

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

**A Report on the Quality of Education in**

**Ysgol Maelgwn  
Broad Street  
Llandudno Junction  
Conwy  
LL31 9HG**

**School Number: 6622064**

**Date of Inspection: 3 December 2007**

**by**

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Ysgol Maelgwn 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 Maelgwn took place between 03/12/07 and 05/12/07. 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:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Maelgwn is a community school located in the centre of the small town of Llandudno Junction. The school is maintained by Conwy local education authority (LEA).
2. The school has an urban catchment area and the school describes the area from which the children and pupils come as one which has disadvantaged elements.
3. Some 65% of pupils come from Llandudno Junction, whilst some 35% of them come from areas further away, such as Conwy, Deganwy and Glan Conwy.
4. There are two language streams in the school, each with five classes of pupils. The Welsh stream was established in 1956. Ninety-one per cent of the school's pupils come from homes where English is the main language of communication; the school states that 51% of all the pupils speak Welsh to first language standard.
5. The school provides education for pupils between three and 11 years of age. Pupils are admitted to the school on a part-time basis in the September following their third birthday, whilst they become full-time pupils in the September following their fourth birthday.
6. There were 200 full-time pupils on the school's register at the time of the inspection, together with 31 nursery children who attend part-time.
7. Some 15% of the pupils are entitled to receive free school meals, a percentage which is slightly higher than the county percentage but slightly lower than the national percentage.
8. Children taught at the school cover the full ability range. Currently, there are 55 pupils on the additional learning needs (ALN) register. No pupil has a statement of ALN.
9. The school was last inspected in December 2001. At that time, there were 263 full-time pupils on roll.
10. The current headteacher was appointed in September, 2003.

### The school's priorities and targets

11. The developmental priorities identified in the school development plan (SDP for 2007-08 include:
  - implementing a revised scheme of work in mathematics, as a result of analysing the results of *RM Snapshot* and targeting areas for development;
  - adapting schemes of work for the requirements of Curriculum 2008 in the following subjects: English, personal and social education (PSE), geography and art;
  - ensure re-accreditation of the Basic Skills Agency Quality Mark award;
  - apply for the Healthy Schools level 2 award for accreditation in January, and
  - improve the entrance and boys' toilet area.

## Summary

12. Ysgol Maelgwn succeeds in providing broad and relevant education and experiences for the whole range of pupils that attend. The school has developed significantly over recent years.
13. The school has good provision for promoting pupils' health and fitness. It is involved in the Healthy Schools scheme and, specifically, encourages parents and children to walk to school, or at least part of the way. This also contributes to a safer site in relation to traffic in the morning and afternoon. A number of sporting teams compete in inter-school competitions and this year a team from the school is competing in the national swimming gala.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
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

14. The inspection team's judgements above, agree with the school's judgement, as identified in its self-evaluation report, in six of the seven key questions. The school had awarded a Grade 2 to key question 6.
15. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Pupils' standards in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	87%	10%	0%	0%

### Grades for standards in subjects inspected

17. The grades for subjects inspected in key stages 1 and 2 are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Information technology	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
Music	Grade 2	Grade 2

18. Pupils throughout the school make good progress in developing their understanding and nurturing their skills during lessons. Pupils with ALN also make good progress in line with their age and ability. Pupils show outstanding awareness of their personal learning targets set for them as individuals.

19. Children under five years of age and pupils in key stages 1 and 2 develop well in their key skills, in relation to their understanding and their increasing skills in literacy, numeracy and information and communications technology (ICT) in lessons across the curriculum. Even so, there is a lack of detailed measurements in design and technology work in key stages 1 and 2.
20. Pupils' bilingual skills are developing well. Pupils throughout the school can listen to Welsh in a range of situations, and can respond to instructions and questions with increasing confidence. They are confident in using Welsh in public situations, such as during collective worship sessions.
21. Over the last three years, in key stage 1, the school's core subject indicator (CSI), namely the numbers succeeding in gaining level 2 in mathematics, science and Welsh or English, was constantly lower than the median in comparison with similar schools. In key stage 2 over the last three years, the school's CSI (the numbers succeeding in gaining level 4 in mathematics, science and one of the two languages) has placed the school higher than the median once, and lower than the median twice.
22. Pupils throughout the school display a commitment towards their work and make effective use of time during the day, responding readily to tasks during lessons and persevering well in practising their skills. They take advantage of the varied class arrangement, which enables them to work together well, sometimes in pairs and at other times in small groups.
23. Pupils behave well, responding appropriately to the school's guidelines. They readily show courtesy towards each other and towards adults and respect property and resources during lessons.
24. The pupils' spiritual, moral, social and cultural development is good. They respond well in collective worship sessions, reflecting quietly and contributing effectively. They are enthusiastic in their involvement to collect money for various charities and the school sponsors the education and health of a young girl in Lesotho. They show good development in their social skills through the 'buddy' arrangement to care for other pupils and through playing together in teams.
25. Standards of pupils' attendance are satisfactory. The attendance percentage for the previous educational year was 93.4%. Overall, the quality of pupils' punctuality at the beginning of the school day and during the day is good.
26. Pupils show a good awareness of Welsh culture through their involvement with Urdd activities and through working with the Children's Poets for Wales. The opportunities they have to begin learning two European languages promote their awareness of other cultures.
27. Pupils' understanding and awareness of the principles of the world of work are not fully developed. Even though they visit some specific places, they are not sufficiently involved in matters from the world of work. Nor do they develop their entrepreneurial skills sufficiently.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6 %	81 %	13 %	0 %	0 %

28. Teachers have a thorough knowledge and understanding of the areas of the national curriculum (NC). Further training is provided for them in line with the school's priorities, as identified in the SDP.
29. Amongst the good and outstanding features of the teaching, is the very good relationship between pupils and teachers, which creates a stimulating atmosphere and experiences in lessons. Lessons are carefully planned giving purposeful and stimulating opportunities to develop the key skills, and there is effective use of a variety of educational resources and equipment.
30. Where there are some shortcomings in the teaching, teachers' introductions are too long, and there is insufficient differentiation to meet the needs of some individuals.
31. The school has an effective system for assessing, recording and reporting. It is based on recording individuals' attainment and identifying the next steps in the teaching. The system for tracking pupils' progress in the core subjects is having a positive effect on specific provision for individuals through prepared schemes. This is a sound base on which to build to ensure progress. Detailed profiles are kept of pupils' work to reflect the progress made by each individual.
32. Pupils' work is marked regularly. Even so, the practice of offering comments to improve the work, or to show the way forward, is inconsistent. In the best cases, this is a strategy which fosters pupils' understanding and encourages self-assessment.
33. Reports to parents are of a good quality, clearly identifying pupils' attainment and offering definite targets for improvement. Overall, parents are happy with the contents of these reports, and state that they provide them with sufficient information about their children's development.
34. The school meets the needs of pupils well by offering a broad and balanced curriculum which meets the statutory requirements of the NC and the Desirable Outcomes for Children's Learning. Teachers plan carefully and consider the needs of pupils with ALN in supportive lessons. The provision promotes equal opportunities for each pupil, whatever their social background, gender, disability or race.
35. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
36. The school offers a good range of activities and visits, which enrich the experiences pupils receive within classes. The variety of experiences offered the pupils in out-of-school activities is broad and of a high quality. Amongst them are French and Spanish lessons, Urdd activities and inter-school games. Even so, some pupils feel that there aren't enough opportunities for everyone to participate in some activities.
37. Spiritual, moral, social and cultural development is promoted well through a variety of relevant activities and experiences. Collective worship sessions conform to statutory requirements and offer opportunities for pupils to reflect on personal aspects. This is complemented in 'circle time' sessions or registration periods, when pupils can discuss the PSE theme for the week, or relevant moral aspects.

38. The experiences gained through the school council give pupils opportunities to consider moral and social aspects and the way these can affect their lives.
39. The Parents' Association supports the school effectively, arranging a number of fund-raising activities for the school's reserves. Information packs the teachers create, to inform parents of the themes the pupils are following over the term, are a strength, being a good example of working together.
40. The school's friendly and co-operative ethos allows any parent to come to the school at any time to discuss concerns. Many parents appreciate these opportunities, together with the support they receive. Even so, there is a small cohort of parents who feel that the school does not respond positively enough after discussing their concerns.
41. There are close links with the local secondary schools to which the pupils transfer. Pupils have opportunities to visit them before the end of key stage 2. There are examples of close collaboration in specific subjects; this gives pupils opportunities to become familiar with the methods and the staff at the secondary school before transferring there.
42. The school undertakes a number of innovative activities which raise pupils' awareness of sustainable development, such as through re-cycling practices and creating a compost heap in the school garden. The provision for promoting pupils' awareness of global citizenship is one of the school's strengths. Following the International Schools' project, weekly lessons in French and Spanish are held after school. The pupils also sponsor health and education provision for a young girl in Lesotho.
43. Provision at the school for promoting pupils' understanding of the world of work is not fully developed. There are good links with local institutions and workers, such as the banks and local workers, who offer occasional support. Even so, these links are not planned and developed sufficiently to contribute substantially towards pupils' understanding of the different principles of the world of work. Opportunities for pupils to be involved with elements of entrepreneurial skills are limited.
44. The school is a happy community which supports pupils well in all their activities. The quality of the support offered by teachers and support staff is good. The relationship between them is positive and encourages good attitudes of behaviour and working together. Registration periods give teachers opportunities to discuss any pastoral issues with the pupils.
45. Parents work together well with the school and appreciate the opportunities to discuss any matters. They also appreciate the regular suggestions they receive on how to help their children at home. The order and quality of this support is one of the school's strengths.
46. A number of aspects on the quality of the provision for pupils with ALN are good. The provision of the part-time teacher, who also acts as the ALN co-ordinator is good.
47. Many tests are used to identify pupils' attainments. Teachers arrange specific literacy lessons for improving reading and spelling and refer to these targets. Even so, in a number of lessons, some class teachers are over-dependent on using phonic strategies to improve literacy at the expense of other possible strategies.

48. Parents are given regular information on the development of their children against the statutory steps linked to the ALN Code of Practice, together with guidelines on how they can support their children at home.
49. Through implementing its policies, the school ensures an environment that respects each individual and ensures every opportunity for them within the school and its activities. The school also meets its statutory responsibilities with regard to racial equality and by ensuring that the activities and experiences respect cultural diversity.

### **Leadership and management**

50. The school is led effectively by a headteacher who is committed to managing in an orderly and purposeful way, and to raising pupils' standards of achievement. He has succeeded over recent years to establish a culture of self-evaluation and development amongst his colleagues.
51. The headteacher is supported by an enthusiastic deputy, industrious fellow-teachers and a conscientious governing body.
52. Over recent years, great progress has been made in establishing a self-evaluation procedure based on an appropriate policy and guidelines. In the policy are interviews with teachers, evaluations of aspects of the provision, discussions between teachers and team leaders, pupils' tracking records and an internal monitoring system. The school does not formally seek the opinions of parents and pupils.
53. Overall, the curricular co-ordinators work industriously and are aware of the situation in their particular fields, basing their knowledge on monitoring strategies that include an audit of resources, collecting samples of pupils' work and lesson observations. As yet, however, reports that emanate from lesson observations do not include comments that are specific enough to further develop aspects of the teaching and learning.
54. The SDP for the current year is an effective document. It includes a review of achievements in respect of the previous developmental priorities and a number of current priorities are identified under the headings Management, Curriculum and Ethos. Even so, the link between the findings of the self-evaluation process and the developmental priorities identified in the SDP are not clear.
55. Good progress was made in responding to the key issues identified in the previous inspection. Evidence from the current inspection suggests that very definite progress can be seen in standards in Welsh second language throughout the school, mathematics and science in key stage 1, physical education in both key stages and music in key stage 2.
56. A sufficient number of teachers who possess a diverse range of qualifications are employed. Each one has subject responsibilities within the school. Classroom assistants contribute effectively to the activities and their cooperation within classes contributes positively to the quality of teaching.
57. In general, the building is of good quality, with the space inside sufficient for the number of pupils. The yard is large with a small garden, which is used appropriately, within the school's boundaries. The school does not have a playing field, but uses the local playing field for training and for games.

58. The school has a broad range of resources that are in a good condition and are accessible to the pupils. A room has been adapted especially for music tuition, and this is an outstanding feature. Currently there is some shortage of information technology equipment in key stage 1.
59. Good use is made of teachers' expertise in areas such as music. This occurs during the non-contact time of some teachers. Teachers use these periods appropriately and effectively. A part-time teacher is also employed for these periods, in addition to the headteacher's teaching responsibilities.
60. The school plans effectively for spending. The current underspend is less than 2% of the budget; planning for its use is efficient. The school gives good value for money.

## Recommendations

The school needs to:

- R1 raise standards in information technology in key stage 1;
- R2 ensure a stronger element of differentiation within lessons;
- R3 further develop the self-evaluation procedure by:
  - ensuring that lesson observation reports suggest further developments in the teaching and learning;
  - seek the views of parents and pupils on the school's provision;
  - highlight the link between the self-evaluation and the SDP, and
- R4 develop pupils' awareness of the world of work and foster their entrepreneurial skills.

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

61. The findings of the inspection team agree with the school's judgement as identified in its self-evaluation report. Although benchmarking data, paragraphs 71-73 below, suggest that the school is falling below the median, the findings of this inspection ascertain that pupils' standards of achievement, apart from information technology in key stage 1, are Grade 2 in the subjects inspected, including two core subjects.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	87%	10%	0%	0%

62. These percentages are higher than the Welsh Assembly Government's (WAG) targets for 2010, that 98% of lessons are Grade 3 or better.

63. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

#### **Grades for standards in subjects inspected**

64. The grades for subjects inspected in key stages 1 and 2 are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Information technology	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
Music	Grade 2	Grade 2

65. Pupils throughout the school make good progress in developing their understanding and nurturing their skills during lessons. By the time they reach the upper end of the school they discuss aspects of their work maturely. Pupils with ALN also make good progress in line with their age and ability.
66. Pupils show outstanding awareness of their personal learning targets set for them as individuals. They can discuss the targets and the fact that they will adopt other targets from term to term. They understand the objectives of lesson activities and what they are expected to achieve.
67. Children under five years of age develop well in their key skills. They display appropriate communications skills, in questioning each other and answering sensibly, and use greeting and socialising expressions well. They develop numeracy skills in dealing with the numerous examples of number seen in the world around them. They develop ICT skills whilst handling computer packages, such as the Dressing Teddy activity.
68. Pupils in key stages 1 and 2 display appropriate key skills. They practice literacy skills regularly in contextual tasks, such as in drawing up imaginary letters and messages to characters from familiar tales and designing posters relevant to the Victorian era. They develop numeracy skills in creating graphs and analysing data. Pupils at the upper end of the school have a very good grasp of mathematical terms. Even so, there is a lack of detailed measurements in design and technology work.
69. In key stages 1 and 2, pupils' ICT skills are developing effectively as they handle data and design graphs of features relating to traditional tales, and in researching on the Internet in the context of design and technology tasks.
70. Pupils' bilingual skills are developing well. Pupils throughout the school can listen to Welsh in a range of situations, and can respond to instructions and questions with increasing confidence. Within lessons such as physical education, they succeed in following instructions effectively. They can use an increasing variety of speech patterns about themselves and their experiences in the school. They are confident in using Welsh in public situations, such as during collective worship sessions.
71. In 2007, results of pupils in key stage 1 were lower than the median in three subjects and higher than the median in one subject, in comparing their results with similar schools in relation to the numbers entitled to free school meals.

72. In 2007, results of pupils in key stage 2 were in the lower quartile in three subjects and higher than the median in one subject, when comparing them with results of similar schools, in relation to numbers entitled to free school meals. The school states that there is a significant percentage of pupils with ALN in this year's cohort, and that results are in line with pupils' potential.
73. Over the last three years, in key stage 1, the school's CSI (namely the numbers succeeding in gaining level 2 in mathematics, science and Welsh or English) was constantly lower than the median in comparison with 'similar' schools. In key stage 2 assessments over the last three years, the school's CSI was higher than the median once, and lower than the median twice, in comparison with similar schools.
74. When analysing the results, there is no obvious pattern of differences between the achievement of boys and girls. From time to time, boys achieve better than the girls, such as in two subjects in the key stage 1 assessments in 2007, and overall in key stage 2 assessments in 2006.
75. Pupils readily respond to the challenge set within tasks; they successfully practise their problem solving skills, more specifically at the upper end of the school.
76. Pupils throughout the school display commitment towards their work. They respond to the attainment targets set through the detailed system for tracking progress, and successfully attain their potential.
77. They make effective use of time during the day, responding readily to tasks during lessons and persevering well in practising their skills. They take advantage of the varied class arrangement, which enables them to work together well, sometimes in pairs and at other times in small groups.
78. Pupils behave well, responding appropriately to the school's guidelines. They readily show courtesy towards each other and towards adults and respect property and resources during lessons.
79. The pupils' spiritual, moral, social and cultural development is good. They respond well, reflecting quietly and contributing effectively in collective worship sessions. They are enthusiastic in their involvement to collect money for various charities and the school sponsors the education and health of a young girl in Lesotho. They show good development in their social skills through cooperating well in lessons, through the '*buddy*' arrangement to care for other pupils and through playing together in teams.
80. Pupils show a good awareness of Welsh culture through their involvement with Urdd activities and through working with the Children's Poets for Wales. The opportunities they have to begin learning two European languages promote their awareness of other cultures.
81. Standards of pupils' attendance are satisfactory. The attendance percentage for the previous educational year was 93.4%. Overall, the quality of pupils' punctuality at the beginning of the school day and during the day is good.
82. Pupils have a good awareness of equal opportunities. They understand the importance of the principle of offering the same opportunities to everyone. They do not differentiate on the basis of race, gender or background.

83. Pupils have a good understanding of the features of their local community. They have been on visits to the church and the mosque and have entertained the older residents of the community by singing for them. In addition, members of the school council held one of their meetings in the county borough offices in Conwy. Pupils are committed to keeping the small school garden tidy, and have competed in this aspect.
84. Pupils have a very good awareness of global aspects. Some of them have volunteered to learn Spanish and French weekly after school. They extend their understanding of communities that are different and economically poorer by sponsoring the education of a young girl in Lesotho.
85. Pupils' understanding and awareness of the principles of the world of work are not fully developed. Even though they visit some specific places, they are not sufficiently involved in matters from the world of work. Nor do they develop their entrepreneurial skills 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

86. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
87. The quality of teaching, in the lessons observed, was judged as follows:
- | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6%      | 81%     | 13%     | 0%      | 0%      |
88. The quality of teaching in the lessons exceeds the statistics for the whole of Wales for 2005-06, as published in Her Majesty's Chief Inspector's Annual Report, where Grades 1 and 2 were awarded in 79% of lessons.
89. Teachers have a thorough knowledge and understanding of the areas of the NC. Further training is provided for them in line with the school's priorities, as identified in the SDP.
90. The good and outstanding features of the teaching include:
- purposeful planning in order to ensure striving for achievements of a high standard;
  - very good relationships between pupils and teachers, which creates a stimulating atmosphere and experiences;
  - outstanding and very purposeful use of an assistant in mixed-age situations to ensure high standards;
  - effective use of a variety of educational resources and equipment, and
  - whole-class pupil evaluation that influences the quality of the finished work.
91. Where the teaching is good,
- there are specific objectives to lessons that are shared with pupils and referred to regularly;
  - there is appropriate use of a range of teaching strategies;

- there is regular monitoring, evaluation and reviewing of work, giving regular and appropriate verbal feedback to pupils;
  - lessons are carefully planned, giving appropriate and stimulating opportunities to develop the key skills, and
  - there is definite organisation and continuity to the lessons.
92. Where there are some shortcomings in the teaching, teachers' introductions are too long and there is insufficient differentiation to meet the needs of some individuals.
93. The use of Welsh both within and outside lessons, in order to promote bilingualism throughout the school, is an outstanding feature.
94. Planning within lessons is differentiated in accordance with pupils' age and ability. Even so, the targets in the individual educational plans (IEPs) are not included sufficiently in providing for pupils with ALN.
95. The school has an effective system for assessing, recording and reporting and considers the requirements to standardise and moderate assessments in order to ensure consistency. The procedure is based on recording individuals' attainment and recognising the next steps in the teaching. The system for tracking pupils' progress in the core subjects is having a positive effect on specific provision for individuals through prepared schemes. This is a sound base on which to build to ensure progress. Detailed profiles are kept of pupils' work to reflect the progress made by each individual.
96. Pupils take an active part in the process of setting their own individual targets and these are displayed in prominent places in the classroom. They are referred to and reviewed regularly.
97. Pupils' work is marked regularly. Even so, the practice of offering comments for improving the work, or offering the way forward is inconsistent. In the best cases, this is a strategy which fosters understanding and encourages self-assessment.
98. Reports to parents are of a good quality, clearly identifying pupils' attainment and offering definite targets for improvement. Overall, parents are happy with the contents of these reports, and state that they provide them with sufficient information about their children's development. Reports meet with statutory requirements. Two parents' evenings are held during the year, to discuss pupils' development and progress. The manner in which the school keeps a record of these discussions is good practice.

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

<b>Grade 2: Good features and no important shortcomings</b>
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99. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
100. The school meets the needs of pupils well by offering a broad and balanced curriculum which meets the statutory requirements of the NC and the Desirable Outcomes for Children's Learning. Teachers plan carefully and consider the needs of pupils with ALN in supportive lessons. The provision promotes equal

opportunities for each pupil, whatever their social background, gender, disability or race.

101. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
102. Teachers include relevant aspects of the key skills when planning lessons. This helps pupils to set sound foundations for using aspects of literacy, numeracy and information technology.
103. The school offers a good range of activities and visits, which enrich the experiences pupils receive within classes. Effective use is made of a local information technology centre for the older pupils, and some of the pupils contributed towards creating an information pack on Prince Maelgwn for the BBC's local history website. The variety of experiences offered the pupils in out-of-school activities is broad and of a high quality.
104. There are a number of sporting clubs, as well as weekly opportunities to learn foreign languages. Pupils take advantage of these opportunities and also contribute to their local paper by writing about events and activities at the school. Even so, some pupils feel that there aren't enough opportunities for everyone to participate in some activities.
105. Spiritual, moral, social and cultural development is promoted well through a variety of relevant activities and experiences. Collective worship sessions conform to statutory requirements and offer opportunities for pupils to reflect on personal aspects. This is complemented in 'circle time' sessions or registration periods, when pupils can discuss some issues within the theme for the week, linked to the PSE framework.
106. The experiences gained through the school council give pupils opportunities to consider moral and social aspects, and the way these can affect their lives. The numerous opportunities to become involved in arts and musical activities, together with visits to places in the community and further away, enrich pupils' social experiences well and broaden their cultural experiences.
107. The Parents' Association supports the school effectively, arranging a number of fund-raising activities for the school's reserves. The information packs the teachers create, to inform parents of the themes the pupils are following over the term, are a strength, and a good example of working together.
108. The school's friendly and co-operative ethos allows any parent to come to the school at any time to discuss concerns. Many parents appreciate these opportunities, together with the support they receive. Even so, there is a small cohort of parents who feel that the school does not respond positively enough after discussing their concerns.
109. There are close links with the local secondary schools to which the pupils transfer. Pupils have opportunities to visit them before the end of key stage 2. There are examples of close collaboration in specific subjects, this gives pupils opportunities to become familiar with the methods and the staff at the secondary school before transferring there. The school welcomes students from the colleges in Bangor on teaching experiences and is involved in their mentoring.

Students following the nursery course also come to the school for their work placement.

110. Provision at the school for promoting pupils' understanding of the world of work is not fully developed. There are good links with local institutions and workers, such as the banks and local building firms, who offer occasional support. Even so, these links are not planned and developed sufficiently to contribute substantially towards pupils' understanding of the different principles of the world of work.
111. Some aspects of entrepreneurship are being developed, with the school council responsible for deciding how to spend a specific budget. Occasional events such as the summer or Christmas fairs provide pupils with opportunities to sell items they have created especially. The school recognises the need to develop aspects of entrepreneurship further.
112. Aspects of the *Cwricwlwm Cymreig* have permeated well to a number of aspects of the life and activities of the school. Children's Poets for Wales, namely Gwyneth Glyn and Mererid Hopwood, were invited, in their turn, to work with the pupils; the story of the drowning of Cwm Tryweryn is an area studied by pupils in key stage 2.
113. The school's provision for promoting pupils' bilingual skills shows outstanding elements. Teachers take advantage of every opportunity to use 'incidental' Welsh in the relevant contexts.
114. The school undertakes a number of innovative activities which raise pupils' awareness of sustainable development, such as through re-cycling practices and creating a compost heap in the school garden. The provision for promoting pupils' awareness of global citizenship is one of the school's strengths. Following the International Schools' project, weekly lessons in French and Spanish are held after school. The pupils also sponsor health and education provision for a young girl in Lesotho.
115. Good consideration is given to ensuring that pupils develop skills for lifelong learning. There are good arrangements for supporting them in moving forward to the next key stage of learning, and for adopting strategies for lifelong learning. The school reflects the educational priorities of the WAG effectively in its provision.

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

<b>Grade 2: Good features and no important shortcomings</b>
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116. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
117. The school is a happy community which supports pupils well in all their activities. The quality of the support offered by teachers and support staff is good.
118. Parents work together well with the school and appreciate the opportunities to discuss any matters. They also appreciate the regular suggestions they receive on how to help their children at home. The order and quality of this support is one of the school's strengths.

119. The school has effective procedures to help the younger children settle into the school. The induction day is appreciated by parents and familiarises the children with the school before they are registered at the start of the following term.
120. The school council operates effectively as the pupils' voice. An annual budget is allocated to the council and it is used appropriately to improve the school's environment.
121. There is good support for all pupils from the teachers and the remainder of the staff. The relationship between them is positive and encourages good attitudes of behaviour and working together. Registration periods give teachers opportunities to discuss any pastoral issues with the pupils.
122. Pupils' attendance and punctuality is monitored regularly and carefully. The school works closely with parents to ensure good practice in attendance and punctuality. There is close collaboration with the LEA's educational welfare officer. Specific targets are set to improve attendance and parents are encouraged not to arrange holidays during the school terms. The school's attendance figures for the term of the inspection show an improvement when compared to those for the previous educational year.
123. The school has an outstanding scheme and documentation for promoting the development of pupils' health, well-being and safety. A number of policies set clear guidelines for the school staff in encouraging a safe and supportive environment. This is complemented by a number of activities to promote fitness and health, including a successful scheme to encourage parents and their children to walk to school, or at least part of the way. The school council is about to establish a fruit shop and the Breakfast Club also offers pupils healthy food at the beginning of the day. Water bottles are available in the classrooms.
124. There are good arrangements at the school to care for and protect children. These meet with statutory requirements, with two members of staff nominated with responsibility for this aspect. A member of the governing body has also been nominated. All staff, apart from the new caretaker, have received training comparatively recently, and they are all aware of the necessary steps to follow.
125. The quality of the provision for pupils with ALN is good overall. The provision of the part-time teacher, who also acts as the ALN co-ordinator is good. She makes effective use of periods arranged for her to administrate and to plan for the pupils she supports.
126. Many tests are used to identify pupils' attainments. A detailed record is kept of the results and these are used to set clear and appropriate targets, that include appropriate implementation strategies, in the IEPs, which are drawn up for pupils who are on the ALN register. Teachers arrange specific literacy lessons for improving reading and spelling and refer to these targets. Even so, in a number of lessons, some class teachers are over-dependent on using phonic strategies to improve literacy, at the expense of other possible strategies.
127. The school reviews the IEP targets twice a year, with the parents or carers of each child receiving the appropriate information, and having a voice in the process.
128. The nursery assistants and support assistants provide good support for specific pupils, and ensure that they understand the requirements of their tasks in

lessons. The designated member of the governing body has good knowledge of the ALN procedures at the school.

129. The school keeps in close and regular contact with all outside agencies that contribute to supporting pupils with ALN and there is close working and planning with other ALN units that offer additional support to the pupils.
130. The school's behaviour policy is in place, and is based on promoting positive discipline. The school praises and rewards good behaviour, and also sets clear rules for discipline. Rules of positive behaviour can be seen in the classrooms and are known to all staff and pupils.
131. The effectiveness of this policy can be seen in the pupils' responsible behaviour across the school. Even so, there is inconsistency in the way the lunch time supervisors respond to the unacceptable behaviour of a small number of pupils.
132. The school's anti-bullying policy clearly details the objectives of the policy and also the steps that exist at whole-school level to eliminate bullying. There are clear opportunities within the classes, such as 'circle time', PSE discussions and activities, in order to lessen the possibility of oppressive behaviour. Personal support and guidance is available to pupils on an individual and personal level, and the ALN co-ordinator is also available to offer advice in this field.
133. Through implementing its policies, the school ensures an environment that respects each individual and ensures every opportunity for them within the school and its activities. The school also meets its statutory responsibilities with regard to racial equality and ensuring that the activities and experiences respect cultural diversity. Pupils come to know about the practices and celebrations of different religions in their lessons. They also receive opportunities to appreciate the work of artists of different backgrounds and that which influences them. This enriches their understanding of the different customs within other cultures.
134. The school has an accessibility plan that responds appropriately to the requirements of the Disability Equality Scheme. Appropriate plans have been drawn up to adapt the building for those with a visual handicap.

## **Leadership and management**

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

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

135. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
136. The school is led effectively by a headteacher who is committed to managing in an orderly and purposeful way, and to raising pupils' standards of achievement by tracking their progress and setting attainment targets.
137. He has succeeded over recent years to establish a culture of self-evaluation and development amongst his colleagues.
138. The headteacher is supported by an enthusiastic deputy, industrious fellow-teachers and a conscientious governing body. They recognise the aims and values that promote equality for all in the school.

139. The school has a number of policies that set appropriate guidelines for action for aspects of the provision. The policies relating to well-being and safety are particularly effective.
140. Appropriate job descriptions have been drawn up for the adults employed at the school. These identify the relevant responsibilities and have been agreed with the holder.
141. The school's commitment to current initiatives, whether they are national or local, is good. Amongst them are, fostering pupils' bilingualism, implementing sustainability practices, through recycling paper and creating a compost heap, and encouraging pupils to improve their fitness through practising the 'Walk to School' scheme. Through being part of the *Engage* project earlier in the year, the school was involved in developing art and literacy experiences for the Nursery children. The school's involvement in the International Schools' project enables it to offer pupils lessons in French and Spanish outside school hours.
142. The school operates in accordance with the performance management guidelines and regulations in order to develop and qualify teachers professionally. Teachers' objectives are drawn up through a combination of personal choice and the choice of the school; a panel of the governing body supervises the implementation of the headteacher's objectives.
143. In accordance with statutory requirements, targets of achievement in the core subjects are set annually for pupils. They are decided mainly through staff discussion and presented for further discussion in a meeting of the governing body.
144. Members of the governing body are proud of the school and very supportive of its activities. They discuss the targets for pupils' achievement annually, and review and adapt policies according to a specific timetable.
145. They provide an annual report for parents and meet the statutory requirements in meeting at least once a term. Panels of the full body meet according to specific need.
146. A number of the members come to the school occasionally to discuss subjects or specific aspects with the curricular coordinators. As yet, however, their monitoring duties have not been formalised.

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

<b>Grade 3: Good features outweighing shortcomings</b>
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147. The findings of the inspection team differ to the Grade 2 the school awarded itself in its self-evaluation report. The finding of the inspection team is that the comments of the co-ordinators are not sufficiently specific and the evaluative findings of the monitoring are unclear. The practice of seeking the views of parents and pupils on the provision is also not fully established.
148. The inspection team agreed with the school's judgement in six of the seven key questions. In the one case where there was a difference of opinion, the team awarded a lower grade than the school awarded itself.

149. Over recent years, good progress has been made in establishing a self-evaluation procedure based on an appropriate policy and guidelines. This procedure includes interviews with teachers, evaluations of aspects of the provision, discussions between teachers and team leaders, pupils' tracking records and an internal monitoring system.
150. Overall, the curricular co-ordinators work industriously and know the situation in their particular fields, basing their knowledge on monitoring strategies that include an audit of resources, collecting samples of pupils' work and lesson observations. The lesson observation records follow an acceptable format and include comprehensive comments. Overall, however, they do not include comments that are specific enough to further develop aspects of the teaching and learning.
151. As yet, co-ordinators do not present formal reports in meetings of the governing body.
152. Although some recent developments have been initiated by the management team, the procedure for seeking the views of pupils and parents on the school's provision is not fully developed.
153. The self-evaluation report presented to the inspection team prior to the inspection follow a recognised format; it contained comments that were descriptive in nature and referred to evidence sources. Even so, it does not contain comments that are evaluative enough or provide sufficient detail on a number of aspects of the school's provision.
154. The SDP for the current year is an effective document. It includes a review of achievements in respect of the previous developmental priorities and records emanating from an analysis of pupils' results in the core subjects. A number of current priorities are identified under the headings Management, Curriculum and Ethos; appropriate action plans were drawn up, which pertain to people responsible, time for completion and the budgetary element, where relevant. Even so, the link between the findings of the self-evaluation process and the developmental priorities identified in the SDP are not clear enough.
155. The school made good progress in responding to the key issues identified in the previous inspection. Evidence from the current inspection suggests that very definite progress can be seen in standards in Welsh second language; also standards of achievement in mathematics and science in key stage 1, physical education in both key stages and music in key stage 2 have improved. The quality of teaching has improved and the self-evaluation procedure has substantially improved, including formulating the SDP. Standards in information technology have partially improved, as has fostering pupils' awareness of the world of work.

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

<b>Grade 2: Good features and no important shortcomings</b>
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156. The findings of the inspection team agree with the grade the school awarded itself in its self-evaluation report.
157. A sufficient number of teachers who possess a diverse range of qualifications are employed. Each one has subject responsibilities within the school. Despite

the reduction in the number of teachers this year, the school has succeeded in keeping the average class size to 22 pupils.

158. The school has a broad range of resources that are in a good condition and are accessible to the pupils. A room has been adapted especially for music tuition, and this is an outstanding feature. Currently there is some shortage of information technology equipment in key stage 1.
159. In general, the building is of good quality, with the space inside sufficient for the number of pupils. Effective use is made of the hall and the displays within the classrooms and in the corridors promote the school's visual ethos. The yard is large with a small garden, which is used appropriately, within the school's boundaries. Following the receipt of a grant for the purpose a play area was created for the children under five. The school does not have a playing field, but uses the local playing field for training and games. The building, as it stands, offers reasonable access to the disabled.
160. The building and the environment around it are maintained well.
161. Good use is made of teachers' expertise in areas such as music. This occurs during the non-contact time of some teachers. Teachers use these periods appropriately and effectively for planning, evaluating subjects they are responsible for, to observe lessons and hold discussions with members of the governing body. A part-time teacher is also employed for these periods, in addition to the headteacher's teaching responsibilities.
162. Subject leaders undertake an annual audit of resources in their subjects and the money for subject resources is prioritised appropriately in the order identified in the SDP.
163. The school plans effectively for spending. The governing body work closely with the headteacher when spending of more than £1,000 occurs. The current underspend is less than 2% of the budget, which is very low; planning for its use is efficient. The school gives good value for money.
164. The classroom assistants contribute effectively to the activities and their co-operation within classes enhances the quality of the teaching.

## Standards achieved in subjects and areas of learning

### 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

165. Pupils in key stage 1 speak and communicate confidently with each other and with teachers. They use specific words and phrases to form a series of appropriate instructions.
166. Many of them can read their work clearly, and follow simple instructions correctly and knowledgeably. They read instructions from their own work, or from the computer screen, easily. The more able discuss their books knowledgeably and meaningfully and know of terms such as *author*, *full stop* and *speech marks*.

167. Pupils in key stage 1 show a good understanding of a variety of writing styles and use a relevant style for a specific purpose. Many of them use full stops correctly and know when to use capital letters when writing.
168. The more able pupils phrase clearly using appropriate conjunctions when combining two simple sentences in their writing pieces. They show a good basis for extending their work towards creating simple paragraphs.
169. In key stage 1, pupils of lower ability label pictures with simple and relevant vocabulary and phrases. A good number of them show correct recognition of the sound of letters at the beginning of specific words.
170. In key stage 2, the majority of pupils speak and discuss effectively when responding orally, to reason and explain. They can easily explain aspects of the work they have done, showing a good grasp on syntax and phrases relevant to the topic. Many of them show creativity and lively imagination in locating suitable homes for characters in a story.
171. Many of the younger pupils in key stage 2 read and discuss the contents of a novel well, and express an opinion clearly in discussing its content.
172. Many of the older pupils read fluently and with confidence, and show enjoyment of the books they read. They display a good understanding of the topics, explaining what they have read and can predict which word is most appropriate for the gaps in the text. They show good strategies for guessing unfamiliar words, using relevant suggestions from the context.
173. They select books independently on the basis of the blurb, and discuss them easily, showing an understanding of features, such as their favourite characters.
174. Younger pupils in key stage 2 have a good awareness of the way words are extended through using prefixes and suffixes when writing. The more able of them can choose the correct prefixes and suffixes to add to the root of the word. Many can set a definite plan and direction to a small story, showing simple steps of continuity and links between relevant events.
175. Older pupils in key stage 2 recognise the different steps needed to create a story with a specific plan and continuity. They use these extremely effectively to write creative and imaginative stories of good quality. They can add the relevant adjectives and create detailed descriptions of events and characters, in order to create atmosphere and effect in their stories.
176. They show a good awareness of the format of a newspaper article, creating a striking and lively report on a historical event, such as Guy Fawkes' plot.

### **Shortcomings**

177. In both key stages, there are elementary spelling mistakes, together with some punctuation errors, impair the written work of a significant minority of pupils.

<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**

178. In key stage 1, pupils follow a story read to them and name the characters and creatures in the story. They understand a good range of instructions in everyday

language, and respond appropriately to them. They succeed in asking some questions voluntarily, such as 'Ga'i...?' and 'Oes gen't ti...?'.

179. In a group situation, they contribute well to reading specific sections of a story together under guidance, conveying the feel of the dialogue read. A good number of pupils read aloud easily and can discuss what they have read.
180. Pupils recognise words that are a name of an object or that represent specific sounds, and succeed in corresponding them with pictures of the objects. The more able in the key stage record sentences easily, such as to answer questions about themselves, to express their 'likes' of different foods or to describe a character from a book.
181. In key stage 2, the vast majority of pupils show a good understanding of the spoken language. They can respond appropriately to instructions in a physical education lesson and to presentations during collective worship sessions. They are confident to use the language increasingly in greeting adults, practising an increasing range of patterns.
182. They show a good command of prepositions in describing the location of an object which is moved from place to place in the classroom and respond effectively to a variety of questions, either about themselves or about characters and events in a story. They show confidence in singing a song relevant to the story given and in role-play, such as presenting a telephone conversation.
183. A good number of Y3/Y4 pupils are effective readers, who pronounce appropriately when reading their books and display good understanding of the text read by them. They follow the flow of the story and describe aspects of the events.
184. When undertaking the language scheme activities used in lessons, pupils create simple sentences to describe themselves and to express their likes. They record the information they gain from reading a dialogue and create their own simple dialogues.
185. They use a model of a dialogue presented to them to work together in re-creating an imaginary telephone conversation. They create a comic strip to describe hobbies and draw up appropriate leaflets on favourite sports. They can create simple reviews of fiction books.

### **Shortcomings**

186. A small minority of pupils lack confidence and are unwilling to venture orally.
187. In key stage 2, some pupils are uncertain when answering with the various Welsh forms of 'yes' and 'no'.

### **Mathematics**

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

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

#### **Good features**

188. In key stage 1, pupils confidently handle numbers through doubling, halving, and counting backwards and forwards. They understand the concept of odd and even numbers and can find numbers in a sequence between two specific numbers. They can combine two numbers and more to make different totals.

189. The majority respond intelligently in practising number work in mental mathematics, and can use different strategies to find the answer. They gain confidence in using mathematical language and terms in different contexts.
190. Pupils are confident in telling the time, using the quarter past, half past and quarter to the hour, and the more able are beginning to understand digital time.
191. They can recognise two-dimensional shapes and name some three-dimensional shapes. They can use different coins to create specific totals.
192. More able pupils can identify which unit to use in measuring, and can estimate measurements up to two metres. The less able use comparative vocabulary, such as 'longest' and 'shortest', in measuring.
193. In key stage 2, pupils show a good understanding of place value in numbers up to millions, and can handle them confidently. Pupils in Y5/6 can see the link between fractions and percentages.
194. Pupils in Y3/4 use the appropriate vocabulary relating to fractions and can relate them to everyday life. They also show a good understanding through practical work on measuring and three-dimensional shapes. They show an understanding of the four rules in number and can explain that addition and subtraction, as well as multiplication and division, are contrasting processes. The more able can estimate sensibly.
195. In Y4/5 pupils can recognise and draw polygons. They use mathematical terms and discuss features of different shapes with a degree of maturity. Their recognition of different types of triangles is also good.
196. By Y5/6, the more able pupils respond quickly and correctly to mental mathematics tasks. They can handle monetary problems in everyday situations skilfully.
197. Older pupils in key stage 2 can use terms relating to measuring appropriately and they have a good understanding of the areas of triangles.
198. Pupils in both key stages use a mathematical computer program confidently and independently within the lessons.

### **Shortcomings**

199. A minority of pupils in key stage 1 are careless when recording numerals.
200. In key stage 2, a small number of pupils are hesitant when handling multiplication tables.

<b>Information technology</b>
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**Key Stage 1: Grade 3 - Good features outweigh shortcomings**

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

### **Good features**

201. Pupils in key stage 1 use the computer confidently. They use the highlighting-pen correctly and confidently to refer to specific aspects on the interactive whiteboard and to offer changes.
202. They can write a simple and correct sentence using the word processor, to correspond with the picture they have created. The more able can punctuate their sentences correctly.

203. They can use art packages confidently to create attractive and colourful pictures of themselves. They also create colourful patterns, showing good control in handling the 'mouse' skilfully.
204. A number of key stage 1 pupils can create simple graphs with a computer program, in order to offer information on the favourite interests of their fellow pupils. Some of them use computer packages independently to improve their ability in literacy or numeracy.
205. Younger pupils in key stage 2 use an art package to create pictures which reflect different types of weather, selecting appropriate colours to convey their ideas.
206. Pupils in key stage 2 make effective use of a simple database to collect and store data and to record specific results, such as measuring temperature, and to present it clearly in graph form.
207. Older pupils in key stage 2 can select different types of texts, colour and size in inputting a message. They import pictures and attach a text, in order to create effect. They can save their work confidently.
208. They write a letter correctly on the screen and e-mail it directly to a specific recipient.
209. Pupils make effective use of the Internet to search for information and pictures to support their research and project work, for example in planning and making projects on different bridges across the world. Older pupils have collaborated with BBC Wales' information website to create a short package on the history of Prince Maelgwn and their work can be seen on the web.
210. Older pupils make effective use of the Logo program to create and repeat two-dimensional shapes on the computer screen. Younger pupils in key stage 2 can create a series of clear instructions in order to move the floor turtle from one place to another.
211. Older pupils create packages full of information using PowerPoint, adding relevant animations, sounds or music in order to make their presentations more attractive.
212. Pupils of lesser ability in key stage 2 use literacy packages to improve their ability to spell and read.

### **Shortcomings**

213. In key stage 1, the skills and confidence of a number of pupils have not been sufficiently developed.
214. The knowledge of a number of pupils in key stage 1 of how to fulfil tasks on the computer independently is limited. They are over reliant on their teacher to open the program and give them instructions on what to do.

<b>Design technology</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**

215. Pupils in key stage 1 use the local environment to inspire their work. In visiting the local park, they gather ideas on the various play equipment there, noticing

shapes and materials. They discuss the materials and their features in creating their own models. The models they make show imagination and creativity. They evaluate their work effectively.

216. When involved in food technology, namely creating a fruit salad, pupils list the necessary equipment and materials. They display a good ability to work together in making the product.
217. They can create finger or hand puppets, and before 'making' they research to learn about the different types. They list features, such as parts and materials, on the designs they make.
218. They refine their skills for marking, cutting and pasting by practising with different tools and resources.
219. Pupils in key stage 2 understand well that research work, which enables them to consider different types of objects and products, is important in the design and technology process. The work they do testifies constantly to their ability to consider different options before beginning to 'make'.
220. Before making Christmas decorations, they look at ready made decorations that include switches to control them and design an appropriate circuit for their work. They understand that the finished product can be improved by adapting aspects of it.
221. In designing and creating various objects, such as a chair for Prince Maelgwn, a safety lamp for Bonfire Night, or a bridge that opens and closes, they research into different types, by gathering pictures from the Internet or from magazines. They consider the suitable materials for 'making' and record the steps of the process, through the medium of notes and diagrams. There is a pleasing variety of types in the chairs made, which testifies to the pupils' imagination and creativity.
222. They can handle appropriate mechanisms and components, such as when they create a toy from the Victorian era. They can offer a reasonable evaluation of the work they have carried out.
223. Pupils at the upper end of the school reason well about the quality of various Christmas cards, considering the material, format and suitable-for-purpose as features for evaluation.

### **Shortcomings**

224. In both key stages, pupils do not consider the need to measure in increasing detail as an important feature of the recording work.
225. Some pupils in key stage 2 are not careful enough in designing their early ideas.

<b>Music</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**

226. In key stage 1, pupils understand meaning, and can keep the beat of the rhythm in familiar songs. They can also emulate and repeat rhythmic patterns successfully.

227. Older pupils can respond intelligently to contrasting pieces of music. They can compare the music to aspects of everyday life. They can also differentiate between the low and high pitch of notes, and recognise the sound of instruments in the musical pieces they listen to.
228. Pupils sing tunefully during the collective worship sessions and are enthusiastic when singing familiar, lively songs, and can express an opinion simply on their performance.
229. The vast majority of pupils can name instruments that form a collection of untuned instruments. They use these instruments to convey sounds that match simple themes or stories.
230. Pupils in key stage 2 present a varied range of songs tunefully, confidently and disciplined. The school choir achieves a high standard in musical competitions, both within the county and nationally.
231. The majority of pupils succeed in recognising different sections of the orchestra, and can name the instruments found in those sections. A substantial number of pupils who receive tuition on the various musical instruments attain a good standard in playing those instruments.
232. Pupils listen intently to a variety of musical pieces and respond intelligently to them, offering a thoughtful analysis. They can evaluate pieces of music by different composers, using the correct musical terminology.
233. Pupils have a good and broad awareness of different composers, including some contemporary Welsh composers. They have a good awareness of the various prominent musicians in Wales and can refer to their work intelligently.
234. Pupils can add to a familiar song in order to vary their performance. They can evaluate their performances, and offer improvements to them.

### **Shortcomings**

235. In key stage 2, the ability of pupils to compose their own short pieces of music is limited.

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

The governing body and all the staff at Ysgol Maelgwn are proud of the positive report received following their inspection. It was encouraging to receive a report that was very close to the school's self-evaluation findings, and which gives guidance on how to develop in the future. It will be quite a challenge for the school to maintain the high standards that exist already and to raise them further.

The school is proud of the praise given to the quality of teaching, the curricular provision and the broad experiences offered to pupils. It is good to note that the percentage of Grade 2 or higher lessons observed exceeds the WAG targets for teaching and learning, and that the report identifies that 'pupils throughout the school make good progress in developing their understanding and skills during lessons'.

Staff and pupils are delighted that the school's care, ethos and atmosphere are recognised. It states that the school is 'a happy community that supports pupils well in all its activities', and that 'pupils behave well, responding appropriately to the school's guidelines. They readily show courtesy towards each other and towards adults.'

The success of Ysgol Maelgwn is the result of the untiring commitment of the teaching and ancillary staff, the sincere support of governors, parents and the community, as well as the praiseworthy efforts of the pupils. Everyone associated with Ysgol Maelgwn feels a sense of pride in the comments made by inspectors about the substantial improvement since the last inspection.

An action plan will be drawn up to respond to the recommendations in the report and the objectives of the action plan will be included in the School Development Plan.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Maelgwn
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Broad Street Llandudno Junction Conwy
Postcode	LL31 9HG
Telephone number	01492 584631

Headteacher	Mr Llyr Gilmour Jones
Date of appointment	September 2003
Chair of governors	Mr Dilwyn Roberts
Registered inspector	Len Jones
Dates of inspection	3-5 December, 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	16	25	26	29	22	27	34	42	221

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

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	-
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.18 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 06	83.3	91.2	93.1
Spring 07	91.6	89.6	94.1
Summer 07	93.5	93.1	93.1

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	9	9	73	9
		National	0	2	8	64	26
We: oracy	Teacher assessment	School	0	9	9	73	9
		National	0	1	0	64	25
We: reading	Teacher assessment	School	0	9	9	64	18
		National	0	2	15	60	22
We: writing	Teacher assessment	School	0	9	27	64	0
		National	0	2	18	66	13
English:	Teacher assessment	School	0	8	9	75	8
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	8	8	75	8
		National	0	4	14	56	0
En: writing	Teacher assessment	School	0	8	8	75	8
		National	0	5	14	69	0
En: speaking and listening	Teacher assessment	School	0	0	8	83	8
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	4	17	74	4
		National	0	2	10	63	24
Science	Teacher assessment	School	0	4	13	83	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 (CSI)

In the school	78%	In Wales	80.9%
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### National Curriculum Assessment Results

#### End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		31						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	26	45	23
		National	0	2	2	0	1	4	15	46	31
Welsh	Teacher assessment	School	0	0	0	0	0	0	21	53	26
		National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	3	26	52	19
		National	0	0	2	0	0	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	29	48	23
		National	0	0	2	0	0	2	11	51	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school	61%	In Wales	74.3%
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- 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 four inspectors and a peer assessor, who were present in the school for 10 'inspection days'.

- Pre-inspection meetings were held with parents, which 14 parents attended, and with the governing body, to discuss the life and work of the school.
- Forty-six parents' questionnaires were returned together with eight letters and two supporting notes. These were carefully analysed.
- Discussions were held with the headteacher and teachers.
- The school's documentation was scrutinised.
- Thirty-one lessons or parts of lessons were inspected, including some in subjects that were not being inspected.
- Samples of pupils' work in each year group were examined.
- Inspectors listened to a cross-section of pupils from both key stages reading.
- Discussions were held with pupils on aspects of the life of the school and about their work.
- Pupils' behaviour was observed during break time and lunch time and also at the beginning and end of the school's sessions.
- Inspectors attended sessions of collective worship.
- Post-inspection meetings were held with the staff and governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered inspector)	Context and Summary; Recommendations; Key questions 1, 5 and 6; Welsh (second language), design and technology
Glyn Griffiths (Team inspector)	Key questions 3 and 4; English and information technology
Llinos Mary Jones (Team inspector)	Key questions 2 and 7; mathematics and music
Gwynoro Jones (Lay inspector)	Contributions to key questions 1, 2, 3, and 4
Bethan Jones	Peer assessor
Llyr G. Jones	Nominee

### Acknowledgement

***The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection***

**The contractor was:**  
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