

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

A Report on the Quality of Education in

**Ysgol San Sior
Church Walks
Llandudno
Conwy
LL30 2HL**

School Number: 6623307

Date of Inspection: 09/06/09

by

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 San Sior is a voluntary aided Church in Wales primary school situated in the town of Llandudno. The Unitary Authority (UA) is Conwy. There are 233 pupils on roll between the ages of 3 and 11. 30 of these are part time Nursery children. Nursery children begin school part time in the September after their third birthday. Nearly all pupils come from inside the school's designated catchment area.
2. Across the school, pupils come from a range of social backgrounds. On entry, nearly all children have good levels of basic skills. The school reports that around three per cent of pupils are currently in receipt of free school meals. This is far less than the average for Wales. No pupils are looked after by the UA.
3. About 18 per cent of pupils have some degree of special educational needs, as recognised by the local education authority (LEA). This is just below the average for Wales. Three pupils on roll have a statement of Special Educational Needs (SEN) and no pupils are disapplied from the National Curriculum (NC).
4. The language of all pupils at school is English. Two pupils currently have support, learning English as an additional language. Pupils come from a range of ethnic backgrounds. The school reports that there have been six exclusions in the past year. The school has been awarded the Basic Skills Quality Mark on two occasions. The school was last inspected in the summer term of 2003.

The school's priorities and targets

5. The school lists the following as some of its main targets:
 - More use of the interactive whiteboards;
 - science skills;
 - handwriting;
 - ensure consistency in termly assessments and that all assessments are completed at the end of each term;
 - create a Welsh page on the web site whereby parents have access to the Welsh language patterns that are introduced and used in each year group so that they may support their children at the school;
 - purchase further apple laptops/mini macs;
 - explore different ways of recording religious education work: newspaper articles, letters, role play, poetry, dialogue, cartoons;
 - thinking skills.

Summary

6. Ysgol San Sior is a school where good features outweigh shortcomings. Leadership and management at the school and its progress since the last inspection have good features that outweigh shortcomings.

Table of grades awarded

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

7. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Nearly all children begin school with good levels of basic skills for children of this age and make good progress in terms of results by the end of both key stage 1 and key stage 2.
8. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN) achieve well taking account of their ability and start points.
9. In the 2008 national assessments for both seven and eleven year olds in English, mathematics, science and when the subjects are combined, the results are well above the local and national averages.
10. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the top 25 per cent of similar schools in science and in the top 50 per cent of similar schools in English, mathematics and when the subjects are combined.
11. For eleven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the

top 25 per cent of similar schools in mathematics and when the subjects are combined and the top 50 per cent of similar schools in English and science.

12. Generally, pupils' overall development of key skills is good and has no important shortcomings. In the Foundation Phase and both key stages, pupils' standards and progress in the key skills of speaking in English are outstanding. The key skills of listening and reading have good features and no important shortcomings. However, writing, especially extended writing has good features that outweigh shortcomings.
13. Information and communications technology skills are good. Mathematical, problem solving and thinking skills are good. All pupils' independent learning skills and their understanding of target setting are under developed. Bilingual skills have good features that outweigh shortcomings. The pupils' knowledge of the heritage and culture of Wales, '*Y Cwricwlwm Cymreig*', is good.
14. Pupils' personal, social and moral understanding is good. Their understanding and awareness of cultural diversity is good. All pupils' understanding of how to improve their own work has good features that outweigh shortcomings.
15. All pupils work well together, which is a good feature of the school. Good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
16. The average level of attendance is around 94 per cent. This is above the national average for all schools in Wales and is about the same as local averages. Punctuality at the beginning of the school day and after break times is good.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	56%	24%	8%	0%

17. These figures do not compare well with the national picture published in HMCI's Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 or better in 83 per cent of lessons, with outstanding features, grade 1, noted in 16 per cent of lessons.
18. Good and outstanding features seen in the teaching include:
 - providing and making effective use of an exciting environment, especially outside, which encourages children's involvement, participation and enjoyment;
 - stimulating activities for all pupils;
 - knowing when to intervene in the learning and when to refrain from intervening;
 - a very good pace to lessons;
 - very clear learning objectives to sessions;
 - good questioning and clear explanations.

19. In lessons where good features outweigh shortcomings and where there are some good features, but shortcomings in important areas, there is a lack of sufficient challenge for pupils and discipline issues.
20. Equality of opportunity is promoted well in the school. All pupils are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
21. The system to assess pupils' progress and to record and report upon pupils' achievements has good features that outweigh shortcomings. Regular assessment in order to track the progress pupils make has good features that outweigh shortcomings. It is not fully used to inform the next steps in teaching and learning. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. It is also developing moderation procedures to assist in the accurate levelling of pupils' work.
22. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.
23. The school curriculum complies with the requirements of the National Curriculum and the Church in Wales' syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with additional learning needs. However, the planning of the curriculum in relation to short term planning is far less established.
24. The curriculum is enriched by a good range of visitors to the school and by visits to places of interest. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils. The role of the school council is well developed and their role in the school's eco activities is outstanding. The relationship between the school and the local community is good.
25. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils to understand the importance of sustainable development is outstanding. The provision for pupils' bilingual skills is good with no important shortcomings. The development of pupils' entrepreneurial skills has good features that outweigh shortcomings.
26. The quality of care, support and guidance is good. The quality of provision for additional learning needs is good. The school provides a happy and very caring environment. Induction arrangements for the Foundation Phase and for the transfer to secondary education are detailed and effective.
27. The school has clear and well-documented arrangements to contribute to pupils' well being. Child protection policies meet current recommended practice. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management

28. The head teacher's leadership has good features that outweigh shortcomings. Leadership and management across the school have good features that outweigh shortcomings. Although high aspirations for all pupils are at the forefront of the school's vision, management structures and procedures at all levels in the school do not contribute effectively and efficiently to strategies that fully fulfil these expectations.
29. The school takes careful account of national priorities and local partnerships. The introduction of the Foundation Phase has been managed thoroughly and sensibly.
30. The governing body works with the professional leadership of the school. The chair of governors and individual governors support the school in many areas. The governing body's role in relation to the long term needs of the school and its monitoring of the quality of provision at the school has good features that outweigh shortcomings.
31. The process of self-evaluation has good features that outweigh shortcomings. It is not entirely based around first hand evidence. However, the views of all those involved in the school are considered.
32. The school's self-evaluation document does not inform the School Development Plan (SDP) in sufficient detail to bring about improvements. The SDP is a working document but lacks the necessary success criteria and coherence to make it fully effective.
33. The school's self-evaluation is not accurate in terms of grades and the inspection team does not agree with the school's identification of its main strengths and weaknesses. Since the last inspection in 2003, the school's progress has good features that outweigh shortcomings.
34. The school is well staffed by well-qualified and mostly experienced teachers. Good quality support staff are currently employed to assist in the classroom. The day-to-day life of the school is organised effectively, apart from time management issues relating to the head teacher's role in relation to a very significant teaching commitment for a school of this size.
35. The school is an important part of the parish and town community, it is clean and well maintained. The use and suitability of the accommodation is good. The outdoor environment is used very well and is an outstanding feature of the school. The school's use and deployment of resources to aid teaching and learning is good.
36. The school gives good value for money in nearly all areas of school life apart from time management issues relating to the role of the head teacher.

Recommendations

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

- R1 develop further the role of all pupils in their own target setting and independent learning;
- R2 ensure that all pupils' extended writing skills are developed fully in all areas of the curriculum;
- R3 ensure that self evaluation and management systems impact specifically and effectively on school development planning, time management issues and in achieving improvements in teaching;
- R4 improve the quality of marking so that it actively promotes pupils' learning;
- R5 improve the quality and use of planning, especially short term planning, in order to raise standards in teaching and assessment and to ensure that all pupils are sufficiently challenged.

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

37. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to match the school's judgement.
38. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Nearly all children begin school with good levels of basic skills for children of this age and make good progress in terms of results by the end of both key stage 1 and key stage 2.
39. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs, including those SEN or those learning English as an additional language achieve well taking account of their ability and start points.
40. In English, mathematics, science and when the subjects are combined, the 2008 national assessments for seven year olds show that results are above the local and national averages. In these assessments, girls perform better than boys in all subjects apart from science, where they perform equally well.
41. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the top 25 per cent of similar schools in science and in the top 50 per cent of similar schools in English, mathematics and when the subjects are combined.
42. For eleven year olds, the 2008 results show that the results are above local and national averages in English, mathematics, science and when the subjects are combined. In these assessments, girls perform better than boys in all subjects apart from mathematics, where they perform equally well.
43. When the results for eleven year olds are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in mathematics and when the subjects are combined place the school in the top 25 per cent of similar schools. English and science are placed in the top 50 per cent of similar schools.
44. In 2006, for seven year olds, the school is placed in the top 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in English, mathematics, science and when the subjects are combined. For eleven year olds, in 2006, the school was in the top 25 per cent of similar schools in English and mathematics, the bottom 50 per cent in science and the top 50 per cent when the subjects are combined. In 2007, for seven year olds, the school was in the top 25 per cent of similar schools in English and science,

and the top 50 per cent in mathematics and when the subjects are combined. For eleven year olds in 2007, the school is in the top 50 per cent of similar schools in English and when the subjects are combined and the bottom 50 per cent in mathematics and science.

45. When both sets of results in 2008 are compared to the assessments that were made when these individual pupils began school, they show that good value is added to the pupils' achievements and they make good progress. However, care should be taken when considering these results as evidence suggests that the pupils' work in books and files is not truly representative of consistently high standards throughout the school.
46. Generally, all pupils' overall development of key skills has good features and no important shortcomings. In the Foundation Phase and both key stages, pupils' standards and progress in the key skills of speaking in English are outstanding. Pupils across the school speak very confidently and clearly with both each other and adults. The key skills of listening and reading have good features and no important shortcomings. However, writing, especially extended writing has good features that outweigh shortcomings.
47. All pupils read well for a range of reasons. They use reference books and the Internet effectively to find out information. They read with good expression and with good levels of understanding of a variety of texts. Older pupils have very good higher order reading skills and their deductions and inferences for set purposes are very good.
48. In a range of activities in other subjects, nearly all pupils' writing has good features that outweigh shortcomings. Writing in extended forms for a wide range of reasons, using different styles and genres is under developed in most classes.
49. Pupils' bilingual skills have good features that outweigh shortcomings. They are not consistent across the school and little use of incidental Welsh is pupil initiated.
50. All pupils' mathematical skills in other subjects are good with no important shortcomings. Older infant pupils' mental mathematics is outstanding in number work. In investigative work, the use of mathematical knowledge to investigate and to identify appropriate results and findings is good. Pupils' enquiry skills are good in both mathematics and science.
51. All pupils' skills in information and communications technology are good, with outstanding features noted in the work of older key stage 2 pupils when using the school website and digital imagery. Foundation Phase and key stage 1 pupils use simple programs confidently to reinforce their work in other subjects. All pupils use the mouse, keyboard and other equipment with good levels of competence and confidence.
52. All pupils are very good at creating, storing and retrieving their work. Composing, drafting, editing and printing are good.

53. Nearly all pupils' problem solving and thinking skills are good with no important shortcomings. Most pupils need teacher guidance to successfully make decisions. They do respond well to the challenges which are set for them in all subjects, but lack confidence to fully attempt these tasks independently, seeking adult support often.
54. Creative skills are good with no important shortcomings. All pupils apply their creative skills in a wide range of activities, for example in art, sports and music. They illustrate their work and perform confidently.
55. Pupils' understanding of the particular features of Welsh music, art, history, literature and traditions are good. Nearly all pupils are aware of the work of Welsh artists and other craftspeople. They are familiar with an appropriate range of Welsh folk tales and legends.
56. All pupils' personal social and learning skills are good with no important shortcomings. They are good at accepting responsibilities willingly and enthusiastically.
57. Nearly all pupils are well behaved. The school has good expectations and all pupils know what is expected of them. Nearly all pupils are friendly, polite and considerate. Pupils move sensibly in and around the school under supervision and nearly all demonstrate a good degree of self-discipline and maturity. Their behaviour on visits within the local community and further afield are reported as being good. However, there have been six exclusions during the last year.
58. Nearly all pupils work and play together well and relationships with each other are good. This is a good feature of the school, especially during lessons where nearly all pupils co-operate well in pairs and small groups. Boys and girls work and play together well at lunch and break times and in out of hours' activities. They recognise the needs of others and support their colleagues with consideration and respect. They have good moral values.
59. At just under 94 per cent, the average rate of attendance for the three terms prior to the inspection is good and is about the same as the LEA average, above the national average and just below the average for similar schools based on free school meals. Absences are caused mainly through illness. There are some family holidays taken in term time.
60. Punctuality at the start of the day and after break times is good. Punctuality is helped by the good Breakfast Club provision that exists in the school.
61. Pupils' understanding of equal opportunities is good and is very firmly embedded in the school's work.
62. All pupils have a clear understanding of right and wrong. Good acts of worship in the school and assemblies assist pupils to develop their spirituality. Pupils understand school rules and expectations.

63. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a good knowledge of world religions.
64. Nearly all pupils' understanding of how to improve their own work has good features that outweigh shortcomings. Pupils are developing strategies to raise confidence as independent learners and to develop further their involvement in their own target setting.
65. All pupils' knowledge and understanding of the workplace and the local community is good and appropriate to their age.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

66. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team judged that nearly a third of lessons had shortcomings, with some of those being in important areas.

67. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	56%	24%	8%	0%

68. These figures do not compare well with the national picture published in HMCIs Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 or better in 83 per cent of lessons, with outstanding features, grade 1, noted in 16 per cent of lessons.

69. Good and outstanding features seen in the teaching include:

- providing and making effective use of an exciting environment, especially outside, which encourages children's involvement, participation and enjoyment;
- stimulating activities for all pupils;
- knowing when to intervene in the learning and when to refrain from intervening;
- a very good pace to lessons;
- very clear learning objectives to sessions;
- good questioning and clear explanations.

70. In lessons where good features outweigh shortcomings and where there are some good features, but shortcomings in important areas, there is a lack of sufficient challenge for pupils and discipline issues.

71. The quality of good and outstanding teaching contributes well to children's progress, achievement and well-being. It has a very positive effect on the standards they achieve and the quality of life in school. However, planning across the school, especially short term planning does not ensure appropriate continuity and progression. There is appropriate coverage of the National Curriculum and areas of learning.

72. The quality of relationships in the school between nearly all teachers and pupils is very good. Nearly all staff create a positive and purposeful atmosphere to enable children to become good and effective learners. Pupils are managed positively and sensitively in nearly all classes. Where teacher discipline is not as effective, some pupils do disrupt others.

73. Nearly all teachers demonstrate good knowledge of how young children and older pupils learn and are fully conversant with the seven areas of learning in the Foundation Phase, the National Curriculum Programmes of Study and Curriculum 2008.
74. The planning by teachers in the Foundation Phase is good and focuses appropriately on children's developmental needs, allowing for more child-initiated activities. This does ensure that the children's independent learning needs are met more successfully than in other areas of the school, allowing them the opportunity to be involved in their own learning. This is not as apparent for pupils in key stages 1 and 2.
75. Teachers have good expectations of all pupils, but do not always challenge pupils to their full potential. Where there is good and outstanding teaching, teachers use a wide range of teaching strategies, methods and approaches successfully to motivate pupils. There is an appropriate focus on practical and first-hand activities to stimulate children's learning, especially in the Foundation Phase and when older pupils use the extensive natural resources of the school for investigative and enquiry work. There is a good balance of individual, paired and whole class teaching in all classes. Home/school tasks are linked appropriately to work in class.
76. All teachers promote equality of opportunity well and every pupil is treated fairly, irrespective of ability or background. The school caters well for pupils with additional learning needs. Teachers promote the use of Welsh and English very well during the school day and are sympathetic to the language needs and abilities of all pupils.
77. The quality of assessment has good features that outweigh shortcomings. Implementation of the policy is new to the school and as yet has not resulted in a coherent approach to assessing, recording and tracking progress throughout the school.
78. When planning learning, teachers do not note specific learning outcomes and success criteria for assessment in detail. Pupils' prior knowledge, skills and understanding are taken into account, but the evaluation of learning in one lesson does not inform future planning appropriately. Assessments are regular and reliable, especially in the Foundation Phase.
79. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own target setting, progress and improvement. This aspect has good features that outweigh shortcomings. It is also developing moderation procedures to assist in the accurate levelling of pupils' work, both as a school and as a cluster of local schools. Statutory requirements are met in full.
80. A broad range of assessment strategies is used to decide on the next steps in learning. These include baseline assessments, teacher assessments, standardised reading tests, spelling tests and observations. Procedures are effective and manageable, including those for pupils with ALN and provide

sufficient information about pupils' progress. Results are not analysed thoroughly in order to match work appropriately to pupils' skill levels. Pupils are observed closely by teachers and discussions and observations are recorded to monitor their progress.

81. Individual pupil progress is tracked very broadly and notes individual strengths and needs. However, this is an area that needs considerable refinement to fully impact on the individual pupil.
82. Teachers mark pupils' work regularly. Marking is inconsistent and is not linked closely to pupils' targets and success criteria. It does not actively promote pupils' learning. Strategies for self-assessment are new to the school and are being developed to further pupils' understanding of what they have achieved and what they need to do to improve.
83. Achievements in all subjects are regularly reported to parents and the quality of reports is good. They meet statutory requirements and provide clear judgements about attainment in all subjects and areas of learning, as well as celebrating children's achievements and giving guidance about the way forward.
84. Parents appreciate opportunities to discuss their children's development with staff formally in parents' evenings and to respond to the reports. They state that they are happy with the information the school provides about their children's progress, but some would like more opportunities for one to one, private discussions during the 'open' evenings.
85. Relevant information is transferred effectively to the receiving secondary schools when pupils move on to the next stage of learning.

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

Grade 3: Good features outweigh shortcomings

86. The findings of the inspection team are two grades lower than the judgement made by the school in its self-evaluation report. The inspection team judged that curricular planning; especially short term planning had many shortcomings that impacted detrimentally on developing the full potential of pupils.
87. Within its inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. This is reflected well in the good levels of interest nearly all pupils show in their work.
88. In terms of overall provision, the school successfully meets the needs of all its pupils including those with additional learning needs and children under five apart from its planning of the taught curriculum in key stages 1 and 2.
89. The curriculum is organised, balanced and relevant and meets statutory requirements. However, curriculum planning does not take into account what has gone on before and what will follow and as a result is not flexible enough to

meet individual pupil's needs effectively. There is limited coherence and progression in planning the curriculum and as a result has good features that outweigh shortcomings. The provision is good for developing pupils' personal, social and health education. Schemes of work for all subjects and areas of learning are in place and are beginning to reflect recent curriculum changes.

90. The provision for pupils' well being is very good and the school has completed all six stages of the Healthy School's scheme.
91. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. There are a range of well-planned learning experiences structured to provide enjoyment and meaningful learning experiences. Early years' provision which follows Foundation Phase principles positively encourages learning through play, both indoors and outdoors. As a result, all children develop their knowledge, understanding and skills well in all areas of the curriculum. All children are given a good start in school.
92. The school's provision for the development of pupils' basic key skills has good features that outweigh shortcomings. Opportunities for the development of key skills are beginning to be linked into planning and the curriculum, especially the opportunities for information and communications technology through the use of visualisers and digital recording equipment. However, due to the shortcomings in short term planning, the provision for pupils' key skills development is also under developed.
93. The school offers an appropriate range of well attended, out of hours' clubs. They effectively promote pupils' learning after the school day. Pupils state that they are pleased with and derive enjoyment from the clubs on offer by the school.
94. All pupils benefit from the good provision of visits and visitors to the school. These have a positive impact on pupils' standards and enthusiasm for learning. Well-planned opportunities are taken to visit places within the locality of the school and further afield. Visits and local studies enrich the curriculum. Visitors from the community bring a good range of expertise and experience that stimulate pupils' learning.
95. The overall provision for pupils' social, moral, spiritual and cultural development is good with no important shortcomings. It is a good feature of school life.
96. The planning for the development of personal skills and social education is good. It is well integrated into the school's daily life. Appropriate attention is given to sex education.
97. Good opportunities are provided for pupils' spiritual development. Collective worship meets statutory requirements in full. All pupils are actively encouraged to consider other faiths alongside their own through multi-cultural themes within the curriculum.

98. The provision for pupils' moral development is good. All staff actively endorse values such as fairness and model good behaviour for pupils.
99. The school makes good provision for pupils' social development that enables them to play a part in the school community. Pupils are provided with opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for charitable organisations and this positively enhances their sense of social responsibility and understanding of their own and other communities.
100. The role of the school council is well developed and its eco work, promoted throughout the school is outstanding.
101. Cultural development is good. Pupils are given a growing understanding, awareness and appreciation of other cultures. '*Y Cwricwlwm Cymreig*' is fostered well through the study of famous Welsh people and pupils are given opportunities to learn about the traditions, culture and history of Wales. It is well integrated into the curriculum, especially the religious education syllabus.
102. Close links are maintained with a wide variety of community groups such as artists, theatre groups and emergency services. The school also enjoys effective working partnerships with other local schools, including the secondary schools, where good transition arrangements have been developed. Links for Additional Learning Needs (ALN) provision with the secondary schools is good.
103. The school's partnership with parents is good, even though some parents did raise some issues in the parents' meeting regarding the provision for sport and supervision at play times. Parents are well informed about school by letters and the school's very good website. They have regular opportunities to meet teachers to discuss their children's work and progress and these meetings are reported to be well attended. Nearly all parents in the sixty-one questionnaires returned reported that the school is approachable.
104. There was a good response to the parents' pre-inspection questionnaire. The response indicated that nearly all parents and carers were very supportive of the school and expressed satisfaction with the standards their children achieve within a caring and supportive environment. 96% of the returned questionnaires were fully supportive of the school.
105. Pupils' knowledge of the world of work beyond the school gates is good. Visits and visitors do provide good opportunities to broaden and enrich pupils' work related education. No teachers have recently undertaken relevant industrial placements with a view to enhancing professional development and enriching curricular provision for pupils.
106. The school has good expectations of all its pupils and actively promotes all aspects of equality. This is a good feature of the school. Stereotyping is challenged when identified. Good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an individual, is

encouraged to participate fully in all activities and no pupil is barred from any of them.

107. The standards and provision for education for sustainable development is outstanding and global citizenship is good. The school participates in the Eco Schools initiative and has been awarded the Green Flag. All pupils' entrepreneurial skills are under developed and have good features that outweigh shortcomings.
108. The school is laying down the foundations for life long learning well. National priorities are reflected well in the life of the school. The priority given to pupils developing independence and taking responsibility for their own learning is a developing area.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
110. The head teacher and teaching staff place a high priority on pastoral care throughout the school and provide good care, guidance and support for pupils. Nearly all staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. There is a good community spirit and staff and pupils are welcoming to visitors.
111. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is beneficial for all pupils, including those with additional learning needs.
112. The school enjoys effective working partnerships with nearly all parents and carers, which contributes well to the quality of support and guidance offered to pupils. The school listens to parents and carers and takes into consideration their views and opinions, acting upon them when needed. However, some parents reported in the parents' meeting that this could take longer than expected
113. The induction procedures for pupils entering the school, moving classes and transferring to secondary schools are effective and ensure pupils settle quickly into their new environments. The youngest children are settling in well as part time pupils and are happy and secure in their work and play.
114. The school provides good personal support and guidance to pupils. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help, occasionally too often, and are listened to and treated with consideration and respect. The quality of relationships between nearly all staff and pupils is generally good and contributes well to pupils' positive behaviour and self-esteem. The role of the school council is a good feature of the school.

115. Pupils have access to an effective personal and social education (PSE) programme, drawn up in line with national recommendations.
116. The monitoring of pupils' attendance, punctuality, behaviour and performance is good. Issues are dealt with quickly and efficiently.
117. The school's behaviour policy works well and during the inspection nearly all teachers were good at managing pupil behaviour.
118. Class teachers monitor pupils' academic performance regularly and pupils are beginning to take a more active role in setting their own targets and understanding and planning their own progress. This is a recent development and has good features that outweigh shortcomings.
119. The school has clear policies and procedures are in place to promote health, safety and well being, including risk assessments. Every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment.
120. Pupils are supervised at all times when on the yards. Responsible pupils are given opportunities to pond dip independently in close proximity to staff members on nearby yards. Crossing the road to the school playing field is performed sensibly, with appropriate care and supervision.
121. Ancillary staff make a good contribution to pupils' welfare. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
122. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat healthily and the school has received all six leaves of the Healthy Schools' programme. Pupils have access to a range of physical and sporting activities during the school day, which contribute well to their well being.
123. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibilities for child protection issues and there is also a nominated governor. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
124. Provision for pupils with ALN, including those with SEN is good. Those with particular needs are identified at an early stage through baseline and school entry assessments and effective arrangements are made to meet those needs. The school follows LEA referral systems and adheres closely to the Code of Practice. The designated member of the governing body with responsibility for SEN is well informed.
125. Individual education plans (IEPs) are provided for all identified pupils. IEPs have relevant targets and outline teaching strategies and the resources required to achieve them. Teachers make appropriate use of these plans. Review

meetings are held and the school involves parents and encourages them to support their children at home.

126. Three pupils currently have a statement of special educational needs. The needs of pupils with any form of disability are carefully considered.
127. There are good links with other professionals who are effective in supporting the school's provision for pupils with SEN if necessary.
128. The school provides good support for learners whose behaviour could impede their progress and that of others and there is a consistent, positive approach to behaviour management. School and classroom rules and reward systems provide a culture to support positive behaviour. This is not always consistently employed.
129. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are good at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
130. Good race relations are promoted successfully and the school values, respects and celebrates diversity. Good quality documentation underpins this good practice.
131. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The school has produced a good quality accessibility plan and disability equality scheme to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons.
132. The measures taken and documented procedures to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

133. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. High standards of attainment are evident in the school's end of key stage results and generally there is good use of accommodation and resources. However, even though there are no important shortcomings in both of these areas that link closely to leadership and management, the inspection team did consider that there are sufficient shortcomings in leadership and management in other areas to award a grade 3 for this key question.
134. The head teacher's leadership has good features that outweigh shortcomings. Leadership and management across the school have good features that outweigh shortcomings. The school is a purposeful community and the channels of communication between staff are effective. However, time management and delegation issues relating to the head teacher's role affect the quality of management practices and decision-making procedures.
135. The head teacher and other staff members have a clear vision for the school based on raising standards. The head teacher is a pro-active member of the governing body and has a good relationship with nearly all parents. Although high aspirations for all pupils are at the forefront of the school's vision, management structures and procedures at all levels in the school do not contribute effectively and efficiently to strategies that fully fulfil these expectations.
136. The school's policies and practices promote equality of opportunity well. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal access to all the school offers. Staff contribute to the school's very caring ethos. This has a positive effect on nearly all pupils' behaviour and attitudes.
137. There are appropriate arrangements, when required, to support newly qualified teachers and teachers who are new to the school. However, due to the head teacher's considerable teaching commitment for a school of this size, his role in supporting and mentoring teachers and identifying strengths and weaknesses in teaching through monitoring is not effective and is under developed.
138. The school takes good account of national priorities and local partnerships. Preparations for the introduction of the Foundation Phase were thorough and sensible and are now being systematically managed by the teaching staff and the governing body.

139. The outdoor area is very well developed. It is an outstanding feature and is used extremely well by the school to provide additional learning opportunities for all pupils. The pupils are made aware of the importance of environmental issues and of the need to have healthy lifestyles. The school has good extra curricular clubs.
140. There are ineffective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is due to limited opportunities relating to time management issues. As a result, review practices are difficult to conduct appropriately and accurately. The school collects National Curriculum assessment data and does analyse the data to see how the school is performing compared to similar schools.
141. Performance Management is established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff have been made aware of their responsibilities in relation to their job descriptions.
142. Support and training is good for all staff members and is linked to school and professional development. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
143. The links between the governing body and the school are good. The governing body, working with the head teacher sets the long-term direction for the school. The governors' role in the school's self-evaluation process, their contribution to the school's strategic planning and their monitoring of the quality of provision in the school has good features that outweigh shortcomings.
144. Governors do hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors. All statutory requirements are met.

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

Grade 3: Good features outweigh shortcomings

145. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The processes of self-evaluation in the school are not fully established and do not inform and impact on school development planning.
146. The process of self-evaluation has good features that outweigh shortcomings. In nearly all aspects of school life, the head teacher, staff and governors do not use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan (SDP) is under developed and has good features that outweigh shortcomings. This is mainly due to time management issues relating to the role of the head teacher and his unrealistic teaching commitment for a

school of this size. The school's priorities for improvement do not therefore inform the SDP well, even though appropriate time scales and costs are noted.

147. The school's procedures for monitoring standards, based on clear evidence, are not yet fully established, but are currently being developed and they incorporate all teaching staff which is good practice.
148. The school is beginning to use performance data well to inform judgements and evaluate specific trends over time. This has good features that outweigh shortcomings. Self-evaluation is not entirely based on first-hand evidence and the school does co-operate with the LEA to target areas for improvement. The school is good at seeking the views of a range of agencies that have an interest in the school. This includes parents.
149. All staff work diligently. They are aware they have a part in the school's self-evaluation process and even though the processes are not fully developed their input is considered and valued.
150. The quality of the self-evaluation report produced by the school prior to the inspection has good features that outweigh shortcomings. It targets areas for development. It does attempt to identify the areas and aspects that are strengths within the school and those that require further attention. It provides an overview of the school's position, but lacks clarity on how it will inform school development planning.
151. The judgements of the inspection team agree with the school's self-evaluation in one of the seven key questions, key question 4.
152. Evaluating and improving the accommodation has been very good. The school has developed the accommodation well to now include a linked Nursery and Reception area in the Foundation Phase and a very good extension to the school hall. The evaluation of the needs of the school's outside areas and the subsequent developments is outstanding.
153. The school makes good efforts to obtain measures to evaluate its performance working in conjunction with the LEA. It uses national and local data to identify areas that have strengths or shortcomings. It works with the LEA to allocate resources and expertise to raise and improve standards. For example, the actions of the school in establishing improvements in indoor and outdoor areas and obtaining additional grant funding, have resulted in very good improvements in curricular provision for all pupils.
154. The school has not successfully addressed all the key issues noted in the last inspection report and improvements are not evident in areas that needed developing. Progress since the previous inspection has good features that outweigh shortcomings.

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

Grade 2: Good features and no important shortcomings

155. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to match the school's judgement.
156. The adequacy, suitability and use made of learning resources and accommodation is generally good. The school has good resources and ensures that purchases are prioritised according to need. It is effective in its use of additional funding and uses resources to aid teaching effectively to fulfil the requirements of funding regulations.
157. There are sufficient numbers of well-qualified and mostly experienced teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for the under-fives. The head teacher teaches every morning. For a school of this size this practice has good features that outweigh shortcomings. It has a detrimental effect on leadership and management in relation to time management.
158. All staff are committed to providing a secure, supportive environment for all pupils. Good support staff assist effectively in the classrooms.
159. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Very good investment has been made in ICT resources including visualisers. The many different types of computers and interactive whiteboards are used well to support pupils' learning.
160. Library areas are well positioned and well developed in relation to the age and needs of the pupils and are well used.
161. The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is an outstanding feature of the school's provision. The school makes very effective use of resources outside the school to enrich the curriculum.
162. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming, stimulating and warm environment for all pupils. The quality of display throughout the school is good. It is used well to celebrate pupils' achievements and is an effective aid to learning.
163. Outdoors, the school benefits from having hard play, garden, seating and pond areas. Specific outdoor areas for the Foundation Phase are of good quality and include a good range of play equipment.

164. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all.
165. Staff experience and expertise are used well for the benefit of pupils. An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
166. Teachers make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their areas of responsibility. On the whole, resources are used effectively for the purposes of work force re-modeling, apart from time management issues in relation to the role of the head teacher where good features outweigh shortcomings.
167. The school's administrative procedures ensure the efficient day-to-day running of the school. All ancillary staff, such as the administrative officer, caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
168. Spending decisions relate to the school priorities as set out in the School Development Plan (SDP). Spending on resourcing the school is extremely high. Expenditure is monitored closely by the Governing Body and surplus figures are part of long term planning. The outcomes of spending decisions are regularly reviewed.
169. The school meets the needs and range of all pupils and generally gives good value for money apart from time management issues relating to the role of the head teacher.

School's response to the inspection

Pupils do not just learn within the confines of the classroom walls and it was welcomed that the report identifies that the outside learning environment at San Sior are very well developed and an outstanding feature used extremely well to enrich the pupils' experiences.

It was acknowledged that the role of the school council and the eco-work promoted throughout the school and the standards and provision for education for sustainable development is outstanding.

We are pleased that the report also recognised that the pupils' standards and progress in key skills of speaking in English is outstanding in the Foundation Phase and both key stages.

It was reassuring to learn that 96% of returned questionnaires were fully supportive of the school. The relationship between staff, governors and parents at San Sior has always been open and supportive and, as a school which has high aspirations, we will continue to work in partnership to improve outcomes for pupils.

The report stated that the head teacher and staff have a clear vision for the school based on raising standards and we look forward to building on our successes to develop still further.

Children at Ysgol San Sior are given a good start in school and the report has identified that a wide range of planned learning experiences are provided for the children in the Foundation Phase that positively encourage learning through play both indoors and outdoors. The children in the nursery are happy and secure in their work and play with regular and reliable assessments, along with planning, noted as strengths.

The staff, governing body and pupils of Ysgol San Sior thank the inspection team for the courteous and professional manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	San Sior
School type	Voluntary Aided Church in Wales Primary including Foundation Phase
Age-range of pupils	3 to 11
Address of school	Church Walks Llandudno Conwy
Postcode	LL30 2HL
Telephone number	01492 878149
Head teacher	Mr I K Jones
Date of appointment	01/09/1994
Chair of governors	Father J Nice
Registered inspector	Mr N Jones
Dates of inspection	09/06/2009 – 11/06/2009

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	15	25	29	30	30	29	30	30	218

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	90.2	90.6	94.2
Autumn 2008	93.0	90.4	94.3
Summer 2008	85.6	95.4	93.1

Percentage of pupils entitled to free school meals	3
Number of pupils excluded during 12 months prior to inspection	6

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:				
			30				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	3	76	21
		National	-	3	14	63	20
En: reading	Teacher assessment	School	0	3	7	38	52
		National	-	4	15	55	26
En: writing	Teacher assessment	School	0	3	0	97	0
		National	-	5	16	67	11
En: speaking and listening	Teacher assessment	School	0	0	0	76	24
		National	-	2	11	64	23
Mathematics	Teacher assessment	School	0	0	3	71	23
		National	-	2	11	65	22
Science	Teacher assessment	School	0	0	0	71	26
		National	-	1	9	66	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	80

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 2008					Number of pupils in Y6		31		
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	3	58	39
		National	-	-	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	32	68
		National	-	-	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	3	55	42
		National	-	-	-	2	12	52	32

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	97	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
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors was present in the school for eight inspector days. They carried out the inspection with a nominee from the school who was the head teacher.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Sixty-one questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Twenty-five lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group in both key stages reading and answering mental mathematics' problems.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed other related activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Mr Nicholas Jones (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 6 Key Question 7 Appendices
Mr Stuart Telling (Team Inspector)	Key Question 2 Contributions to Key Question 4
Mr Alan Walters (Team Inspector)	Key Question 3
Mr Wil Owen (Lay Inspector)	Contributions to Key Questions 1, 4 & 5
Mr Ian Keith Jones (Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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