

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

A Report on the Quality of Education in

**Ysgol Pen Y Bryn Foundation School
Wentworth Avenue
Colwyn Bay
LL29 6DD**

School Number: 6625201

Date of Inspection: April 30 – 03 May 2007

by

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Ysgol Pen Y Bryn Foundation School 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 Pen Y Bryn Foundation School took place between 30/04/07 and 03/05/07. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Pen-Y-Bryn Foundation School is situated on a hillside above the coastal resort of Colwyn Bay in Conwy. The school was built in 1987; it was extended in 1996 and transferred to foundation status in 1999. At the time of the inspection, there were 464 pupils on the school roll including 44 part-time nursery children. This number is an increase of 23 children from the time of the previous inspection in 2001. The school attracts pupils from the young, vibrant community in upper Colwyn Bay. It is the focal point of a large housing estate that includes rented and private housing. Most of the families have settled in the area from other parts of the United Kingdom. Nursery children are admitted to the school at the beginning of the term following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five.
2. Approximately 94 per cent of pupils come from English speaking homes and two per cent of pupils speak Welsh at home. The remaining four per cent of pupils come from a mix of other ethnic groups. Two pupils receive support for learning English as an additional language. One per cent of pupils receive free school meals. This is well below both Local Education Authority (LEA) and national averages. However, approximately 22 per cent of pupils benefit from Free Breakfasts. Pupils' ability on entry is similar to the LEA average. Eighty-nine pupils have been identified as having special educational needs (SEN) including one pupil with a statement of SEN. This is similar to the national average. Five children are looked after by the local authority.
3. There are the equivalent of 17.5 full-time teachers and an additional 16 teaching assistants on the staff. There are also five clerical staff. Five teachers have been appointed since the time of the previous inspection. The school has received several awards including Basic Skills Quality Mark, Investors in People, Healthy Schools Initiative and Eco Schools awards.

The school's priorities and targets

4. The school's vision statement is: 'Quality - Care - Commitment.'
5. Shorter-term targets outlined in the school development plan include:
 - improving self-evaluation;
 - working towards Estyn standards;
 - implementing the SEN Disability Act;
 - improving global citizenship and sustainability;
 - involvement in the Healthy Schools' project;
 - improving transition arrangements;
 - preparing for the Foundation Phase;
 - streamlining assessment data;
 - improving the pupil/teacher ratio and improving the school field.

Summary

6. Ysgol Pen Y Bryn Foundation School is a good school with outstanding features in several aspects of its provision, particularly the quality of its curriculum, its leadership and management and the way in which it utilises its resources.

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 1
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

Grades for standards in subjects inspected

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 1

7. Pupils' standards of achievement in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	79%	6%	0%	0%

8. Standards of achievement in the lessons observed are well above Welsh Assembly Government (WAG) all-Wales targets.
9. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils with additional learning needs, including those with SEN, those learning English as an additional language or those with potential behavioural problems, make good progress relative to their abilities.

10. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of communication and bilingualism. Children in nursery and reception classes use their mathematical skills and knowledge frequently during their activities. However, at key stages 1 and 2, pupils' numeracy skills have good features that outweigh shortcomings. Throughout the school, pupils are very confident using their information and communications technology (ICT) skills for a range of purposes. This is an outstanding feature.
11. Baseline data indicates that children enter reception classes with scores that are generally above the LEA average. Pupils maintain these good standards throughout the school. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been consistently above LEA and national averages for many years. Targets set for future years indicate that these above average standards are set to continue.
12. Over, the last three years, fewer than average pupils achieved the higher than expected level three at the end of key stage 1. However, at key stage 2 over the same period, more pupils than average achieved the higher than expected level 5 in the three core subjects, showing good and continuous progress from the time pupils enter the school. Generally, there are no significant differences between boys' and girls' performance.
13. When compared with similar schools (those with fewer than eight per cent of pupils entitled to receive free school meals), results over the last three years have shown an upward trend. In 2006, key stage 1 results were similar to the average in all three core subjects. When the school's key stage 2 2006 results are compared with those in similar schools, they are also similar to the average.
14. Pupils of all ages respond very well to the range of learning opportunities and achieve high standards particularly in those aspects that are of a creative, technological and sporting nature. This is an outstanding feature. In their time at Pen Y Bryn, pupils make good progress towards fulfilling their potential.
15. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although pupils in key stages 1 and 2 are given targets, a minority are uncertain about these and do not talk about them with great conviction. Pupils' involvement in making assessments about their progress is inconsistent.
16. Pupils make outstanding progress in the development of their personal, social, moral and learning skills. All pupils are extremely well behaved, considerate, courteous and welcoming. They have very positive attitudes to learning. During lesson times, pupils make effective use of their time.
17. Attendance for the last reporting year 2005-06 was 95.7 per cent. This is well above the Wales and local education authority average. Punctuality at the start of the day is extremely good.

The quality of education and training

18. In the 45 lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	65%	13%	2%	0%

19. The vast majority of teaching varies between good and very good. This high percentage of good teaching is strength of the school and is based on the excellent relationships that exist between staff and pupils. The main strengths of teaching include purposeful and well-structured questioning techniques, excellent pace throughout lessons, high quality resources that are used effectively, very good feed back to pupils, carefully structured activities and imaginative stimulus for pupils.
20. In a small minority of lessons, shortcomings include slow pace of teaching, insufficiently challenging tasks and some pupils being uncertain of what is expected of them. Teachers' plans do not consistently and progressively refer to the development of pupils' key skills.
21. The school's arrangement for assessing, recording and reporting on the progress of pupils has good features that outweigh shortcomings. The school has a clear assessment framework with detailed policies on assessment and marking. These offer clear guidance on the principles and procedures to be followed by all staff.
22. There is a vast array of test data (mainly in English and mathematics) to inform staff about pupils' standards and progress made; however, teachers make limited use of this information. The data contained in the recently introduced 'Tracker Booklets' is not yet used to full effect. Targets are not regularly and consistently shared with pupils and their parents. Pupils' work is usually regularly marked but marking is of a variable quality. The annual end-of-year reports to parents provide information on what pupils know and are able to do.
23. The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The curriculum is stimulating and enriched by many relevant practical experiences. The use of specialist teachers to deliver their own subject specialisms to classes throughout key stage 2 is an outstanding feature that has a dramatic effect on raising standards. Extra-curricular activities, the development of pupils' spiritual, moral, social and cultural development and also partnerships with other interested parties all have outstanding features.
24. Overall, learning experiences respond well to the needs of employers and the wider community. There is a suitable range of experiences provided to develop work related education. The school has good arrangements to help it tackle social disadvantage. There is a good emphasis on developing pupils'

awareness of citizenship and the school council is effective in helping them understand about decision-making and the democratic process.

25. Ysgol Pen Y Bryn provides good quality care, support and guidance for its pupils. The school works with a broad range of professionals from a range of agencies; this ensures that pupils with specific needs are well looked after. Appropriate procedures are in place for both health and safety and child protection issues. The quality of provision for pupils with additional learning needs, including those with potential behavioural problems, is an outstanding feature of the school. The school's policy complies with the Code of Practice for SEN.
26. The school is an inclusive community and the quality of provision for equal opportunities is good. Pupils, whatever their gender, social or ethnic backgrounds, are given equal opportunity to take part in all activities.

Leadership and management

27. As well as its vision statement, Ysgol Pen Y Bryn Foundation School has a clear and unambiguous set of aims that promotes equality for all and is reflected in practice. The head teacher, the deputy head teacher, the senior management team and governors are committed to ensuring that all those involved with the school operate as a cohesive, motivated team. This is achieved very successfully and is an outstanding feature.
28. Over many years, the school has continued to achieve many successes. It has maintained high academic standards, won many awards including Investors in People, Basic Skills Quality Mark and awards for sustained contribution to sports. The school takes very good account of local and national priorities and this is another outstanding feature.
29. There are extremely comprehensive arrangements to review and monitor the performance of teachers and to identify training needs. Staff development has had a very positive impact on individual teachers and members of the support staff.
30. The governors know the school and its community well and are very committed to the ongoing success of the school. They have all been involved in determining a strategic vision for the future. The governing body is supportive of the school and acts appropriately as its 'critical friend'. The school meets all statutory requirements.
31. A culture of self-evaluation has been established for some time at this school where all stakeholders views are taken into account. Curriculum co-ordinators evaluate their own subjects through regular monitoring exercises. However, the information they obtain does not feed directly into the school development plan.
32. The inspection team agreed with the school's self-evaluation grade in four of the seven key questions. The areas for further development identified by the

inspection team were the same as those identified by the school in its self-evaluation document. The school has made excellent progress since the last inspection, especially in those areas that were unsatisfactory or that had some shortcomings.

33. An outstanding feature is the economic, efficient and effective way that leaders and managers work to achieve cost effectiveness and value for money. Rigorous analysis of these factors ensures monies are used wisely and efficiently. The school provides very good value for money.

Recommendations

In order to maintain the current good standards, staff and governors should:

- R1 continue to improve assessment, recording and reporting arrangements; ***
- R2 ensure pupils are more directly involved in the assessment process so that they are clearer about their targets and what they need to do to improve the quality of their work; ***
- R3 plan more progressively for the development of the key skills. ***

(Those recommendations marked *** have already been identified by the school as areas for development.)

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

34. The inspection team does not agree with the school's evaluation of Grade 1 for this key question. Even though there are some outstanding features in the standards pupils achieve, especially in their personal and social development, these are insufficient in relation to their academic standards of achievement to merit Grade 1 overall.
35. Standards of attainment are good in Ysgol Pen Y Bryn. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well.
36. Standards in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 1

37. Pupils' standards of achievement in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	79%	6%	0%	0%

38. Standards of achievement in the lessons observed are well above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
39. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The vast majority of children settle into school quickly and enjoy and persevere at their activities particularly in the outdoor areas.
40. Pupils with additional learning needs, including those with SEN, those learning English as an additional language or those with potential behavioural problems, make good progress relative to their abilities. The majority of SEN pupils achieve the targets they are set.

41. Under-fives and pupils at key stages 1 and 2 reach good standards in the key skills of communication and bilingualism. Children in nursery and reception classes use their mathematical skills and knowledge frequently during their activities. However, at key stages 1 and 2, pupils do not use their numerical skills frequently enough in other subject areas. Their numeracy skills have good features that outweigh shortcomings.
42. Throughout the school, pupils are very confident using their information and communications technology (ICT) skills for a range of purposes including photographing their artistic work or making video films of their drama work. This is an outstanding feature.
43. Baseline data indicates that children enter reception classes with scores that are generally above the LEA average. Pupils maintain these good standards throughout the school. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been consistently above LEA and national averages for many years. Targets set for future years indicate that these above average standards are set to continue.
44. Over, the last three years, fewer than average pupils achieved the higher than expected level three at the end of key stage 1. However, at key stage 2 over the same period, more pupils than average achieve the higher than expected level 5 in the three core subjects, showing good and continuous progress from the time pupils enter the school.
45. Over recent years, results in English have been the best at key stage 1. At the end of key stage 2, results in mathematics have shown the most improvement. Generally, there are no significant differences between boys' and girls' performance.
46. When compared with similar schools (those with fewer than eight per cent of pupils entitled to receive free school meals), results over the last three years have shown an upward trend. In 2006, key stage 1 results were similar to the average in all three core subjects. They were average in English and just in the lower 50 per cent of similar schools in mathematics and science. However, the percentage of pupils who achieved level 2 in the three subjects combined was in the upper 50 per cent.
47. When the school's key stage 2 results for 2006 are compared with those in similar schools (see above), they are also similar to the average. They are in the upper 50 per cent in mathematics and just in the lower 50 per cent in English and science.
48. Pupils of all ages respond very well to the range of learning opportunities and particularly those of a creative, technological and sporting nature. They are enthusiastic and acquire new knowledge and skills both during lessons and during the very good range of other opportunities that the school offers. They achieve very good standards in these areas and this is an outstanding feature. In their time at Pen Y Bryn, pupils make good progress towards fulfilling their

potential and are ready and enthusiastic about moving on to the next stage of their learning.

49. Pupils' awareness of how well they are doing has good features that outweigh shortcomings. Although pupils in key stages 1 and 2 are given targets, a minority are uncertain about these and do not talk about them with great conviction. Pupils' involvement in making assessments about the progress they are making is inconsistent. In the best examples, pupils make simple, practical assessments about what they have achieved in lessons but this is not always the case.
50. Pupils make outstanding progress in the development of their personal and learning skills. All pupils are extremely well behaved, considerate, courteous and welcoming. They contribute positively to the very good quality of life in the school, both in classes and during other activities such as playtime and extra-curricular activities. Throughout the school, pupils demonstrate respect for each other, all members of staff and the learning environment.
51. Attendance for the last reporting year 2005-06 was 95.7 per cent. This is well above the Wales and local education authority average. Attendance has been consistently at this high level for a number of years and reflects pupils' enjoyment of learning and school life. Punctuality at the start of the day is extremely good.
52. Pupils enter and move around school in an orderly and purposeful manner settling into their appropriate class areas quickly. All pupils have extremely positive attitudes towards learning and show a genuine interest in all aspects of school life.
53. During lesson times, pupils make effective use of their time and are able to plan and organise their own work without supervision. They are confident to express their own views and listen to those of others.
54. The development of pupils' social and moral skills is also outstanding. All pupils understand clearly what is right and what is wrong. They undertake a range of duties within the school very enthusiastically and conscientiously.
55. At all times pupils show a good awareness of equal opportunities issues. All pupils play and work well together. They have no stereotypical views about what boys and girls should do.
56. In discussion, pupils demonstrate a good knowledge and respect for diversity of beliefs, attitudes and cultural tradition within society.
57. Pupils develop a good understanding of the world of work through a wide range of experiences planned within the curriculum. Pupils' strong involvement in the local community makes a valuable contribution towards their good understanding of the community and the world of work.

The quality of education and training

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

Grade 2: good features and no important shortcomings

58. The inspection team agrees with the school's self-evaluation of this key question.

59. In the 45 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	65%	13%	2%	0%

60. The vast majority of teaching varies between good and very good. Teaching shows good features, with no important shortcomings, in at least 85 per cent of the lessons observed. This is above the national average identified in the most recent Chief Inspector of Schools Annual Report where 79 per cent of lessons were Grade 2 or better. This high percentage of good and very good teaching is strength of the school. As a result, pupils are well stimulated, motivated and challenged. Consistent use of praise and encouragement helps to raise pupils' self-esteem and confidence.
61. Teaching in the under-fives classes is generally good. Adults work closely together to ensure that pupils experience a good range of practical activities both indoors and outdoors.
62. Teachers have excellent relationships with the pupils; this fosters effective learning. There are high expectations and a genuine culture of mutual and total respect. Pupil management is consistently very good throughout the school. Teachers actively address the issues of gender, race and ability and promote equality of opportunity for all. They discourage stereotypical images.
63. Particularly at key stage 2, teachers have very good subject knowledge that they use to very good effect in subjects such as information technology, art and physical education. Most lesson plans include learning objectives that are shared with pupils.
64. Teachers' plans, however, do not consistently and progressively refer to the development of pupils' key skills. Bilingual teaching is inconsistent and in some classes, adults do not sufficiently promote the development of pupils' skills in Welsh. There is no curriculum framework in place to support those teachers who are less confident in Welsh. Very good use is made of interactive white boards to stimulate pupils' interest and improve their ICT skills.
65. Classroom assistants are capable, knowledgeable and generally effective in their work and support. They work well and make a good contribution to pupils' learning. However, there are times when their work is not as fully

directed as it might be, particularly when the teacher is talking to the whole class.

66. The commitment, effort and enthusiasm of the teachers and support staff have a positive and significant impact on the provision for *Cwricwlwm Cymreig* through different subjects of the curriculum.
67. Many staff freely give of their time to provide pupils with a very extensive programme of extra-curricular activities and visits. Activities promote social interaction and inclusion outside the classroom and enhance pupils' skills, knowledge and understanding in a wide variety of areas.
68. Twenty per cent of lessons contain outstanding features, which include:
 - purposeful and well structured questioning techniques that explore the pupils' thinking;
 - excellent pace throughout the lesson leading to pupils being constantly questioned and challenged by teacher and classroom assistant;
 - high quality resources, used effectively and with humour and enthusiasm;
 - very good feedback to pupils because of a well executed plenary;
 - well structured activities to ensure pupils' understanding of concepts;
 - imaginative stimulus for pupils.
69. In a small minority of lessons, the main shortcomings identified include:
 - slow pace of lesson; pupils sitting for too long;
 - some pupils unsure of the task to complete;
 - insufficiently challenging tasks for some pupils.
70. The school's arrangement for assessing, recording and reporting on the progress of pupils has good features that outweigh shortcomings. The school meets its statutory requirements for assessing and reporting on the National Curriculum. It shares information on pupils' achievement with those who have a vested interest, such as parents and the Governing Body.
71. The school has an assessment framework with detailed policies on assessment and marking. These offer clear guidance on the principles and procedures to be followed by all staff. Assessment for under fives is thorough.
72. The school has a vast array of external and internal test data (mainly in English and mathematics) to inform staff about pupils' standards and progress made; however, teachers make limited use of this information. Baseline data is used effectively to assess the likely progress and achievement of changing groups of pupils and careful tracking systems enable staff to identify and target individuals, groups or subject areas where intervention is needed. At the end of year, information on pupils is shared between class teachers and across education phases.
73. A recently introduced Tracker Booklet will follow pupils from year 1 to year 6 and it intends to provide a succinct and manageable record of individual pupils' progress that will ensure consistency across the year groups. However the data contained in the booklets is not yet used to full effect. Targets are not

regularly and consistently shared with pupils and their parents. Assessment of pupils' standards in the foundation subjects is at an early stage of development.

74. Pupils' work is usually regularly marked and encouraging comments are included. Occasionally marking is detailed, supportive and indicates to pupils what needs to be done to improve and move forward; this is the exception. Generally, marking is of a variable quality; identifying the next steps and ways forward for pupils is rare and inconsistent.
75. Interim reports provide a focus for parents meetings and guide discussion. Appropriate opportunities are provided for parents to discuss their child's progress and the school has a 'pop-in' policy for parents with any concerns about their child.
76. The annual end of year reports to parents provide information on what pupils know and are able to do. However the comments relating to the identification of specific and quantifiable targets for improvement are inconsistent. Reports allow parents an opportunity to comment, however pupils do not have a chance to make comments on their own progress.

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

Grade 1: good with outstanding features

77. The inspection team agrees with the school's self-evaluation of this key question.
78. The school responds extremely well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The curriculum is stimulating and enriched by many relevant practical experiences, particularly those of a technological, sporting and creative nature. It meets the statutory requirements of the Welsh Assembly Government.
79. The quality of the documentation and the schemes of work are good, sometimes very good, with staff ensuring that the curriculum meets the needs of their pupils. A particular strength is the breadth of the curriculum where schemes indicate, as in physical education, a wide range of experiences.
80. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Detailed plans are prepared to ensure a wide range of stimulating well-balanced activities.
81. Grouping arrangements in key stage 2 are highly effective in helping pupils of all abilities to achieve their potential. The use of specialist teachers to deliver their own subject specialisms to classes throughout the key stage is an outstanding feature that has a dramatic effect on raising standards.

82. The provision for the development of pupils' ICT skills is very good in the variety and types of different opportunities available. The provision for the remaining key skills is appropriate. Key skills are referred to in all subjects and areas of the school's work. The school has been awarded the Basic Skills Quality Mark.
83. The varied programme of visits and visitors to the school is an outstanding feature at Pen Y Bryn and significantly broadens and enriches pupils' curricular experiences. Excellent links are in place with the local community. Lunchtime and after school clubs complement the curriculum offered in classes very well. Excellent examples of these are the Arboretum club at lunchtimes and band practice after school. Experiences such as residential visits make a really positive contribution to pupils' personal and social development.
84. The school's provision for personal, social and health education is outstanding. It permeates through all areas of the curriculum and contributes significantly to the quality of learning in class. The positive relationships between the pupils and the adults who work in the school are a testament to the success of this aspect of the curriculum. Acts of collective worship are meaningful and reverent occasions, involving praise, prayer and exposition; they fully meet statutory requirements. There is good provision for pupils' cultural development in subjects such as art and geography.
85. Parents are very supportive of the school. They expressed a high level of satisfaction regarding the quality of education provided by the school through the questionnaires and the parents' meeting. Parents are welcomed into the school and are encouraged to become part of its life and work. There is a strong and committed 'Friends Association', which meets regularly and raises considerable amounts of money for the school.
86. The school's relationship with outside partners within the community is an outstanding feature as so many businesses have supported various projects in and around the school. The school works in partnership with institutions such as Bangor University for initial teacher training and the University of Liverpool to develop new teacher and pupil resources. There are excellent links with other cluster schools and particularly the local secondary school at both teacher and pupil level.
87. Overall, learning experiences respond well to the needs of employers and the wider community. Provision for work related education has good features that outweigh shortcomings. There is a suitable range of experiences provided, appropriate to the age range of the pupils. However, these are not systematically planned for so that pupils develop a progressive understanding of the working world. Staff placements to business or industry have taken place and as a consequence aspects of the curriculum, for example science have been developed.
88. Good opportunities are provided to promote pupils' bilingual skills and their understanding of the culture and heritage of Wales through *Y Cwricwlwm*

Cymreig. Pupils develop a really good understanding of some of the cultural traditions of Wales through their work in music and history for example, as well physical education and the annual school eisteddfod. The promotion of pupils' bilingual skills varies in different parts of the school largely dependent on staff's confidence using Welsh.

89. The school has good arrangements to help it tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life what ever their ability or background. There is a good emphasis on developing pupils' awareness of citizenship that broadens their understanding of the difficulties faced by areas within society that are economically disadvantaged.
90. The provision for developing pupils' understanding of sustainable development and global citizenship is good with no important shortcomings. Initiatives such as recycling and energy conservation have been successfully introduced throughout the school. The school has been awarded the silver Eco award. Global citizenship is suitably covered in the geography curriculum and through Personal and Social Education.
91. The school council provides a very good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. However there are few enterprise activities or initiatives. The school acknowledges that this is an area for further development; the current provision has good features that outweigh shortcomings.
92. The experiences pupils receive that reflect the priorities for life long learning are good with no important shortcomings. On a pastoral level transition links with the local secondary schools are very good. There is a good focus on developing pupils' understanding of the need for independence, healthy lifestyles and global citizenship. By the time they leave the school at the end of year 6, these opportunities equip pupils well for life beyond school.

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

Grade 2: good features and no important shortcomings

93. The inspection team does not agree with the school's evaluation of Grade 1 for this key question. Even though there are some outstanding features in provision for pupils with SEN, there are insufficient aspects overall to merit Grade 1.
94. The school works with a broad range of professionals from a range of agencies; this ensures that pupils with specific needs are well looked after. Parents and carers are appropriately involved in discussions about the care of their children. They have ready access to teachers through the 'pop in' sessions, which they appreciate. Pupils' diaries in key stage 2 also help the communication between home and school. Parents' views are regularly taken

into account. Their confidence in the care that is provided for their children throughout the school is well founded.

95. Induction arrangements are good. There is good liaison with parents and this ensures that children starting in the nursery or reception classes settle well. Arrangements to support pupils who start part way through the year are equally good.
96. Pupils are exceptionally well cared for in this friendly and supportive school. They are very well known to all adults and because of this they have excellent access to personal guidance and support; this is an outstanding feature. Pupils confirm they feel safe, trust adults who work there and would readily turn to them for help. Good attention is given to sex education and substance misuse. Pupils have good opportunities to develop their knowledge of personal, social and citizenship issues.
97. Very good attention is given to developing healthy lifestyles and fitness, and this prepares pupils well for their future well-being. The school considers healthy life styles to be a very important part of a child's education and staff provide excellent role models for pupils to emulate.
98. The school council is very well established and effectively represents pupils' views. It provides pupils with a good opportunity to influence the work of the school. Members of the school council say they appreciate this and are very proud of the changes to school life that they have brought about.
99. Attendance and punctuality are monitored closely, and there is good liaison with the Inclusion Officer if there are concerns. Pupils' performance is also monitored closely. However, the information gained from monitoring academic progress is not used consistently throughout the school to indicate to every pupil what they need to do to improve their learning. Clear systems have been established to monitor and address any concerns related to pupils' behaviour. These are implemented consistently well by all teachers so that pupils clearly understand what is expected of them.
100. There are clear well-documented policies and procedures to ensure everyone's well-being and welfare within the school building and during educational visits. Appropriate day-to-day systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves in school. Child protection arrangements are well known to all that work in the school; training for all staff is up to date. However, the child protection policy does not fully reflect the school's good procedures.
101. The quality of provision for pupils with additional learning needs is an outstanding feature of the school. Early identification of pupils with additional needs is firmly established in the school. The school's policy complies with the Code of Practice for SEN.

102. The school systematically identifies the needs of pupils with SEN and the records maintained for pupils are exemplary. Individual education plans detail appropriate targets and are reviewed regularly. Assessment, recording and reporting requirements exceed statutory requirements.
103. Pupils with SEN are offered access to all areas of the curriculum and are provided for through appropriate teaching and resources. Arrangements to support pupils with SEN are outstanding and include periods when small groups are withdrawn to work on specific literacy based programmes and opportunities for daily reading sessions. This support is very effectively delivered by staff who are well trained and confident in their role. All pupils with SEN make good progress taking account of their individual need and circumstance.
104. Parents of pupils with SEN are consulted regularly and kept appropriately informed of their child's progress. Work is sent home, frequently on a daily basis, to allow parents to support their child at home.
105. The school provides very good support for pupils with behavioural difficulties. Positive management of behaviour is extremely effective, well supported and consistent across the school.
106. Pupils who are gifted or very able are identified and are given suitable opportunities to develop their talents through the curriculum and through extra curricular activities.
107. Ysgol Pen Y Bryn is an inclusive community and the quality of provision for equal opportunities is good. Pupils, whatever their gender, social or ethnic backgrounds are given equal opportunity to take part in all activities. The school has policies and practices that actively promote gender equality and is effective in challenging stereotypes particularly through the use of activities in physical education lessons and extra-curricular activities.
108. The school recognises the diversity of pupils' backgrounds and acts appropriately and effectively on this information. Tolerance and respect for different views and values are clearly promoted. The school has an appropriate race equality and diversity policy and action plan.
109. Procedures to eliminate oppressive behaviour, bullying and harassment are outstanding. The school has very effective arrangements to deal with any issues that do arise. Through their excellent personal and social education programme, pupils are taught how to deal with any oppressive behaviour. Pupils say that they are confident to deal with any incidents and know who to turn to if they need help.
110. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school has systematically worked to address the issues raised.

111. The school's diversity policy is supported by appropriate activities planned within the curriculum. Opportunities are provided to ensure that pupils value the contributions of others.

Leadership and management

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

Grade 1: good with outstanding features

112. The inspection team agrees with the school's self-evaluation of this key question. Over many years the school has continued to achieve many successes. It has maintained high academic standards and ensured that pupils develop excellent personal and social skills. The school has also won many awards several times including Investors in People, Basic Skills Quality Mark and awards for sustained contribution to sports. Leaders and managers have a continued vision for the improvement of provision and continued high standards. They have developed the buildings and accommodation and as a result pupils enjoy first class outdoor sporting facilities, garden areas that are extensions of classrooms and a really extensive range of technological equipment.
113. As well as its vision statement, Ysgol Pen Y Bryn Foundation School has a clear and unambiguous set of aims that promotes equality for all and is reflected in practice. The head teacher, the deputy head teacher, the senior management team and governors are committed to ensuring that all those involved with the school operate as a cohesive, motivated team. This is achieved very successfully and is an outstanding feature.
114. The head and deputy head teachers have different strengths that they use effectively in their areas of responsibility. They complement each other very well and are fully committed to ensuring the continued success of the school in all aspects of its provision, including academic, sporting and creative areas. All members of staff and governors are fully aware of the school's principles and priorities.
115. The innovative structure of the senior management team ensures that members of the teaching staff from key stage 1 and key stage 2 have a 'voice' at senior management level along with one person who represents the large number of non-teaching staff in the school. Policy documents are appropriate. Curriculum co-ordinators have clear responsibilities that they undertake conscientiously. They support and lead their subject development successfully.
116. The school takes very good account of local and national priorities and this is an outstanding feature. For example, it has worked hard to promote awareness of ICT and creativity. It prides itself at being at the forefront of national initiatives such as Healthy Schools. Very good links have been established with other schools, including neighbouring primary schools and particularly the local secondary school. Representatives from Pen Y Bryn have been involved with many LEA initiatives.

117. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast majority of pupils achieve their targets. Other goals for development are clearly identified in the three year 'School Development Plan' and are appropriate to the needs of the school. Curriculum co-ordinators also produce their own annual development plans.
118. Another outstanding feature is the very comprehensive arrangements to review and monitor the performance of teachers and to identify training needs. Members of the senior management team undertake annual appraisals with every single member of staff that lead to the identification of training needs. Newly qualified teachers and students are well supported by their assigned mentors.
119. Staff development has had an extremely positive impact on individual teachers and members of the support staff. Training opportunities for every member of the Pen Y Bryn staff are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Several members of staff have accessed accredited courses and some have achieved degrees as a result of opportunities provided by the school. This is an outstanding feature. Suitable arrangements are in place for teachers to plan, prepare and assess their work. Senior managers and governors have agreed an appropriate outline structure for teaching and learning responsibilities.
120. The governors know the school and its community well and are very committed to the ongoing success of the school. They have all been involved in determining a strategic vision for the future. The governing body is supportive of the school and acts appropriately as its 'critical friend'.
121. Governors bring a wide and valuable range of practical and professional skills to the school. They are appropriately led, and work efficiently with the head teacher in the management of the school, providing good support for its pupils and staff.
122. Members of the governing body take a keen interest in the progress and welfare of the pupils with a number of governors spending time helping and working alongside staff. They monitor the school's provision in a proactive manner. Governors have a very good understanding of financial issues and they successfully endeavour to make cost effective decisions when providing the necessary resources for the school's continued success. The school meets all statutory requirements.

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

Grade 2: good features and no important shortcomings

123. The inspection team does not agree with the school's evaluation of Grade 1 for this key question. Even though there are some good procedures in place they are not yet fully developed.
124. A culture of self-evaluation has been established for some time at this school where all stakeholders views are taken into account. Curriculum co-ordinators evaluate their own subjects through regular monitoring exercises and prepare an end of year report, which they share with the senior management team. However, the information they obtain does not feed directly into the school development plan. This report is based on first hand evidence, as each co-ordinator is able to spend time observing colleagues. This is a good feature of the school. Governors also receive these reports from curriculum co-ordinators enabling them to input into the planning process of the school.
125. The views of members of the support staff are related to the senior management team via their own representative, which again is seen as a good feature. Parental views are taken on board through questionnaires. Pupils' views, on all school issues, have also been taken into account.
126. The school self-evaluation document is good; it is based on a wide range of evidence and offers a range of relevant information on all aspects of school life. The document identifies strengths, including outstanding features and weaknesses. The weaknesses identified in the self-evaluation document will feed into the school development plan as priorities for action.
127. The school development plan clearly identifies all priorities for a three-year period. It is a clear and purposeful document, which moves the school forward, in the short and long term. The planning process involves all staff, ensuring a shared understanding of the direction of the school. Teachers identify priorities and their training needs are determined from this. The plan includes targets or success criteria for all the priorities and an appropriate allocation of resources.
128. The Investors in People (which the school has just received for the fifth time) process has been used to good effect in driving forward the school improvement agenda. The school makes good use of data analysis from standardised tests and teacher assessments in certain subjects to inform the planning of teaching and learning programmes. This does not include all areas of the curriculum. The head teacher, senior management, staff and governing body all show a clear commitment to high standards.
129. The school has invested considerable resources in improving areas of weaknesses. The investment in physical education through the multi use games area, in ICT through interactive whiteboards, laptops and control

technology and in early years by creating outside classroom areas have had a dramatic effect on raising standards. The inspection team consider this as an outstanding feature.

130. The inspection team agreed with the school's self-evaluation in four of the seven key questions. In the other key questions a lower grade was allocated. Where the team disagreed with the overall grade of key questions, some outstanding features were still identified. Unfortunately there were insufficient of these features to award a Grade 1. The areas for further development identified by the inspection team were the same as those identified by the school in its self-evaluation document.
131. The school has made excellent progress since the last inspection, especially in those areas that were unsatisfactory or that had some shortcomings.

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

Grade 1: good with outstanding features

132. The inspection team agrees with the school's self-evaluation of this key question.
133. Ysgol Pen Y Bryn's teachers are well-qualified and experienced. They have a wide spectrum of specialist knowledge and expertise to meet the needs of all pupils including children under five and those with SEN. The ratio of pupils to teaching staff and the ratio of adults to children in the early years classes is appropriate. Learning support assistants and those with nursery nurse accreditation make a good contribution to the efficiency of teaching and learning activities within classes.
134. Very effective use is made of teacher expertise through specialist teaching and class exchanges; teachers are good role models for the pupils. All staff show a very strong commitment to the school and to its aims and values. This is an outstanding feature.
135. A very good team spirit ensures that staff work well together, sharing their expertise, ideas and views in the best interests of pupils. All staff give thoughtful and caring support for the pupils; this helps to boost confidence, raise self-esteem and enable pupils to make good progress.
136. Teachers' planning, preparation and assessment time is organised efficiently and staff make good use of the opportunity. There are appropriate job descriptions for all members of staff. Performance management is in place for all staff and this helps them to review their professional development and set future targets. They update their teaching skills and knowledge by regularly attending in-service training sessions.
137. The school administrative team ensure that day-to-day duties are smooth and efficient. The caretaker and cleaners ensure a high degree of cleanliness whilst the midday supervisors and canteen staff provide effective support.

138. An outstanding feature is the economic, efficient and effective way that leaders and managers work to achieve value for money. The school has worked hard to maximise the indoor accommodation and it is utilised very well; it is in good order and sets the right tone for effective learning. A number of the classrooms are small, some corridors are narrow and the hall accommodation is far too small to accommodate the number of pupils on roll; this impacts on whole school assemblies and concerts. The classrooms, corridors, and communal areas are attractive and the school maximises the space it has. The many attractive displays around the school highlight pupils' work, celebrate their achievements and are of very good quality.
139. Learning resources are excellent and readily accessible to staff and pupils. A significant investment in IT equipment has had an extremely positive effect on pupils' skills and standards of achievement in IT. Resources, both indoor and outdoor, for physical education and games are also of a very high quality; there is high quality provision for study, sports, and recreation. The recent investment in the multi use games area has had a very positive effect on standards in physical education. Everyone is in agreement that this is an excellent resource and is used well. Art resources are also very good, as are the resources in the school library; the school has a wide range of fiction and non-fiction texts to enrich pupils' learning.
140. The head teacher and governing body regularly reviews the use and cost of resources, services and equipment. Rigorous analysis of these factors ensures monies are used wisely and efficiently. The school development plan clearly identifies costs and prioritises resource implications. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

141. In both key stages, pupils enjoy their Welsh activities and demonstrate positive attitudes towards Welsh. They work together effectively in pairs in role-play situations to ask and answer questions.
142. Key stage 1 pupils make every effort to use some Welsh phrases during their activities. In all classes, pupils speak Welsh daily as part of the '*Helpwr Heddiw*' responsibilities. They use Welsh confidently at these times, for example asking questions, giving instructions and leading prayers in key stage 1 at the end of the day.
143. The youngest pupils achieve very good standards in their oral and written responses. Older key stage 1 pupils use a range of vocabulary, phrases and sentence patterns well. They ask and answer questions in familiar settings and their pronunciation and intonation are improving. They sing a range of songs and rhymes enthusiastically, which helps them to consolidate the language patterns learnt. They read simple texts with general understanding and write for a range of purposes.
144. Younger key stage 2 pupils answer using the target language accurately. Many pupils and particularly those who show increased confidence, extend their answers. Pupils read familiar texts fluently and respond orally to questions based on the text.
145. Older key stage 2 pupils build on their answers by extending the patterns used to include more complex language patterns, for example, when they are sharing their holiday experiences. These pupils read accurately, fluently and with appropriate expression and intonation. Their pronunciation of words and sentences is accurate. They understand fully what they have read and respond accordingly.
146. Standards of pupils' written work as they progress further up the school are good. They write short basic sentences, using suitable vocabulary to express simple factual and personal information. Year 6 pupils show very good skills using nasal mutations.
147. Three year six pupils have had their letters published in the May 2007 edition of *Bore Da the Urdd* (Welsh League of Youth) monthly magazine for Welsh learners, thus confirming the good standards they achieve. They are very proud of this and it has a positive impact on their interest in the language.

Shortcomings

148. Although there are no important shortcomings, in both key stages, pupils lack confidence reading in Welsh, particularly unfamiliar texts.

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

149. In both key stages, pupils make good progress in all aspects of mathematics, with pupils in key stage 2 demonstrating good levels of attainment. Pupils are confident and enjoy their mathematics lessons.
150. The youngest pupils accurately count to twenty; they count to ten whilst correctly matching objects to the symbols. They join in enthusiastically with number songs and rhymes.
151. Year 2 pupils successfully name a good selection of two-dimensional shapes and discuss their properties using appropriate mathematical language, for example, edges, corners and faces. They explain symmetry and discuss lines of symmetry related to their own shape designs. They also understand $\frac{1}{2}$ and $\frac{1}{4}$ fractions, and apply this knowledge by sharing cakes fairly and equally, recording the fractions correctly.
152. Pupils recall their multiplication tables well and in key stage 2, the majority of are aware of which tables they needed to practise.
153. Year 3 pupils are skilled in the use of tally charts, both on the interactive board and in their exercise books. They interpret frequency charts accurately and use appropriate mathematical vocabulary to answer questions. They understand what needs to be considered when carrying out an accurate survey.
154. Year 5 pupils know about right angles and angles on a straight line. They successfully use mental calculations to find the missing angle on a straight line with many pupils explaining and discussing the strategy they have used.
155. All pupils have access to a software package which is programmed and set for their own ability level. It is used most successfully where pupils with additional needs have regular, short daily sessions which extend and reinforce previous skills and knowledge, thus improving the standards they attain.
156. Year 6 pupils know the names and properties of a wide variety of three dimensional shapes. They understand tessellation, use appropriate vocabulary to describe their work and work co-operatively to investigate

pentominoes. A significant number of pupils achieve a high degree of success in the activities.

157. Most pupils make good progress throughout key stage 2 in learning and applying the four rules of number. By year 6, they quickly and effectively apply their knowledge and skills in mental starter games for example, *Countdown* style timed challenges. Pupils enjoy the challenge and respond quickly and accurately to questions involving a combination of mathematical operations.

Shortcomings

158. There are no important shortcomings. However, even though the ability of pupils to calculate mentally during lessons is generally good across both key stages, there is some lack of consistency.

Information technology

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

159. Pupils of all ages and abilities make very confident use of information technology (IT). They make excellent progress in all aspects of the subject as they progress through the school. They maximise the benefit they gain from the excellent resources and extensive opportunities.
160. The youngest pupils are very confident in their use of a wide range of IT equipment, being able to program the floor turtle, take photographs with digital cameras and use the Interactive Whiteboard for example.
161. Older key stage 2 pupils create very high quality multimedia and *Powerpoint* presentations linked to their studies. They give due consideration to font size and style, background colour combinations, aesthetic appearance and volume of text.
162. The oldest pupils have created a number of very good quality short films. They use recording equipment and editing software with a high degree of expertise and skill. Films are informative and entertaining, one comparing aspects of St Lucia with Wales. This informative DVD demonstrates a genuine, practical and relevant use of IT.

Good features

163. Older key stage 1 pupils have developed a good number of basic skills. For example they successfully use a paint program to create pictures, selecting different colours and tools to create attractive pieces of work. They use the interactive whiteboard with real confidence.

164. Year 2 pupils successfully search, locate and upload document folders. They manipulate the mouse well to select and move objects on the screen; they are very competent highlighting, resizing, altering font and colour and inserting pictures from other sources. They are also adept at word processing. They use technical vocabulary with confidence
165. Throughout the school, pupils use a range of programs to create good quality booklets, posters, cards and brochures. They talk with great pride about their IT work on display.
166. Pupils in key stage 2 make very good progress in word processing skills. They often bring their writing to life by effective use of different fonts, colours, effects and presentation styles.
167. Key stage 2 pupils search, explore and navigate websites with ease to research their studies in many other subjects; for example, presentations for weather forecasting, based on available data from the met office, give a degree of accuracy to their forecasts. Year 4 pupils create branching databases with ease.
168. Year 6 pupils use data handling programmes very well and successfully use data logger equipment to record and store their findings. They discuss and interpret their findings, identify and discuss rogue results, formulate opinions and conclusions.

Shortcomings

169. There are no important shortcomings.

Geography

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

170. Pupils in key stage 1 show a good awareness of the local area. They express their views on the attractive and unattractive features of the area around the school and produce well-considered plans to improve their garden area. They understand why the local area attracts tourists and how it compares to other places such as Botswana.
171. Key stage 1 pupils use and understand appropriate geographical terms, for example the beach, seaside, city and town. Pupils use atlases with confidence to locate Colwyn Bay on a map of Wales and the most able successfully identify basic geographical features including borders, rivers and coasts.

172. Key stage 1 and key stage 2 pupils make good use of their ICT skills to support their learning and research. They successfully handle, classify and present information on the weather and confidently interpret temperature, wind speed and cloud cover.
173. Through their work on recycling and the use of landfill sites, key stage 2 pupils are aware of how people affect the environment. Their understanding of sustainable development is well developed and they appreciate the individual's responsibility for the environment.
174. Pupils' mapping skills develop well throughout key stage 2. They correctly incorporate directional information and the use of a detailed grid on to basic maps and correctly interpret geographical features on a satellite map.
175. Pupils at the end of key stage 2 confidently distinguish the main similarities and differences between their own locality and the contrasting locality of St. Lucia covering aspects of homes, the landscape, leisure activities and school life. They understand the implications of Fair Trade purchasing and how our choices to purchase certain foods affect farmers and people in other countries.

Shortcomings

176. There are no important shortcomings.

Art

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

177. In both key stages, pupils develop a very good knowledge of the work of famous artists including some from Wales. They talk knowledgeably about their style of work such as Mary Lloyd Jones' landscapes, Degas' sculptures and Goldsworthy's work with natural materials.
178. Throughout the school, pupils develop a really good understanding about artistic work from other cultures. As a result they produce very good quality work based on African masks or Australian aboriginal patterns.
179. Pupils' skills develop very well in both key stages and especially in key stage 2. Specialist art teachers ensure that pupils develop their skills in a progressive manner resulting in extremely evocative work using a range of different techniques and media.
180. Pupils' use of the 'outdoor classroom' for artwork is very good at key stage 1. Year 1 pupils investigate natural materials and produce imaginative work using wood, stones, shells and vegetation.

181. Key stage 2 pupils use a wide range of artistic vocabulary correctly. They describe techniques such as 'quilling' and know how to incorporate it into their work in an effective manner.

Good features

182. Pupils in both key stages are motivated to work creatively. They enjoy their art lessons and persevere to produce work in a range of different styles.
183. In key stage 1, pupils make good use of a wide range of equipment, materials and techniques to create both two and three-dimensional work. They experiment with textiles and make book marks or weave woofs showing good control and techniques. They show good levels of imagination when they manipulate clay to make masks and pots. Pupils are confident attempting to work with more difficult materials to handle such as foil or wire.
184. Key stage 2 pupils work well collaboratively and progressively discuss and evaluate their work in a structured manner. They develop their understanding of different techniques often combining them successfully in larger scale collages. They make good use of their sketch books as a starting point for all their artistic efforts.
185. Pupils make accurate sketches from observational drawings. These are as a starting point for more imaginative work such as paper sculptures or computer-generated art.

Shortcomings

186. There are no important shortcomings.

Physical education

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 1: good with outstanding features

Outstanding features

187. Boys and girls participate on an equal basis in all lessons and work together very well. However in year 6, pupils are taught in single sex classes which has improved the girls' confidence, competence and skills significantly without detracting from the performance of the boys. This positive step ensures the continued sporting interest and participation of girls in later years.
188. Older key stage 2 pupils' skills in throwing, catching and striking are excellent with no significant difference between boys' and girls' performance. They adapt their skills effectively to take account of the ground and weather conditions in order to achieve success.

189. The standards pupils achieve in physical education are enhanced significantly by their participation in extra curricular activities ranging from the traditional sports offered under the 'Dragon Sports Scheme' to cross country and racket sports.
190. By the time pupils leave Pen Y Bryn, they achieve very high standards in physical education. An indication of this is the large number of pupils who have gone on to gain regional, national and international success in their chosen sport.

Good features

191. Pupils and staff dress appropriately for physical education lessons. All pupils show a good understanding of safety issues. Throughout the school pupils enjoy physical education and show enthusiasm, positive attitudes and participate fully. They successfully evaluate their own work and that of others.
192. In both key stages pupils show good knowledge and understanding of what happens to their bodies during physical exercise. They warm up and cool down appropriately and realise the importance of exercise to their health and well-being. They also appreciate that taking part in sports activities can be fun and sociable. Pupils in all classes use space well and display an increasing control over their bodies. They work effectively in a variety of situations such as paired or group work.
193. The youngest pupils are beginning to show good spatial awareness in their use of the yard during games lessons. They run, jump and make different shapes safely and show increasing control of their bodies.
194. Older key stage 1 pupils are beginning to handle their bodies well and with increasing control showing different shapes and curls.
195. In their gymnastics lessons, younger key stage 2 pupils build on previous experiences to enhance and refine their movements. They show correct technique when undertaking activities on apparatus.
196. Key stage 2 pupils from years 4 to 6 enjoy taking part in outdoor and adventurous activities including water sports at the national water sports centre at Plas Menai. By the time they leave the school the vast majority of pupils achieve the required standards in swimming and water safety.

Shortcomings

197. There are no important shortcomings.

School's response to the inspection

The inspection findings confirm that Ysgol Pen y Bryn is a good school with several outstanding features. It is pleasing to note that the inspectors recognise the vast improvement in standards in subjects such as IT and Welsh. They also recognise the high standards that have been maintained in all other subjects. We are pleased that the inspectors found that the high percentage of good teaching is a strength of the school and that it is based on the excellent relationships that exist between staff and pupils.

We are very proud of our children and were pleased that the inspection team found that they make outstanding progress in the development of their personal, social, moral and learning skills. We were very pleased that the inspectors found our children to be very well behaved, considerate, courteous and welcoming. This is what makes our school what it is and fosters a very positive attitude to learning. The report praises the inclusive and supportive environment that exists at Pen y Bryn and that the partnership with the community is an outstanding feature. In particular the report confirms that we are achieving our aim to make the school a happy and caring place in which pupils make good progress towards fulfilling their potential.

We are very pleased that the report pays tribute to the pupils, staff and governors and recognises, as an outstanding feature, that the school operates as a cohesive and well-motivated team. We are delighted with the outcomes of the inspection and feel that the report truly reflects the commitment and achievements of the school community.

The head teacher, staff and governors appreciated the very professional and courteous way in which the inspectors carried out their detailed audit of the school, and we will endeavour to maintain the high standards and quality of provision that have been identified throughout the report.

Appendix 1

Basic information about the school

Name of school	Ysgol Pen Y Bryn
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Wentworth Avenue, Colwyn Bay, Conwy
Postcode	LL29 6DD
Telephone number	01492 531260
Head teacher	Mr John Roberts
Date of appointment	April 1987
Chair of governors/ Appropriate authority	Mr D Wyn Jones
Registered inspector	Margaret E Morgan
Dates of inspection	April 30 – May 3 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	22	56	60	61	58	58	58	69	442

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	1	17.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.4 : 1
Pupil: adult (fte) ratio in nursery classes	5.5 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	88.7	95.0	95.2
Autumn 2006	96.5	95.0	96.2
Spring 2007	92.6	96.8	95.9

Percentage of pupils entitled to free school meals	1
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:			59	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	7	78	15
		National	1	3	13	63	20
En: reading	Teacher assessment	School	0	0	5	61	34
		National	1	3	14	55	27
En: writing	Teacher assessment	School	0	0	10	90	0
		National	1	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	5	80	15
		National	1	2	10	64	23
Mathematics	Teacher assessment	School	0	0	5	78	17
		National	1	2	10	64	23
Science	Teacher assessment	School	0	0	3.4	81.4	15.3
		National	1	2	8	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	94	In Wales	83
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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		61		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	12	49	39
		National	0	0	1	0	1	4	16	48	30
Welsh	Teacher assessment	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	47	46
		National	0	0	1	0	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	8	56	36
		National	0	0	1	0	0	2	11	52	34

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	85	In the school	N/A
In Wales	74	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

Five inspectors spent a total of 17 inspector days in the school. A team meeting was held prior to the inspection.

The deputy head teacher was the Nominee.

Inspectors visited:

- 45 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities
- The School Council
- The Eco-Committee.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report
- 213 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work.

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1 and 5 Art
Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, and 4
Ian Kelly Team Inspector	Contributions to Key Questions 2 and 7 Mathematics and Information technology
Peter Roach Team Inspector	Contributions to Key Questions 3 and 6 Welsh second language and Physical education
Jane Williams Team Inspector	Contributions to Key Questions 1 and 4 Geography
John McLennan Nominee	Contributions to Team Meetings

The contractor was:

Evenlode Education Ltd
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Acknowledgement

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