.

45. The school has shared aims and values which promote equality for all and which are well reflected in the work of the school. These have a very positive influence on its work and life.

46. There are appropriate systems in place to enable leaders and managers to monitor the performance of the school. Overall, co-ordinators are well informed about their curriculum areas although subject evaluations are too descriptive. Co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Monitoring of the foundation subjects is being developed and has been identified by the school as a priority in the school development plan (SDP).

47. Governors are very supportive of the school and are regularly provided with information about the school's operations by the head teacher. The role of governors as a 'critical friend' is very well established. All statutory policies and documents have been adopted and implemented.

48. The self-evaluation report prepared for the inspection is a thorough document that identifies the school's main areas of strength and development.

49. The overall quality of the school's provision for staffing, accommodation and resources is good. The amount and quality of teaching and learning resources are good for all areas of the curriculum.

50. There is a good level of accommodation space which is fully utilised by the school.

51. Good quality displays in classrooms and throughout the school are effective in creating a stimulating learning environment.

52. Finances are very well managed to achieve very good value for money. Budgetary control is stringent, and the governing body monitors all expenditure rigorously, to ensure cost effectiveness.

## Recommendations

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

R1 address the shortcomings in design technology;

R2 continue to develop a whole school approach to self-evaluation and link the outcomes to priorities in the school improvement plan which sets out measurable success criteria in relation to progress and standards, particularly in the foundation subjects;

R3 continue to develop the awareness of pupils in what they need to do in order to improve their work and involve them more in identifying their own targets for improvement;

R4 provide more opportunities for pupils to:

- take responsibility for their own work;
- develop their problem solving and creative skills;

R5 continue to develop the provision to improve pupils' bilingual skills in Welsh.

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

## Standards

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

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

53. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

54. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 9%      | 84%     | 7%      | 0%      | 0%      |

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

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

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

#### Areas of Learning Under- fives

|  |         |
|--|---------|
| Language, literacy and communication     | Grade 2 |
| Personal and social development          | Grade 1 |
| Mathematical development                 | Grade 2 |
| Knowledge and understanding of the world | Grade 2 |
| Creative development                     | Grade 2 |
| Physical development                     | Grade 2 |

58. At key stage 1 and key stage 2, the standards of achievement in the subjects inspected are as follows:

| Subject                | Key Stage 1 | Key Stage 2 |
|------------------------|-------------|-------------|
| English                | Grade 2     | Grade 2     |
| Welsh Second Language  | Grade 2     | Grade 2     |
| Design and Technology  | Grade 3     | Grade 3     |
| Information Technology | Grade 2     | Grade 2     |
| Music                  | Grade 2     | Grade 1     |

59. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. Looked after children, and those with English as an additional language, make good progress relative to their age and ability. There are

no differences in standards of achievement of pupils from different social background or race.

60. Data indicates that pupils make good progress overall from on-entry assessment to the national assessments at the end of key stage 2. The rate of improvement compares favourably with similar schools.

61. Annual baseline assessment data indicates that children's standards are generally close to the county averages.

62. Over the last three years, end of key stage 1 results indicate that pupils are closing the gap on local and national averages and that key stage 2 results are sometimes close to local and national averages.

63. In 2006, 78 per cent of key stage 1 pupils attained level 2 or better in English, 71 per cent in mathematics and 81 per cent in science. The national averages were 84 per cent in English, 87 per cent in mathematics and 89 per cent in science.

64. The 2006 results for key stage 2 pupils show that 76 per cent achieved level 4 or better in English, 75 per cent in mathematics and 79 per cent in science. These compare well with the national averages of 78 per cent in English, 79 per cent in mathematics and 86 per cent in science.

65. Statutory targets are set at both key stages, these are realistic but challenging. Records show that pupils of all abilities regularly achieve or exceed the targets set for them. However, pupils across the school are not sufficiently involved in determining their own targets for improvement or in evaluating how well they are doing, although there are good models in some subjects.

66. At key stage 1 and key stage 2, the majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils throughout the school listen attentively to presentations by their teachers and to each other. They are interested in their work and respond enthusiastically during discussion time. This is an outstanding feature throughout the school. From an early age they ask questions and give extended answers when explaining an idea or expressing an opinion.

67. The majority of pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts.

68. All pupils make good use of information and communications technology to support learning in other areas of the curriculum.

69. By the end of each key stage, The majority of pupils have a good grasp of numeracy skills and apply them accurately in different situations. They have a good understanding of shape and space, are competent in handling data and are developing appropriate investigation skills.

70. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies to explore ideas creatively in a number of media. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.
71. By the end of key stage 2, pupils have a good understanding of the importance of key skills for lifelong learning and demonstrate particular competence in using these to further their learning.
72. In their bilingual development pupils achieve standards which have good features that outweigh shortcomings. Pupils at both key stages have yet to develop the confidence to initiate discussion in Welsh with teachers or with their peers.
73. Pupils make outstanding progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They have very good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.
74. Their attitude to learning, the interest they show in their work and their ability to sustain concentration is again an outstanding feature across the school. They show enthusiasm in what they do and work diligently with a high degree of concentration. They are happy to ask questions in the knowledge that their effort will be appreciated.
75. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
76. Pupils are well prepared to play an active part in the local community. They are developing a good understanding of issues such as sustainability, recycling and what it means to be a global citizen.
77. Pupils' behaviour is outstanding. Pupils' manners and attitudes throughout the school day, including lunchtime, are excellent. In discussion, pupils clearly understand what is expected of them. There are rarely any incidents of bullying or inappropriate behaviour. There have been two exclusions during the past twelve months.
78. Pupil attendance at the school is generally satisfactory with little variation between the two key stages or between boys and girls. The average attendance over the past twelve months was between 93 and 94 per cent. Unauthorised absences are within acceptable limits at 0.43%.
79. With an extremely small number of exceptions pupils are punctual at the start of the day and throughout the school day, allowing sessions to start promptly without delay or interruption.

## The quality of education and training

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

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

80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 11%     | 83%     | 6%      | 0%      | 0%      |

82. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2004 - 05 when the quality of teaching throughout Wales was a grade 2 in 79 per cent of lessons with 18 per cent having outstanding features.

83. Lessons judged to be good with no important shortcomings have features, which include:

- Very good planning and organisation.
- Very good levels of classroom discipline.
- Learning objectives which were clearly understood by pupils.
- Very good questioning techniques and high expectations which challenge and stimulate pupils.
- Work set at the right level for pupils of all ages and abilities and very good support given in lessons.
- Lively and energetic delivery, which motivates and excites pupils.
- Very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils basic and key skills.

84. Shortcomings in a small number of lessons include:

- Over-direction by teachers sometimes impacting adversely on the pace of lessons.
- Work that is not sufficiently differentiated to challenge the more able pupils.
- Limited opportunities for pupils to take responsibility for their own work.

85. The working relationship between teachers and pupils is one of the outstanding features in this school. The respect that exists between teachers and pupils has a direct effect on pupils' attitude to work. All the teachers exercise quiet but clear authority which in turn reflects on the self discipline that the children display in and outside the classroom.

86. Teachers plan well. Lessons have clear objectives that are shared with the children. This leads to well motivated and stimulated pupils who at all levels aspire to

the challenge of giving their best. Lessons are well structured and always include a useful plenary. Teachers have developed effective strategies for working with all available teaching assistants including those with specific responsibilities for special educational need

87. Teachers have a sound knowledge of the National Curriculum subjects and the Desirable Learning Outcomes for Children's Learning. They avail themselves of professional development opportunities and incorporate recent developments into their teaching. Standards of teaching are at their highest when teachers focus on subjects in which they have an expertise. Staff are fully committed to equal opportunities for all regardless of gender, ability or race. This ensures inclusion for all pupils including those with SEN and the few who have English as an additional language.

88. In some areas the school is richly resourced for the purpose of teaching. This is particularly true for information communication technology where there is an impressive computer suite. Interactive Whiteboards are also located in each year group. Outside learning facilities in readiness for the Foundation Stage is also a strong teaching and learning feature in this school. All these are used effectively to enhance teaching and learning.

89. Members of staff use incidental Welsh often inside and outside the classroom and pupils respond enthusiastically. Bilingualism, however, is yet to be fully developed so that pupils can apply their skills in other areas of the curriculum. The school is aware of this and are already taking steps to improve this aspect of its work.

90. Assessment procedures in the core subjects are well established. These also meet the statutory requirements for assessing and reporting on the National Curriculum. Various standardised and internal assessments also assist the process of building a picture of the pupil's progress. Records are kept in individual profile files. There are portfolios of pupils' work in the core subjects and the one for English, following the County model is particularly effective, However portfolios, in the Foundation subjects are not as well developed.

91. Pupils are aware of their improvement targets and what they need to do in order to improve their work. Pupils work is marked to a consistently high standard with frequent encouraging and supportive comments on how to improve. A good example of ongoing assessment can be seen in ICT where pupils are prompted to review their work. Overall, however, pupils are not sufficiently involved in the steps they need to take to plan for their own progress and improvement.

92. Annual reports to parents meet the statutory requirements. They provide information for parents about their children's academic and personal progress. In the best examples specific and clear targets are set for future progress. Opportunities are given for parents to visit the school to discuss their child's progress on parents' evenings.

**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**

93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

94. The school provides a good range of experiences across all the age ranges. All pupils have equal access to a broad and balanced curriculum that provides effective support for those pupils with SEN, and the more able and talented. The ethos of the school engenders a strong commitment to excellence in all aspects. The content and context of the curriculum are directed to support pupils to achieve high standards and encourage them to be involved in all aspects of school life. Pupils' learning shows continuity and progression and new concepts introduced are well understood.

95. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to the learning experiences for the children in the early years. All activities for nursery and reception children have a very strong focus on developing basic skills such as independence and self-reliance.

96. The school ensures that all pupils receive maximum opportunities to develop their key skills and apply them across the curriculum. There are very good opportunities for pupils to develop their speaking skills which enrich the pupils learning experiences so that they attain high standards. However, the school recognises that the promotion of pupils' bilingual skills is an area for further development.

97. The school promotes the culture and heritage of Wales well. Pupils' understanding of *Y Cwricwlwm Cymreig* is good. Pupils are confident in their understanding of Welsh personalities, traditions and culture.

98. Provision for the pupils' personal development is good. Their spiritual and moral development has some outstanding features through the impact of acts of collective worship, in circle time and the effect of the overall ethos of the school. Discussions with the pupils, including members of the school council, indicate that they have an excellent awareness of equal opportunities, tolerance and a respect for diversity. They learn to recognise positive qualities in themselves and others and treat everyone with respect.

99. The partnership with the parents and carers is good with effective and supportive links. Currently, there is no parents' and teachers' association therefore fundraising and social activities are school led. All such activities are well supported throughout the year.

100. There are very good and well-established partnership arrangements with the community. Parents are very supportive of the school and of their children's learning

at home. The school has an effective open-door policy and the range of information provided for parents is very good.

101. There are close links with Sainsbury`s and Rhyl Football Club to develop healthy eating initiatives, also with the Forestry Commission in planting trees.

102. Pupils benefit from the wide range visitors to the school such as the local clergy, police officers, fire service personnel, charity workers, artists, health visitor, various musicians and storytellers.

103. There are very good partnership arrangements with Rhyl High School. Pastoral arrangements for the transition from key stage2 to key stage 3 are well structured and organised. The new transition bridging unit for Year 6 pupils who want to transfer to Ysgol Glan Clwyd, a Welsh medium secondary school, is very effective.

104. The arrangements with initial teacher training institutions are good with an effective formal partnership in place with Bangor University. The programme of induction and training for students and newly qualified teachers is well implemented and monitored. All these arrangement are used well, to the benefit of pupils and students.

105. Pupils benefit from limited work-related activities. There are a few good examples of local businesses and institutions supporting school world of work activities.

106. Limited opportunity currently exists for staff to raise their understanding and experience of the world of work or for learners to develop their entrepreneurial skills.

107. Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of socially disadvantaged issues. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as class work tasks, extra-curricular activities, community initiatives, performances and games.

108. Provision is made for teaching sustainable development within subject areas and topic related environmental visits. The school council is well established in promoting environmental matters. Evidence exists that pupils have been engaged in recycling and energy conservation initiatives within the school, participating in tree and bulb planting and developing an eco garden.

109. Themes within the personal, social and education programme and subjects such as history and geography, charity events, links with India and Italy, and the activities of the school council make a very good contribution towards enhancing pupils' understanding of global citizenship, Third World matters and democracy.

110. The school's provision takes good account of national priorities and initiatives, particularly in relation to equality of opportunity, tackling social disadvantage, diversity and disability.

111. The school curriculum meets statutory requirements of the National Curriculum and the locally agreed syllabus for religious education.

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

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| <b>Grade 1: Good with outstanding features</b> |
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112. The findings of the inspection team do not match the school's judgment of grade 2 made in its self-evaluation report.

113. Inspectors consider that there are outstanding features in the provision the school makes for the care, support and guidance of all its pupils. The team has therefore raised the grade for this key question.

114. Outstanding features identified are:

- The approach made by the school to ensure that care arrangements are managed well.
- The use it makes of support services for the benefit of all pupils.
- The quality of the personal and social education it offers.
- The measures it takes to ensure the health, safety and well being of all pupils.
- The provision it makes for pupils who have special educational needs and its management.
- The measures it has set in place to eliminate oppressive behaviour.

115. Ysgol Llywelyn is an exceptionally inclusive school that offers high quality care and support to all its pupils. Without exception, all teaching and non-teaching staff are committed to ensuring that the best interests of all pupils are met. The outcome of this approach is a school of happy, very confident and well-motivated pupils. Observations of and discussions with pupils and children in nursery and reception classes demonstrate these qualities clearly.

116. All pupils, including those with special education Needs (SEN), those with English as an additional language (EAL) and children in nursery and reception classes benefit from a very effective programme of personal and social education (PSE) and support. Its effectiveness can be seen in the levels of high esteem that pupils demonstrate. It can be seen also in the often, sensitive understanding pupils show towards the feelings and needs of each other.

117. A clear detailed policy and scheme of work ensures that PSE is taught systematically. PSE is integrated into the curriculum and aspects such as health education, substance abuse and citizenship are dealt with appropriately. In this respect the school makes very good use of the Police Schools Liaison Officer.

118. The school makes very effective use of expertise offered by outside agencies for the benefit of pupils who need special help. Speech and language, learning development and behavioural support groups contribute strongly to the exceptional climate of care pupils enjoy. All pupils benefit greatly from the strength of co-operation the school has established with such organizations.

119. The quality of partnership with parents is good. The school's "Open Door" policy is appreciated by parents. All staff give time willingly to parents to ensure they know about how well their children progress with their work. The school pays close attention to the suggestions that parents make and parental worries are treated seriously and resolved. Most parents agree that they are well informed about their children's progress and school events, however, a small number of parents would welcome a better understanding of what their children are taught. Parents confirm that they are encouraged to take an active part in school activities.

120. Effective induction procedures into the nursery and reception classes are in place and are well supported by parents. A particularly good feature of this induction process is the "taster days" when parents and their children new to the school come and participate in activities, which are part of a normal day for the under fives. When older pupils join the school in key stages one and two, they are assigned a "buddy" for a week to help them settled in to the routines of school life. This minimizes the disruption caused by the change of school.

121. There are effective strategies for monitoring attendance and punctuality. Systems for checking the attendance levels of each pupil are fully understood and monitored. Registers are marked diligently and kept appropriately.

122. The health and safety and general well being of pupils is a top priority in the school. It is an outstanding feature. Policies and procedures are implemented effectively. The school caretaker and a member of the governing body administer regular in-house safety checks. Risk assessments are undertaken diligently particularly prior to educational visits.

123. Pupils are well supervised by adults at break times and lunch times; older pupils also help with this responsibility. The school has very effective arrangements at the beginning and the end of the day for the arrival and departure of pupils. There is sufficient trained and designated staff for first aid to ensure that if injury occurs it is dealt with quickly and effectively.

124. The two named persons with overall responsibility for child protection ensure that procedures are correctly followed and implemented. A system for recording incidents is in place. Teaching and non-teaching staff are kept up to date with child protection procedures. They have a good knowledge about the identification of abuse in its different forms.

125. The school has a wide range of effective measures in place to promote good social attitudes and re-enforce positive behaviour. All staff are trained in assertive discipline procedures. Good use is made of external agencies to help resolve personal behavioural difficulties any pupils might have. Individual programmes to develop self-esteem are used when deemed to be appropriate. Staff monitor incidences of poor behaviour carefully and enlist the support of parents when their child is involved. The effectiveness with which the school manages oppressive behaviour including incidents of bullying is outstanding and is appreciated by parents and pupils alike.

126. The school has a comprehensive racial equality policy and action plan to deal with any incidents of racial harassment or bullying should they occur.

127. Pupils have a good understanding of diversity within society. This is effectively promoted by the school through its links with India, through the PSE and religious education curriculum and through well-focused assemblies.

128. Pupils spoken to indicate that there are no issues of gender discrimination at present in the school. All pupils, they say, including those with disabilities, have equal access to learning and all out of school activities organized by the school.

129. Teachers are careful to avoid stereotyping in lessons and in the management of pupils. The school librarians actively trawl fiction books to ensure that children do not encounter stereotyping in the texts they read.

130. The quality of provision made for pupils with additional learning needs is outstanding. Pupils receive high quality teaching from the special needs coordinator (SENCo) and special needs assistant. Both work with individual pupils and groups mainly in mainstream classes but also in withdrawal groups when there is a need. Excellent use is made of outside support agencies, the SENCo being particularly proactive in ensuring the very best help is provided for those pupils who need it.

131. Class teachers and learning support assistants are very effective in giving pupils with special needs well-focused help during lessons. All pupils with special needs are fully integrated into the life of the school. The quality of what is provided for pupils ensures that they make very good progress in learning. They also gain high levels of confidence in themselves and are well motivated towards their work.

132. The management of special needs is very good. Effective systems are in place to identify those children who need additional help. In the nursery and reception classes teachers gather information from their observations about the progress individual children make in learning. The collection of such information aids the diagnosis of additional needs and early intervention when the time is right.

133. Individual Education Plans (IEPs) are of good quality and identify manageable targets for pupils to work towards. Parents of children who have special needs are kept fully informed about targets set and progress made. Progress towards learning goals is monitored carefully and regular reviews take place to which parents are invited. At such times achievement is celebrated and strategies to ensure continuity of progress decided upon. Parents are strongly encouraged to work with the school in order to help their children. Many do so and as a result their children make very good progress.

## Leadership and management

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

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

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

135. The head teacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a positive effect on the overall management of the school.

136. He has a clear vision to lead the school forward, identifying the ways in which this can be achieved and utilising the skills of a hard working staff and governing body. By virtue of his own diligence and compassion he gains and retains the respect and loyalty of staff and pupils alike.

137. A very effective and dedicated deputy and senior management team support the head teacher very well. They have a clear overview of the school's strengths and areas for development. They lead by example, providing excellent role models, and have created a very good working environment, within which staff interests and expertise are used extremely well.

138. Senior managers support and monitor newly appointed staff very well and induction procedures are very effective.

139. The school has shared aims and values which promote equality for all and which are well reflected in the work of the school. These have a very positive influence on its work and life.

140. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and reflect the school's commitment to attaining high levels of achievements in both academic and personal developments. They are understood and implemented by staff and governors.

141. The school takes good account of national priorities and local partnerships. Teachers follow national guidelines in promoting pupils' awareness of healthy eating, sustainable development and global citizenship. However, the provision for promoting bilingualism is underdeveloped.

142. The school works closely with other local schools, often exchanging and developing new initiatives.

143. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Monitoring of the foundation subjects is being developed and has been identified by the school as a priority in the school development plan (SDP).

144. There is a very effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its SDP. The head teacher and senior management team track and evaluate improvements in performance. Targets are identified for individual staff and these are reviewed annually.

145. Governors are very supportive of the school and are regularly provided with information about the school's operations by the head teacher. The role of governors as a 'critical friend' is very well established.

146. Governors help to set the school's strategic direction and regularly monitor and evaluate developments in all aspects of school life. They also have an excellent oversight of the budget and supervise expenditure extremely well.

147. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors' Annual Report to Parents is comprehensive and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.

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

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| <b>Grade 2:</b> Good features and no important shortcomings |
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148. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

149. The self-evaluation report prepared for the inspection is a thorough document that identifies the school's main areas of strength and development. The grades awarded by the school match those made by the inspection team in all but one key question. The quality of care, support and guidance which the school provides is outstanding.

150. There are appropriate systems in place to enable leaders and managers to monitor the performance of the school. Overall, co-ordinators are well informed about their curriculum areas although subject evaluations are too descriptive.

151. There are good monitoring systems in place for English, mathematics and science with co-ordinators collecting evidence of how well pupils are doing by examining their work, analysing test results and through classroom visits. The school makes good use of this information to bring about improvements. For example, in providing an intense programme of support for pupils who do not perform as well as expected in the year 2 standardised English tests. The monitoring of quality and standards in the foundation subjects is less systematic and lacks consistency.

152. All teachers and non-teaching staff are involved in reflecting upon the work of the school. They contribute to the process of identifying priorities and planning the actions for improvement noted in the School Development Plan (SDP). Most targets

have an appropriate timescale, costing and indicator of success. However, they are not focused sharply enough on how to improve standards and the quality of learning.

153. Pupils' views are well sought and respected by the school. As a result pupils are developing confidence in presenting ideas and reaching decisions. The school makes good use of suggestion boxes. Members of the school council make an important contribution to improving everyday life, for example by introducing outdoor seating and a new physical education kit. Parents have regular opportunities to share their opinions with staff, although formal arrangements for taking into account the views of parents and other interested parties are under developed.

154. The governors are well informed of the progress the school is making towards achieving its targets. They contribute to the process of self-evaluation fully. The knowledgeable and committed Chair of governors takes the lead in both challenging and supporting the head teacher and staff in furthering the work of the school.

155. The governing body and head teacher provide good resources to support priorities in teaching and learning.

156. The school has addressed all the issues identified in the last inspection report and has made good progress since the last inspection. For instance, it has raised standards in ICT and design and technology at key stage 2.

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

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| <b>Grade 2:</b> Good features and no important shortcomings |
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157. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

158. The overall quality of the school's provision for staffing, accommodation and resources is good. There is a good balance of experienced and newly qualified teachers to meet the needs of the school and its pupils. Good use is made of teacher expertise to support specific areas of the curriculum. The arrangements for three job shares are well planned and organised ensuring that the learning opportunities for pupils are fully realised. Good team work is one of the major strengths of the school.

159. Enthusiastic support staff work closely with the teachers and are effective in their roles. Effective administrative support is provided which ensures that the day to day life of the school runs smoothly. The caretaker, cleaners and catering staff are valued members of the school team and make an important contribution to the values, ethos and learning environment which the school promotes.

160. All staff members have appropriate job descriptions, which clearly define their roles and responsibilities. There is a strong commitment by staff to undertake continuing professional development and regularly update their subject and generic skills. They share what they have learnt with each other and the benefit of this can be seen in practice. Arrangements for teachers in relation to planning, preparation and assessment (PPA) time are well organised and managed.

161. The amount and quality of teaching and learning resources are good for all areas of the curriculum. These are used effectively and appropriately to meet the needs of all pupils. Systems are in place to ensure that staff requirements are prioritised in line with the school's development planning.

162. There is a good level of accommodation space which is fully utilised by the school. All classrooms are in a good state of repair and fit for purpose. The school's up to date computer suite with 34 computers is an outstanding feature. Teachers make very good use of the inter-active white boards to support their teaching. The libraries are well stocked, regularly updated and utilised fully by pupils. The very spacious school hall and the gymnasium are other outstanding facilities which are utilised fully.

163. Good use is made of all outside play, games and learning areas. The outdoor classroom used by pupils in the nursery and reception classes is an outstanding feature. Similarly, the eco garden is another example of how the school has created an excellent learning resource for all its pupils.

164. Good quality displays in classrooms and throughout the school are effective in creating a stimulating learning environment. Pupils take pride in this work and talk enthusiastically about what they have produced.

165. Finances are very well managed to achieve very good value for money. Budgetary control is stringent, and the governing body monitors all expenditure rigorously, to ensure cost effectiveness.

## Standards achieved in subjects and areas of learning

### Under 5s

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

### Language, literacy and communication skills

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

#### Good features

166. Nursery children listen attentively when spoken to by their teachers. Their good listening skills enable them to enter into the world of a story completely as can be seen in their faces when adults read to them. They respond well to what they hear and contribute anecdotes of their own to demonstrate their enjoyment. They have good recall of rhymes they have heard and will join in spontaneously particularly when the words have interesting sound patterns. More able children use their speaking skills well to explain and to recount events that have happened to them.

167. Children in nursery classes handle books with enjoyment. They take delight in colourful book covers and are beginning to anticipate what happens next in the stories they hear.

168. During role-play nursery children make good use of the opportunities they have to begin to practise early writing skills. Through their mark making techniques they write make believe messages and lists such as the recipes for porridge for Goldilocks.

169. Reception children listen to their teacher and to one another with rapt attention. They often consider carefully what is said before making comments of their own. Their listening skills are developing well. They understand implicitly that they cannot make useful contributions to discussion unless they have listened carefully to what has gone before. As a result, most of what children speak about is entirely relevant to the topic of the moment. A significant number of children are developing good speaking techniques to communicate in clear and interesting ways.

170. They enjoy early reading activities and enthusiastically and confidently convert initial letters and letter combinations they see, into sounds.

171. Reception children enjoy the many opportunities they are given to use books. They follow text in stories and poetry well and are beginning to decode meaning from text successfully.

172. Children make good use of the many opportunities they have to practise their emergent writing skills. They are eager to show visitors how well they form their letters and how skilful they are in writing their names.

173. In nursery classes children enjoy using the Welsh language especially in the songs they sing. Their pronunciation is developing well and they are learning the Welsh words for some of the things they encounter daily. Children in reception too enjoy singing in Welsh. They understand when their teacher speaks to them in Welsh and are beginning to be able to respond appropriately.

### **Personal and Social Development**

**Grade 1: Good with outstanding features in both the nursery and reception classes.**

#### **Outstanding features**

174. Children in nursery and reception classes demonstrate exceptional standards of behaviour in their classrooms and beyond. They show high levels of self-motivation and enthusiasm for, the tasks they carry out. They have the ability to concentrate on their work sometimes for relatively long periods.

#### **Good features**

175. Children in nursery classes work happily together and show an understanding of the need to share equipment and materials in turn. They express willingness to take part in any activity provided. They show good levels of care for one another and show concern when other children are upset.

176. Children in reception classes show a good understanding of the need for rules. Children recognize that the classroom needs to be an orderly place if they are going to do their best work. They are also aware of the reasons why raising their hands is an important thing to do to ensure orderliness.

177. Reception children show good attitudes towards cleanliness and hygiene. They readily wash their hands after messy activities and before handling food.

### **Mathematical Development**

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

#### **Good features**

178. In nursery classes children show positive attitudes towards mathematical activities and great enjoyment in practical work. Their ability to sort objects is good. They sort objects by size taking care to compare dimensions so that that they get the exercise right. They enjoy counting activities especially through songs and rhymes. This enables them to remember the sequence of numbers more readily. Children sort and match numbers one to three correctly and sort shapes effectively on magnetic boards.

179. In reception children show good standards of mathematical understanding particularly in their oral work. They respond very well to counting games. Opportunities to correct the "Counting Crow" hand puppet when it goes wrong, enables them to consolidate their understanding of number order. Most children understand the concepts of "more than" and "less than" and show good levels of success in using them. Through buying and selling activities in the class fruit shop, children gain a good understanding of the value of money. More able children describe two-dimensional shapes and their properties accurately.

### **Knowledge and Understanding of the World**

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

#### **Good features**

180. Children in nursery and reception explore the opportunities for structured play enthusiastically. Their problem solving and decision-making skills are developing well as a result. Using plastic balls of different sizes and pipes of different dimensions children investigate the notion of match and are pleased when free passage is achieved. Children show much interest in living things and use magnifiers to study nature.

181. Children in nursery classes are beginning to appreciate cultures other than their own through work they do. An example of this is the recent work they carried out investigating the festival of Divali.

182. In the outside classroom, reception children plant different kinds of vegetables. Through their discussions they show that they have a good knowledge of vegetables, which grow underground and that they are healthy to eat.

183. Children have a good knowledge of the work people do to benefit their school and the local community.

184. Children in reception classes are developing a good knowledge of the way of life for people in Africa. Through the use of artefacts and pictures and an ethnic doll to guide them children are beginning to understand that in other countries people observe different traditions and have different life styles.

### **Physical Development**

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

#### **Good features**

185. Nursery children show increasing control of their physical skills on fixed climbing equipment in the outside classroom and on large wheeled toys. Children use their manipulative skills well when using malleable material to make pretend cakes. They

show good control of pencils and paint brushes in drawing, writing and painting activities.

186. Children in reception classes have a good knowledge of how their bodies function and the need for personal space in activities such as gymnastics. During such lessons, children can travel at different levels and in different ways in a controlled manner and are careful to ensure their activity does not interfere with someone else's.

### **Creative Development**

**Grade 2: Good features and no important shortcomings in both nursery and reception classes.**

#### **Good features**

187. In role-play, children in nursery classes use their imagination well in different situations such as in the story of Goldilocks. They enjoy using a range of materials to make pictures. Using observations, children paint lively sunflower pictures matching the colours of the plant to their created image very well. They enjoy listening to music and sing enthusiastically on the many occasions during the school day when it forms part of the lesson.

188. Children in reception classes enjoy using a wide range of materials in their creative work. In the outside classroom, children enjoy contributing to a collage of natural forms including leaves and twigs. It often engenders much discussion especially about the placement of the items they add. Printing activities engender much excitement. In one class, with their teacher children explore the colour, texture and smell of different fruits. They observe the pattern across the cut surface of the fruit and try hard to ensure it appears in their print.

189. In reception classes, children respond to the rhythm of music well. They sing in tune and with enjoyment. They are beginning to gain an appropriate vocabulary of musical words.

### **English**

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

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

#### **Good features**

190. At key stage 1, pupils' listening skills are good and often outstanding. They listen purposefully and respect other pupils' responses. They pay close attention to their teachers and have a good recall of what they have heard. By key stage 2, they respond appropriately to questions and instructions and confidently share ideas while in pairs and in groups.

191. At key stage 1, pupils speak clearly and confidently using an increasing range of vocabulary. They participate in discussions with enthusiasm and are able to express their feelings on a range of genre.

192. At key stage 2, pupils confidently contribute to discussions expressing their thoughts and opinions clearly. By the end of the key stage pupils speak with assurance in a range of situations using a wide range of vocabulary.

193. At key stage 1, pupils read confidently and make steady progress at a level appropriate to their age. The more able pupils often use good expression and confidently explain what they are reading. Most pupils in year 1 have a good understanding of the role of an illustrator and what an author does. At both key stages more able pupils have a good understanding of fiction and non-fiction and give good quality reasons for choosing their books.

194. At key stage 2, most pupils identify adjectives and verbs, recognise direct and indirect speech and use them well to write play scripts from reading text. Most pupils at year 6 scan text to locate information and understand differing writing styles. They use inference and deduction to aid their understanding.

195. Pupils at key stage 1, learn to write independently and do so with confidence. By the end of the key stage pupils write for a variety of purposes with many organising their writing well, using appropriate punctuation.

196. At key stage 2, pupils develop a sound understanding of genre and write in many forms. Some of the evacuee letters and play scripts are of a high quality. Spelling is usually accurate. By the end of the key stage pupils make good use of different presentation, have a good understanding of planning from notes and organising them into written text.

197. Key stage 1 pupils develop the initial pattern of cursive writing well.

### **Shortcomings**

198. Many pupils at key stage 2 revert to print.

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| <b>Welsh second language</b> |
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

199. At key stage 1, all pupils listen and respond appropriately and enthusiastically. They ask simple questions of each other in role-play situations, using an appropriate range of phrases and vocabulary. The majority speak audibly, with good pronunciation.

200. At key stage 2, pupils build on the good work that has been done at key stage 1. The majority speak with increasing confidence, using a wider range of words, phrases, sentences and questions. They successfully take part in dialogues and role-play to build up knowledge and understanding of the language. The more able pupils sustain conversation for longer periods.

201. At key stage 1, pupils' reading skills are developing well. From year 1, pupils show a good understanding of simple text using a range of printed resources. By the end of the key stage, pupils read aloud their own work and other printed resources correctly.

202. At key stage 2, the majority of pupils extend their ability to read and respond to printed material confidently. Pupils recall materials being read to them and re-tell what they have enjoyed. The more able read clearly, with confidence and expression to convey the meaning of what they have read.

203. At key stage 1, pupils' writing skills are developing appropriately through tasks that include labelling, matching exercises and simple sentences based on a given pattern. They use capital letters and full stops when writing three or more sentences. They use speech 'bubbles' appropriately when writing simple conversations.

204. At key stage 2, pupils write in an increasing range of styles including dialogue. They make good attempts to write about what they like and dislike. As they progress through the key stage their writing becomes more accurate with appropriate attention to spelling and punctuation. There are good examples of free writing by the more able pupils.

205. The use of IT to reinforce learning is used effectively by teachers and pupils.

## Information technology

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

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

### Good Features

206. At key stage 1, pupils' basic computer skills are developing well. Most year 2 pupils enter simple text, change its appearance, log on and off the computer, follow basic instructions and print their work confidently.

207. At key stage 2, pupils make effective use of spreadsheets to handle information. For instance, year 3 pupils complete questionnaires about themselves on a simple database. Year 6 pupils, including those with special educational needs, enter accurately formulae to calculate mean numbers in mathematics.

208. Pupils at both key stages make good use of their computer skills to arrange, amend and display their work from different subject areas. For example, pupils in year 2 effectively use an art package to produce graphics to accompany their sentences about Bonfire Night.

209. Pupils who use the ICT suite access necessary files on the computer quickly and are experienced at opening and using them. More able pupils in year 6 are adept at using 'short cut' keys, for example when copying data.

210. At key stage 2, pupils extract key information from internet websites. Pupils in year 4 make good use of particular search facilities, when they locate maps and pictures to support their history lessons. More able pupils understand that the Internet has limitations as well as advantages.

211. Year 5 pupils show good modelling skills when they produce plans of their classrooms using appropriate software.

212. Pupils at both key stages are developing a good understanding of the control functions of ICT. For example, year 2 pupils enter simple instructions to program a toy while year 6 pupils use a data logger in science investigations.

### **Shortcomings**

213. Pupils at key stage 2, do not make sufficient use of e-mail to exchange ideas to audiences beyond their classmates.

214. Year 6 pupils' skills in producing multimedia presentations that include sound and visual sources are under developed.

## **Design technology**

**Key Stage 1: Grade 3:** Good features outweigh shortcomings

**Key Stage 2: Grade 3:** Good features outweigh shortcomings

### **Good features**

215. Throughout the school, pupils demonstrate good skills in cutting, shaping, joining and assembling.

216. At both key stages, pupils have a good understanding of how to access information to research the different topics. The process of designing, planning, making and evaluating is well established and followed by all pupils.

217. At key stage 1, pupils use construction kits effectively to create structures and test them for stability. They look carefully at joints on climbing frames in the playground before attempting to create their own models using the appropriate materials.

218. Their knowledge and skill of joining different fabrics and materials, including the skill of sewing, are good. These skills are well used when pupils compare a range of different puppets before deciding independently which type of puppet would suit their requirements and how it will be made.

219. They study simple mechanisms, such as levers, and use this knowledge well when making moving eyes on a mask.

220. At key stage 2, pupils continue to develop their understanding of simple mechanics when designing and making moving books. There are good examples of investigation on their purpose and use, and on the characteristics and variety of movements.

221. When designing and making family shields and banners, pupils demonstrate a good awareness of keeping preferences in mind, their appearance and of the need to produce a quality item.

222. Pupils' ability to design, plan and make various forms of packaging, which are attractive and appropriate for its purpose, is developing well.

223. Older pupils developed their shelter designs in response to a history stimulus and they tested different joints and hinges prior to successfully making a variety of models to given criteria.

### **Shortcomings**

224. Pupils' skills in using a variety of methods, including levers, cogs, wheels, motors and pneumatics, to create different movements, are underdeveloped.

225. In some cases, finished models lack individuality and imagination.

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

**Key Stage 2: Grade 1: Good with outstanding features**

### **Good and outstanding features**

226. At key stage 1, children sing a variety of songs including some from Wales. They know their songs and sing well in tune. They sing naturally with gusto but are also beginning to understand and use dynamics in their performances leading to an improved quality of sound.

227. At key stage 2, singing is an outstanding feature of the school. In both class lessons and in larger gatherings the children sing with control, with those in year 5 and 6 producing excellent quality. The large school choir of over 50 children support and enhance this standard and sometimes pupils add a descant line to the melody.

228. The younger pupils in key stage 1 listen to music attentively. They appreciate the music that they listen to and the majority recognize instruments that they hear on the recording. They explore enthusiastically how to make a variety of body sounds including those made by the voice. Through exploring and playing simple percussion instruments they are beginning to understand the meaning of tempo in music.

229. The older children in this key stage listen well to an orchestral recording as a basis for a class composition. They are beginning to display early refinement of their listening skills and together compose and perform, using pitched and non-pitched instruments, a composition to reflect the sounds and atmosphere on the beach. At the end of the lesson they learn how to reflect on their composition and performance.

230. Younger key stage 2 pupils are learning how various musical elements like tempo, pitch and duration can be used descriptively to represent different animal characteristics. They display good listening skills and imitate the movement of some of these animals to a recording. They then use their own drawings as a structure to build their own compositions. When working with the pentatonic scale they relate pitch effectively to solfa and notation by using hand signs. This is an outstanding feature of their work. They then use an interactive whiteboard or pitched percussion instruments to describe lines in a poem. A few of the children are beginning to realise the relevance of the "home note" and the need to move in smaller steps in order to recall their compositions.

231. The older pupils in this key stage display mature confidence in their listening and performing skills. They display excellent control of various rhythmical patterns. All have an awareness of ascending and descending patterns of an increasing complexity with a few displaying an understanding of pitch well above their age. They compose, perform and appraise an impromptu class composition involving a number of ostinati with confidence and evident enjoyment.

232. Several children in years 4, 5 and 6 take advantage of an extra curricular opportunity to have recorder lessons. Some proceed to learn other instruments taught by visiting teachers.

233. Opportunities for the children to listen and participate in various community concerts and performances is another outstanding feature in this school. The children have enjoyed working with a traditional Indian dancing team, and the "Key Strings" group adds another dimension to their musical experiences. They have an increasing awareness of Welsh composers such as William Mathias and Karl Jenkins and their involvement in the "Jambori" brings in a wealth and variety of Welsh songs. They recently produced their own CD of music and songs. These are sung and performed to a good standard by pupils of all ages in the school.

## School's response to the inspection

The governors and staff have discussed this report and feel that it successfully reflects our mission statement “to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings.”

The inspection findings recognise that the school has continued to provide high standards of education with 'outstanding features' in many areas. Of the eighty one lessons observed the quality of teaching in 94% was deemed as being either good or very good, a figure that is well above the national average of 65%. The Inspection report states that the “ working relationships between pupils and teachers is one of the outstanding features of this school.”

The school has always been well known for its strong, supportive and respectful relationships which underpin all aspects of life at the school. The Inspectors found that “there are outstanding features in the provision that the school makes for the care, support and guidance for all its pupils.”

The inspectors also noted the high standards of teaching and learning in the Early Years Department. This reflects the tremendous progress made towards the successful implementation of the Foundation Phase, which should lay an excellent platform for the future learning of every child in Ysgol Llywelyn.

During the next few weeks the staff and governors will be producing an action plan to build upon the recommendations made, in order to continue the process of providing a first class education for the children of the Rhyl area. All parents will receive a copy of this plan together with the inspection report.

We would like to thank Mr Merfyn Lloyd Jones and his team of Inspectors for their thorough, professional and open minded approach throughout the process.

## Appendix 1

### Basic information about the school

|                     |  |
|---------------------|--|
| Name of school      | Ysgol Llywelyn                             |
| School type         | Nursery and Primary                        |
| Age-range of pupils | 3-11                                       |
| Address of school   | Trellewelyn Road,<br>Rhyl,<br>Denbighshire |
| Postcode            | LL18 4EU                                   |
| Telephone number    | 01745 338290                               |

|  |  |
|--|--|
| Headteacher                                  | Mr Gareth Williams                             |
| Date of appointment                          | October 1994                                   |
| Chair of governors/<br>Appropriate authority | Mrs Diana Wendon-Smith                         |
| Registered inspector                         | Mr Merfyn Lloyd Jones                          |
| Dates of inspection                          | 6 <sup>th</sup> -9 <sup>th</sup> November 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                    | 33      | 84 | 79 | 88 | 90 | 87 | 83 | 87 | 631   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 25        | 7         | 28.5                       |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 21:1   |
| Pupil: adult (fte) ratio in nursery classes                        | 10.5:1 |
| Pupil: adult (fte) ratio in special classes                        | 0      |
| Average class size, excluding nursery and special classes          | 26     |
| Teacher (fte): class ratio   | 1:26   |

| Percentage attendance for three complete terms prior to inspection |    |    |                |
|--|----|----|----------------|
| Term   | N  | R  | Rest of School |
| Autumn Term 2005   | 93 | 94 | 94             |
| Spring Term 2006   | 84 | 83 | 85             |
| Summer Term 2006   | 92 | 91 | 93             |

|  |    |
|--|----|
| Percentage of pupils entitled to free school meals             | 18 |
| Number of pupils excluded during 12 months prior to inspection | 2  |

## Appendix 3

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

| National Curriculum Assessment KS1 Results 2006 |                    |          | Number of pupils in Y2: |     | 88   |      |      |
|---|--------------------|----------|-------------------------|-----|------|------|------|
| Percentage of pupils at each level              |                    |          |                         |     |      |      |      |
|   |                    |          | D                       | W   | 1    | 2    | 3    |
| English:  | Teacher Assessment | School   | 0                       | 2   | 20   | 65   | 13   |
|   |                    | National | 0.4                     | 3.6 | 12.2 | 64.0 | 19.7 |
| En: reading                                     | Teacher Assessment | School   | 0                       | 1   | 19   | 63   | 17   |
|   |                    | National | 0.4                     | 3.7 | 13.6 | 55.8 | 26.5 |
| En: writing                                     | Teacher Assessment | School   | 0                       | 1   | 23   | 69   | 7    |
|   |                    | National | 0.4                     | 4.9 | 14.0 | 69.1 | 11.6 |
| En: speaking and listening                      | Teacher Assessment | School   | 0                       | 8   | 14   | 64   | 15   |
|   |                    | National | 0.4                     | 2.3 | 10.5 | 63.9 | 22.9 |
| Mathematics                                     | Teacher Assessment | School   | 0                       | 3   | 26   | 57   | 14   |
|   |                    | National | 0.3                     | 2.3 | 10.1 | 63.4 | 23.8 |
| Science   | Teacher Assessment | School   | 0                       | 6   | 13   | 68   | 13   |
|   |                    | National | 0.3                     | 1.5 | 8.8  | 65.4 | 24.0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |      |          |    |
|---|------|----------|----|
| In the school   | 61.8 | In Wales | 81 |

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

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

| National Curriculum Assessment KS2 Results 2006 |                    |          |     |     |     |     | Number of pupils in Y6 |     | 87   |      |      |  |
|---|--------------------|----------|-----|-----|-----|-----|------------------------|-----|------|------|------|--|
| Percentage of pupils at each level              |                    |          |     |     |     |     |                        |     |      |      |      |  |
|   |                    |          | D   | A   | F   | W   | 1                      | 2   | 3    | 4    | 5    |  |
| English   | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0                      | 3   | 21   | 58   | 18   |  |
|   |                    | National | 0.4 | 0.1 | 1.1 | 0.3 | 0.7                    | 4.1 | 14.7 | 46.7 | 31.7 |  |
| Welsh   | Teacher assessment | School   |     |     |     |     |                        |     |      |      |      |  |
|   |                    | National |     |     |     |     |                        |     |      |      |      |  |
| Mathematics                                     | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0                      | 6   | 19   | 64   | 11   |  |
|   |                    | National | 0.4 | 0.1 | 1.0 | 0.3 | 0.5                    | 3.4 | 15.1 | 47.2 | 32.0 |  |
| Science   | Teacher assessment | School   | 0   | 0   | 0   | 0   | 0                      | 6   | 15   | 59   | 20   |  |
|   |                    | National | 0.4 | 0.1 | 1.0 | 0.3 | 0.3                    | 1.6 | 10.6 | 51.1 | 34.6 |  |

| 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   | 68.2 | In the school | N/A |
| In Wales  | 73   | In Wales      | N/A |

- D Pupils who are excepted 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**

A team of seven inspectors and a peer assessor inspected the school over a period of 23 inspector days.

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

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

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

Discussions were held with staff and pupils about their work.

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

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

Eleven parents attended the meeting held prior to the inspection, and the parents' responses (87 in all) to the questionnaires distributed were analysed.

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

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                              | <b>Responsibilities</b>   |
|---|---|
| Mr Merfyn Lloyd Jones<br>(Registered inspector) | Context, summary and recommendation. Key questions 1 and 7 and Welsh Second Language. |
| Mr Arwel Williams<br>(Team inspector)           | Key question 2 and Music.   |
| Mr Brian Warrilow (Team inspector)              | Key Question 3 and English.   |
| Mr Kerry Knapper (Team inspector)               | Key Question 4, Early Years and SEN.  |
| Mr Merfyn Jones (Team inspector)                | Key Question 5 and Design Technology.   |
| Mr Russell Griggs (Team inspector)              | Key Question 6 and Information and Communications Technology.                         |
| Mr Gwilym Morris (Lay inspector)                | Contribution to all seven key questions.  |
| Mrs Meryl Boast (Peer Assessor)                 | Contribution to all seven key questions.  |
| Mr Gareth Williams                              | Nominee   |

The contractor was:

Baker-Phillips  
Educational Communications  
Oaks Lea  
Higher Knolton  
Overton  
Wrexham  
LL13 0LF

#### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.