

INSPECTION UNDER SECTION 10 INSPECTION OF SCHOOLS ACT 1996

**Ysgol Bod Alaw
Ffordd Abergele
Bae Colwyn
Conwy
LL29 7ST**

School number : 662 / 2114

Date of the Inspection : 21 – 24 October, 2003

**BY
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Registered Inspector : WO88 / 67644
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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school was established in 1950 as a designated Welsh school serving the town of Colwyn Bay and its surroundings. The school moved into its present building in 1972.

Education is provided for pupils aged 3 – 11 years. At the time of the inspection there were 264 full-time pupils and 36 part time nursery children on the school roll. Pupil numbers have risen every year over the past four years and it appears that this trend will continue in the short term. The school is organised into twelve classes, with four of these containing pupils of mixed ages.

The total number of teachers in the school is 12.4. Ten of these teachers are employed on a full-time basis, with a further five working on a part-time basis. Nine of the teachers have been in the school for five or more years with the remaining five joining the staff after September 1998. The head has been in post for ten years.

The area is described as one that is neither prosperous nor economically disadvantaged. The percentage of pupils receiving free school meals, namely 7.5%, is substantially lower than the national and county averages.

The pupils admitted to the school represent the full range of ability. Approximately 13% of the pupils have been included on the Special Educational Needs [SEN] register, including five who have a statement of SEN. This percentage is slightly lower than county and national norms.

Welsh is the main language of 36% of the pupils but the school claims that approximately 73% speak Welsh to first language standards. In accordance with the school's Language Policy, Welsh is given priority in the under fives classes and in KS1. The teaching in KS2 is through the medium of Welsh and English.

The school was last inspected during the summer term, 1997, when six Key Issues requiring attention by the school were identified. These included:

- improving the management of the school
- improving the whole-school planning arrangements and challenging the more able pupils;
- developing the role of subject co-ordinators and increasing the monitoring role of the head and deputy;
- paying special attention to improving the academic performance and attitudes of a cohort of boys;
- improving the arrangements for information technology [IT] and raising the standards achieved by pupils;
- ensuring that the parents' handbook and the annual report to parents conform with the statutory requirements.

Five main priorities are identified in the School Development Plan [SDP] for 2003-2004:

- establishing a four year plan for implementing the Self Evaluation Scheme;
- establishing a system for monitoring pupils' achievement;
- familiarising staff with a new commercially-produced scheme for teaching mathematics;
- developing oracy in Welsh and in English;
- updating the teaching schemes for the children under five.

2. MAIN FINDINGS

The main findings of the report

- The curriculum provided by the school is broad, balanced and of good quality. The provision meets the requirements of the National Curriculum [NC], the Desirable Outcomes for the children under five and the Agreed syllabus for religious education.
- The general quality of the educational provision for children under five is appropriate for their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- The standards achieved by pupils in the various subjects of the National Curriculum, [NC] and in religious education are as follows:

	KS1	KS2
Welsh		
- Oracy	Good	Good
- Reading	Good	Good
- Writing	Good	Good
English		
- Speaking and listening		Good
- Reading		Good
- Writing		Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Unsatisfactory
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Very good	Very good
Physical education	Good	Satisfactory
Religious education	Good	Good

- In 2003, the results of Key Stage 1 [KS1] pupils' assessments were slightly higher than the national levels of performance in Welsh and in mathematics and compared favourably with

those for similar schools. In science, the percentage achieving Level 2 was 20% lower than national levels of performance.

- In KS2, the school's performance was higher than national levels of performance in Welsh, English and science, but slightly lower in mathematics.
- In the key skills, the standards achieved by the children under five were good in numeracy and in information and communication technology [ICT] and satisfactory in language and communication. In KS1 and KS2, standards are good in speaking and listening, and in reading and writing in both languages. They are satisfactory in ICT.
- It was judged that the quality of teaching was good or better in seven lessons out of every ten and satisfactory in the remainder. Pupils receive praise when they achieve good standards and every individual is dealt with fairly. All the pupils are included in the learning and appropriate tasks are provided for them. Although the provision is differentiated appropriately for pupils of average and lower ability, at times the tasks provided for the more able pupils lack challenge.
- The quality of assessment, recording and reporting is satisfactory. Assessment records are regularly maintained and pupils' work is marked thoroughly, but the comments offered for the purpose of raising standards are few and far between. Meetings are held twice a year for parents to discuss their children's work but too little guidance is provided for them regarding their right to discuss their child's written report with the teachers at the end of the school year.
- The provision made for pupils with SEN is good. They make good progress in accordance with their age and ability and are given full access to all the areas of the curriculum. They enjoy the learning experiences provided for them and participate in all school activities.
- Pupils' spiritual, moral, social and cultural development is very good. The school is caring and homely, the Cwricwlwm Cymreig and other cultures and religions are given a good level of prominence in its life and work and firm moral values are promoted. The quality of the support and personal guidance provided for pupils is good.
- The quality of pupils' behaviour and attitudes to learning is very good. Pupils' attendance levels are good.
- Partnerships with the parents, the community, schools and other establishments are satisfactory. Parents' commitment and support for the aims of the school are very marked and they raise substantial sums of money for school funds. Despite this, there are deficiencies in the quality of the information provided for parents and there was insufficient consultation with them when pupils were being assigned to classes.
- The quality of self-evaluation and planning for improvement is satisfactory. Self-evaluation procedures have been established recently, but this has not yet had a direct effect on the quality of the teaching and on pupils' standards of achievement. The SDP is a manageable and useful document, but it does not provide a sense of direction for the development of the school.
- The quality of the school's leadership and efficiency is unsatisfactory. There are good levels of co-operation between the head, the staff and the governing body, but there is no clear sense of educational direction for the work of the school and the educational and curricular provision is not monitored in a sufficiently systematic manner.

- There are significant shortcomings in the financial management of the school. The school has not made the best use of the financial resources available for its development and as a result does not provide good value for money.
- The school has made satisfactory or better progress in responding to half the Key Issues identified in the 1997 report. Progress in relation to the remaining aspects is unsatisfactory and these are again identified as Key Issues in this report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

It was judged that standards of achievement are good or better in half of the lessons and satisfactory in the remainder. Standards are very good in approximately 16% of the lessons.

- In the classes for the children under five, standards are good in personal and social development, in mathematical development, in knowledge and understanding of the world, in creative development and in physical development. Standards in language, literacy and communication skills are satisfactory.
- In KS1, good standards are achieved in Welsh and in mathematics, history, geography, art, physical education and religious education. Standards in science, in design and technology and in IT are satisfactory.
- In KS2, standards of achievement in Welsh and in English, in mathematics, history, art and in religious education are good. Standards in science, design and technology, geography and physical education are satisfactory. Standards in IT are unsatisfactory.
- Standards in music are very good in both key stages.
- In the key skills, the standards achieved by the children under five are good in numeracy and in ICT and satisfactory in language and communication. In KS1 and KS2, standards are good in speaking and listening, in reading and in writing in both languages; they are satisfactory in ICT.
- In 2003, the results in the KS1 national curriculum assessments were slightly higher than national performance levels in Welsh and in mathematics and compared well with schools of an equivalent size and background. In science, the percentage achieving Level 2 was over 20% lower than national performance levels. On average, the performance of girls was 8% higher than the boys' performance.
- In KS2, the school's performance was higher than national levels in Welsh, English and in science, but slightly lower in mathematics. The school's performance in the two languages was lower than the performance of schools where the percentage of pupils receiving free school meals is similar. The school's performance in science was comparable to similar schools.
- With the exception of science, where the performance of boys largely matched the performance of girls, the performance of girls in the other three subjects was on average 15%

better than that of the boys. This is 4% in excess of the national level of disparity. In addition, the percentage of girls achieving Level 5 was much higher than the percentage of boys; there was a significant gap between the two sexes in Welsh and in English.

3.2 Standards in key skills

The standards achieved by the children under five in the key skills are good in language and communication, numeracy and ICT. In KS1 and KS2, standards are good in speaking and listening, in reading and in writing. They are satisfactory in ICT.

- The ability of children under five to use their language, literacy and communication skills develop appropriately in a variety of cross-curricular contexts. In whole-group sessions they listen intently and contribute to the discussion. The children make good progress in their ability to use Welsh, but several of them are not yet competent users of the language. They respond well when using mathematical concepts and vocabulary during play activities and are becoming competent as users of computers.
- KS1 pupils listen carefully to others and respond appropriately to what they are saying. KS2 pupils contribute confidently during class discussions and talk at length. In KS2, the pupils use appropriate subject terminology across the curriculum, but KS1 pupils' grasp of scientific vocabulary is uncertain.
- Throughout the school, pupils read regularly and for enjoyment. In accordance with their ability and level of maturity, pupils in both key stages use books and other texts, such as CDs, as sources of information.
- In both key stages, pupils write regularly for a variety of purposes and use a good variety of writing forms. In some subjects, such as in geography in KS2, there is excessive dependence on the copying out of information and this has a negative effect on pupils' ability to express themselves.
- Throughout KS1 and KS2, pupils use their numeracy skills effectively in a variety of contexts. They deal accurately with number work and have a firm grasp of standard measures. They measure with detailed accuracy when carrying out investigations in science.
- In KS1 and KS2, pupils can make satisfactory use of a word processor to organise and present information, but their ability to use ICT effectively for a variety of purposes is limited.
- Pupils with SEN achieve good standards in all the key skills at a level that corresponds with their age and ability.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' spiritual, moral, social and cultural development is very good.

- The school conforms to the statutory requirement to arrange a daily act of collective worship by holding class, department or whole-school services. An atmosphere of devotion is created

in the joint acts of worship; the pupils participate and are given time to meditate. The school successfully promotes secure moral values.

- The school is a homely and caring community. All staff members promote values such as honesty, fairness and respect. The teachers know the children well and relationships between teachers and pupils, between pupils and adults and between pupils and their peers, are also good.
- Pupils are given regular opportunities to take part in a range of community activities and Urdd activities play a prominent part in the life of the school. This contributes very effectively to the development of their social and cultural awareness.
- The attention given to the Cwricwlwm Cymreig in the life and work of the school is good. Appropriate attention is also given to developing the pupils' awareness of other cultures and religions. They are aware of the need to respect other traditions and values.
- Funds are regularly raised for local and national good causes and charities. The pupils take some responsibility in the classroom, but few opportunities are provided for older pupils to show initiative.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good in every aspect of the life of the school.

- Across the age ranges, pupils concentrate on their tasks and respond enthusiastically to their teachers' instructions. They are also welcoming and courteous to visitors.
- The good standards of behaviour contribute positively to the happy and homely ethos created in the school.
- The very good behaviour is successfully promoted by the Assertive Discipline Scheme which allocates class points and 'stars' to individuals. The scheme is popular with the pupils.
- Appropriate procedures have been adopted to deal with instances of unacceptable behaviour, should they arise.
- No instances of bullying, sexism or racism were observed during the inspection.

4.3 Attendance

Attendance levels are good with the school achieving an average attendance rate of approximately 95% over the last three terms.

- New procedures have been introduced to formalise and tighten the recording of attendance, including the recording of related telephone calls. These arrangements are effective.
- The school complies with the requirements and differentiates consistently between different kinds of absences.
- In the rare instances of regular absence by pupils, the school communicates effectively with the relevant external agencies, including the county welfare officer.

- Pupils arrive at school punctually.
- Attendance percentages are slightly lowered by pupils who go on holiday during the school term.
- The governing body has not adopted targets for improving attendance levels.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

It was judged that the quality of the teaching was good or better in seven lessons out of every ten and satisfactory in the remainder. In one lesson out of every ten, the quality of the teaching was very good.

- The trust and care teachers and support workers display in the under fives' classes create a secure and homely atmosphere in which the children can work and develop. Children are encouraged to make their own decisions although there is a tendency to undertake tasks on their behalf. Lessons and activities are planned in detail, but insufficient attention is given to the skills which are to be developed through the pupils' play activities with large apparatus such as bicycles.
- In KS1 and KS1, appropriate relationships have been established between the teachers and pupils. Pupils are praised for good achievement and each individual is dealt with fairly. All pupils are included in the lessons; teachers listen to pupils' contributions with care and provide suitable learning tasks for them.
- Class organisation is good and the teachers insist on high standards of conduct. Pupils' attention is maintained throughout the lessons. They have a good understanding of the tasks they are expected to complete and the teachers and pupils' work-rate is good. Planning is undertaken with care to ensure that lessons have a clear structure.
- During the lessons, the teachers refer back to previous learning and their explanations and presentations are explicit and specific. The teachers possess a good level of knowledge about the subjects they are teach and make effective use of their ICT skills to produce teaching aids of high quality.
- The classroom assistants make a very good contribution to the quality of the teaching and to pupils' standards of achievement. They co-operate with the teachers at the planning stage, their work is clearly focussed and they have established particularly good relationships with the pupils.
- The teachers do not often share the aims of the teaching and the learning with pupils at the outset of lessons and the review sessions that occur at the end of lessons are not sufficiently specific. Pupils' errors and misunderstandings are not exploited in a positive manner to facilitate the learning and the methods employed for assessing pupils' written work does not always lead to further progress.
- Although tasks are differentiated appropriately for pupils of average and lower ability, on occasion, the tasks provided for the more able pupils are not sufficiently challenging.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- The quality of the school's assessment policy is good and on the whole it is implemented by the teachers.
- The progress of the children under five is monitored with care but they are not set clear targets for further development.
- Assessment records are maintained on a regular basis and provide a clear impression of pupils' progress by noting the achievement levels attained in each subject. The school has recently established a procedure for identifying the next stage in the development of every pupil.
- Good use is made of NC assessments and test scripts, particularly in science, in order to identify those areas that require improvement.
- Portfolios of individual pupils' work are maintained and clearly illustrate the progress pupils make during their school careers. Although the portfolios identify the strengths of individuals and note aspects of the work that require attention, they do not lead to further action.
- The arrangements for assessing and recording the progress of pupils with SEN are good. The close co-operation that exists between the SEN co-ordinator and the teachers ensures that there is good continuity between the work undertaken as part of the additional support and the work undertaken in the mainstream classes.
- In KS1 and KS2, pupils' work is marked with thoroughness and sensitivity, but few comments are added on order to improve standards.
- The annual reports to parents contain a synopsis of pupils' achievements and conform in full with the statutory requirements.
- During the first two terms of the school year, meetings are held to enable parents to discuss their children's work. However, the guidance provided for the parents does not explain with sufficient clarity their right to discuss their children's reports which they receive at the end of the school year, with the teachers.

5.3 Curriculum

The school provides a broad and balanced curriculum that fulfils the requirements of the NC, the Desirable Outcomes and religious education. The curriculum is of good quality.

- The curriculum provided ensures that all the pupils, including those with SEN, are given access and good opportunities. The school's Language Policy ensures that pupils achieve competence in both Welsh and English at an early stage in KS2.
- Appropriate policies and schemes of work have been prepared in every area of the curriculum and they ensure that the work has continuity and progression throughout the school. The teachers plan well together notably so in the classes that contain pupils of mixed ages.

- The curricular provision for the pupils with SEN is good.
- A personal and social education [PSE] policy, based on the national framework, has been adopted by the school. This policy is being implemented for the first time during the current school year.
- The provision made for the Cwricwlwm Cymreig is very good. Careful planning ensures that advantage is taken of every available opportunity to develop the Welsh dimension within a good number of subjects.
- The extra-curriculum provision, such as clubs, games and Urdd activities, enrich the provision that is available in the classes. These activities are enjoyed by a high percentage of the pupils.
- The homework set contributes satisfactorily to pupils' standards of achievement.
- Numerous educational visits are arranged and occasionally experts in their various fields are invited into the school. These arrangements enrich the pupils' curricular experiences.

5.4 Support, guidance and pupils' welfare

The support and personal and educational guidance provided for pupils is good.

- One of the school's most notable features is its happy atmosphere which enables pupils to turn confidently to staff members when they require support. All the teachers demonstrate natural levels of concern for the welfare of pupils. They are aware of the procedures relating to the personal safety of the children in their care and several staff members have current qualifications in first-aid.
- Appropriate attention is given to matters concerning the health and welfare of pupils and staff. However, there is no security lock to prevent visitors from gaining unauthorised access to the new cabin.
- Pupils' sense of responsibility is promoted by giving them responsibility for aspects of the daily life of the school. This includes allowing them to express their opinions about class rules. The older pupils join in play activities with the youngest children.
- The school has detailed policy statements on matters such as Drug and Alcohol Education, and the Prevention of Bullying. These policy statements have not been adopted by the Governors.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is good. They make good progress in accordance with their age and ability.

- The school's policies and procedures conform with the requirements of the Code of Practice. Appropriate arrangements have been made for identifying pupils with SEN. Standardised tests are regularly set for pupils with SEN.
- Detailed Individual Education Plans [IEP] have been produced for every pupil with SEN; these contain specific learning targets that are well matched to the needs of individual pupils. The support provided by the part-time SEN teacher and the classroom assistants is good.
- Pupils with a statement of SEN are well supported by the county SEN advisory teacher, by the county speech therapist and by the classroom assistants. The support provided by the classroom assistants is appropriate and caring and contributes significantly to the educational development of the pupils.
- Close co-operation exists between the co-ordinator, the classroom teachers and the classroom assistants, as well as between the school SEN service provided by the Local Education Authority [LEA].
- The progress made by the pupils with SEN is reviewed in accordance with school policy. Meetings are held with parents, and in some instances with the pupils themselves in order to agree on appropriate targets.
- Pupils with SEN are given full access to every aspect of the curriculum. They enjoy their learning experiences and participate in all school activities.

5.6 Partnership with parents and community, schools and other institutions

The partnership with parents, the community, schools and other institutions is satisfactory. There are deficiencies in the quality of the information provided for pupils.

- The parents' commitment and support for the aims of the school is very apparent. The Parent-Teacher Association raises substantial sums of money for school funds. The parents assist with the training of sports teams and provide help during school visits. Instances of parents helping in the classes are rare.
- The revised school handbook conforms to current requirements but a significant number of the statutory requirements have been omitted from the Governors Annual Report to Parents. This was a key issue in the 1997 report.
- There was insufficient consultation with the parents when the school changed its policy relating to the assignment of pupils to classes. This led to a considerable level of unease among the parents and governors.
- Beneficial links have been established with the occupants of a local old people's home and the school is used extensively as a venue for Welsh adult classes. Occasionally, arrangements are made for pupils to visit locations in the community to enrich their current thematic work.
- Appropriate transfer links have been established with the school's two pre-school feeder groups, including arrangements for parents and children to familiarise themselves with the nursery class before they are admitted as pupils. Extensive academic and social links have been established with the secondary school to which the majority of Y6 pupils transfer at the end of their primary education.

- The school plays a prominent and successful part in the various activities organised by the Urdd, and pupils' confidence and skills are developed as they compete and perform in public.
- Useful links have been established with the LEA and the school benefits from the assistance it receives from specialist advisers. Pupils also benefit from the opportunities they are given to attend nearby educational centres. The school co-operates with the local university to provide work experience for trainee teachers.

5.7 Partnership with industry

The partnerships with industry and the world of work are satisfactory.

- Links with industry are not a prominent feature of the life of the school, especially at the upper end of KS2. There is a tendency to depend upon the interest and connections of individual teachers rather than on a whole school strategy.
- In order to promote current thematic work, visitors such as police and fire service officers are invited into the school to discuss their work.
- Y3 and Y4 pupils have visited the fish and fruit counters and the bakery in the local supermarket and are comparing the Welsh woollen industry with that of Australia. This work is enhanced through the use of appropriate artefacts, including examples of different kinds of wool and a variety of shearing tools.
- Y5 pupils have taken part in a programme filmed by a television company.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- Self-evaluation arrangements, including a timetable for action, have been established in the school recently but as yet these have not had a direct effect on the quality of the teaching or on pupils' standards of achievement. Work has commenced on evaluating standards in some subjects such as language and science, but the quality of teaching has not been assessed in any subject. Links between the outcomes of the evaluations and the priorities in the SDP are very tenuous.
- The results of NC tests are analysed with care in order to identify the aspects that need to be developed, both on an individual and whole-school basis.
- Appropriate whole-school targets have been set for KS1 and KS2 pupils, but the class-teachers were not given a sufficiently prominent role in the process.
- The SDP is a useful document and includes an appropriate balance between managerial and other aspects, such as the school building and the development of the curriculum. The priorities identified for the current school year reflect the needs of the school; they are realistic and have been costed in detail. The SDP is a useful short term document but does not provide medium or long term guidance for the development of the school.

6.2 Leadership and efficiency

The quality of the school's leadership and efficiency is unsatisfactory.

- The co-operation between the head, the staff and the governing body is good. Nevertheless, there is no clear sense of educational direction for the work of the school, the educational and curricular provision is not monitored systematically and there is no long-term strategy for the development of the school.
- A Senior Management Team has been established recently, but is not yet fully operative in terms of offering leadership for the staff and monitoring standards of achievement.
- An appropriate range of policies has been adopted by the governing body and with the exception of the policy concerning the organisation of classes, these are fully understood by all concerned and are consistently implemented by the head and other staff members. The strategic role of the governors has not developed adequately and their knowledge about the quality of the education offered by the school is superficial.
- The staff are committed to their work and a small team of curriculum leaders has recently assumed responsibility for monitoring and evaluation. However, they have no job descriptions and curriculum responsibilities have not been assigned to all of them.
- The day-to-day procedures of the school are effective and the staff and head are available to any parents who wish to consult them.
- There are significant weaknesses in the manner in which the school's finances are managed. The best possible use has not been made of the financial resources available to ensure the development of the school and to provide education of the highest possible standard. No expenditure plan has been produced for managing the substantial reserve fund that has been transferred from one school year to the next. The best possible use has not been made of the resources for developing the school, and consequently, the school does not provide good value for money.
- The arrangements made for teachers to exchange classes so that full advantage can be taken of the specialist skill of individuals are well developed and have had a positive effect on standards of achievement.

6.3 Staffing, accommodation and learning resources

Staffing

- When considered in the context of the number of pupils in the school, staffing levels, are satisfactory, with an average of 26.5 pupils in each class. The staff have a wide range of subject specialisms and their training and experience are well matched to the age of the pupils they teach. Their knowledge and skills are regularly updated through the in-service training programme and through the visits of subject advisers to the school.

Accommodation

- The condition of the school buildings is satisfactory and there are no significant care and maintenance deficiencies. The buildings and its surroundings are maintained in a clean and tidy condition.

- Some classrooms, including the new nursery unit, are small in size, but extensive use is made of shared space, including corridor space, to accommodate group work and to enable visiting specialist teachers to work with pupils. These arrangements are not always appropriate as there is a lack of privacy and noise from one activity tends to intrude on the work of another.
- Extensive use is made of the large school hall the space available is hindered by its use as a library and for storage purposes.
- The school grounds are spacious and include a large playing field. A separate hard-surfaced play area is available for use by the nursery unit.
- The learning environment in the classrooms and corridors is enriched by the numerous displays which promote current themes and celebrate the work of the pupils.

Learning resources

- With the exception of the provision for IT, the resources available for the implementation of all NC subjects are satisfactory. There are no significant shortcomings.
- The computer/pupil ratio is substantially lower than that which is recommended by the Welsh Assembly Government. The current unsatisfactory provision has a damaging effect on standards in ICT.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under fives

The educational provision for the children under five is appropriate and fosters the Desirable Outcomes in the six areas of learning. The standard of the provision is good and the children enjoy a suitable range of activities that match their stage of development. Standards are generally good.

A group of reception class children is educated in the same classroom as Y1 pupils.

Nursery class (3 – 4 years – part time)

Good features

- The children's social and personal development is good. The vast majority have established good relationships with their peers and with adults. They enjoy participating in a variety of activities and their ability to play co-operatively and to share is developing. By listening to stories and appropriate presentations, they learn about care and gratitude.
- The development of the children's language, literacy and communication skills is satisfactory. They listen well to stories and to group and class presentations and are very keen to participate. Their communication skills are developing consistently. Learners respond well to the Welsh language. They have a good understanding, in accordance with their level of development, as they respond to instructions and presentations. The majority are interested in books, have positive attitudes to reading and enjoy the activities that are the basis for writing.
- The children's mathematical development is good. They recognise colours, count up to five objects and identify some two-dimensional [2D] shapes.
- Their knowledge and understanding of the world is good. Through their participation in play activity they produce patterns and build a variety of shapes using wet sand. They discuss the weather and accurately name the fruits that are associated with the season of thanksgiving. They enjoy using the computer and their skills are developing appropriately.
- The children's creative skills are good. They enjoy singing nursery rhymes and songs that are suited to their stage of development. They produce effective pictures, paintings and 3D

objects in a variety of media at their own level of development. They use their imaginative powers well when taking part in role play.

- Their physical development is good. They use small apparatus with an increasing degree of control. They display good control over their movements as they use large apparatus in their outdoor play sessions. They move effectively in a variety of ways and control their movements well.

Reception class

Good features

- The children's social and personal development is good. Their behaviour and ability to concentrate on their tasks are good and they co-operate effectively in group activities. They are aware of Bible stories and learn about caring and friendship and about the need to express gratitude. They produce simple, effective prayers.
- The development of the children's language, literacy and communication skills is satisfactory. The vast majority listen well to stories and recite rhymes from memory. The learners respond positively to Welsh and make every effort to use the language. They enjoy looking at books and individuals put the events from a story in their correct sequence. The vast majority identify some familiar letters and words and some individuals read simple books, suited to their stage of development, independently. They can copy accurately and some individuals can write their names independently.
- Their mathematical development is good. They count confidently up to ten and through participating in a variety of number activities they come to recognise numbers and their value. Their mathematical vocabulary is developing well and as they take part in role play in the class shop they learn about the purpose and value of money. They can accurately identify and name some 2D shapes. After producing graphs of their favourite animals they discuss them at a level that is appropriate to their stage of development.
- The children's knowledge and understanding of the world is good. They discuss the weather and select appropriate symbols to represent different types of weather. They understand that the seasons change and discuss the type of clothing that is best suited for each season. They talk confidently about themselves and their families and about other people and their families. Through their participation in role play in the veterinary surgery they enjoy emulating the work of a vet. Their planning skills are developing well as they use construction kits and scrap materials to build objects. They enjoy using the computer and manipulate the mouse with an increasing degree of confidence.
- Their creative development is good. They sing a variety of songs that are appropriate for their age group and enjoy moving to musical accompaniments. The quality of their singing is satisfactory. They select appropriate colours for their paintings and drawings and following their observations of the work of other artists emulate their work successfully. They make good use of their ICT skills to produce interesting pictures and patterns. They enjoy role play in a variety of situations and become fully immersed in these activities.
- The children's physical development is good. Their fine motor skills develop progressively through their involvement with appropriate kinds of apparatus. They move confidently, follow instructions accurately and make appropriate use of space to produce a variety of

movements. They use a variety of large toys, such as bicycles, and their gross motor skills are developing appropriately.

Shortcomings

- The play sessions involving large and small apparatus lack a sufficient degree of structure and as a result the learning opportunities are lost.
- The children shout during singing sessions and consequently the meaning and mood of the songs are adversely affected.

Welsh

In KS1 and KS2, standards are good in speaking and listening, in reading and in writing.

Good features

- In KS1, the pupils' listening skills are very good. They talk, discuss and express opinions readily in group situations and in whole-class discussions. They talk confidently with each other and with visitors; the more confident pupils use refined and sophisticated language.
- They read a good range of books for different purposes. The vast majority of the pupils read a wide range of texts fluently and meaningfully, showing that they are fully engaged in their reading and that they derive enjoyment from books.
- By Y2, a good majority of the pupils produce extended pieces of writing in a wide range of contexts. They make regular use of the concise form of the verb and their spelling skills are improving consistently. They vary the nature of their presentations to meet the needs of various audiences. Over the school year, the pupils' make good progress with their handwriting.
- In KS2, the pupils talk confidently and intelligently during group and whole-class activities. They listen with care and respect to the contributions of other pupils and offer their own comments and opinions about the subjects being discussed.
- The pupils read a wide range of texts, across the curriculum independently. The more proficient readers express opinions about books intelligently and analytically and read 'between the lines'. They use books skilfully to search for information and make appropriate use of dictionaries.
- Throughout KS2, the pupils write across a good range of forms and the most able writers produce polished and extremely interesting pieces of writing. These pupils vary the openings of sentences and at times create a particular atmosphere in their writing as they express their personal feelings. The less confident pupils make good progress across the key stage and make purposeful use of writing frameworks to develop the content and structure of their writing.

Shortcomings

- In KS1, the pupils who are less confident in their use of Welsh do not improve or refine their oral skills to a sufficient extent in role-play situations.
- In KS1, the writing produced by pupils of average ability is not sufficiently extended.
- The most competent writers in KS2 do not produce extended pieces of writing often enough.

English

In KS2, standards are good in speaking and listening, in reading and in writing.

Good features

- The pupils discuss various subjects with increasing facility and their awareness of register is good. They follow the gist of a discussion with ease and express opinions, explain their personal standpoints and respond intelligently to the views of other pupils.
- By the beginning of Y4, a good majority of the pupils have become independent readers. They read a wide range of fictional and factual texts using appropriate strategies to access meaning. By Y5, they discuss texts intelligently, expressing opinions about events and actions. Their ability to use reference books is good.
- The pupils make good progress with their writing between Y3 and Y4 and by Y5 they produce coherent pieces of writing successfully to serve a variety of purposes. They display considerable skill in terms of style and an awareness of the needs of an audience. They write interesting reviews of the books they have read and use language effectively when producing their own play scripts. They have a satisfactory grasp of spelling conventions and use an appropriate range of punctuation in their own writing. Throughout the key stage the pupils' handwriting is legible and tidy.

Shortcomings

- The ability of pupils to draft and to improve their own writing is underdeveloped.
- The pupils do not produce a sufficient number of pieces of extended writing.

Mathematics

Standards are good in KS1 and KS2.

Good features

- In KS1, pupils have a good knowledge of number bonds and write numbers up to 100 accurately both orally and in writing. They discuss and have a good understanding of odd and even numbers.

- By the end of Y2, they have a good understanding of standard measures and estimate and measure length with appropriate accuracy. They identify two and three dimensional shapes and recognise and understand right angles in a number of different shapes.
- KS2 pupils show that they have a good understanding of place value and by Y5 they round-up figures effectively. They have a good understanding of negative numbers and apply this knowledge when they are taking readings from a thermometer. Their skills in the use of a calculator are developing well. In Y5 and Y6, the pupils use a calculator very effectively to recall numbers. Y6 pupils have a very good understanding of the relationship between fractions, decimal fractions and percentages.
- Pupils' understanding of the concept of time is good. They relate periods of time to everyday events, such as the length of a film, the time it takes for a kettle to boil and the length of a holiday. They have a very good grasp of probability and Y4 pupils use extended vocabulary when discussing their answers.
- The work involving data and graphs is of very high quality and by Y6 pupils produce and interpret a wide variety of graphs, including complex distribution graphs.

Shortcomings

- Although pupils in both key stages respond speedily to mathematical questions, their ability to use a variety of strategies in mental mathematics is less well developed.
- In both key stages, the more confident mathematicians do not make frequent use of extended investigations to develop their mathematical understanding.

Science

Standards are satisfactory in both key stages.

Good features

- With the support of their teachers and by undertaking investigations based on work-sheets, KS1 pupils carry out a restricted number of simple investigations. They make sensible predictions about the likely outcome of these investigations and with the assistance of the teachers they make simple observations. They use standard measures accurately and record their results in pictures, diagrams, simple tables and graphs. They have some understanding of the requirements of a fair test and offer their own suggestions as to how a simple investigation could be carried out.
- They recall previous learning and experiences in science. They describe the basic living conditions of plants and animals in detail and differentiate between nutritious foods and those that cause harm to their bodies. They sort materials on the basis of specified criteria, provide good descriptions of the characteristics of specific materials and relate this to the manner in which they are used. They are very confident as they construct an electrical circuit and as they investigate which materials are conductors of electricity.
- With guidance from their teachers, KS2 pupils carry out a good range of scientific investigations. They predict the likely outcomes of these investigations, work in a systematic manner, record their findings in an orderly way and use units of measure accurately and in

detail. They have a good understanding of the requirements of a fair test, they decide which variables they need to control and measure and record their results on prepared work sheets. A good number of the pupils offer scientific explanations for what they have observed.

- Pupils use the correct scientific terminology as they label parts of the human body, materials and physical processes. They describe the function of some of the main organs of the human body and the main parts of green plants and describe a variety of habitats. They use keys to identify different kinds of rocks. They produce accurate descriptions of the changes that occur in some materials and describe which of those changes are reversible. They explain how a simple electrical device can be controlled by using a switch, describe how sound and light travel and have an appropriate level of knowledge about forces and motion.

Shortcomings

- In KS1, pupils' grasp of the scientific terminology that is linked with specific concepts is not secure enough.
- LS1 pupils do not practise their scientific skills with sufficient regularity by carrying out a range of scientific investigations.
- KS1 and KS2 pupils are too dependent on prepared work sheets where they record the results of their investigations.
- During KS2, the pupils' ability to carry out independent investigations and to consider scientific knowledge from a variety of sources, such as reference books and graphs, is underdeveloped.
- Neither KS1 nor KS2 pupils make sufficiently extended use of the graphs they produce for the purpose of analysing information.

Design and technology

Standards are satisfactory in both key stages.

Good features

- KS1 pupils talk about their work and convey their ideas by producing simple designs of the products they propose to make. As they build vehicles from scrap materials, they select those which are suitable for the intended purpose and work independently as they assemble and join various materials, make simple decisions about the direction of their work and use axles to create movement. They handle simple tools safely as they mark, measure, cut and shape and use appropriate techniques to apply the final finish. They input commands into floor turtles to produce a series of movements.
- KS2 pupils gather information about products before developing their own ideas and starting their work. They produce detailed sketches, identify which materials they are going to need and how they intend to complete the task. They describe the attributes of the materials they use intelligently, linking them to the purpose of their products. They produce a satisfactory range of products paying appropriate attention to their making and finishing skills.

Shortcomings

- Neither KS1 nor KS2 pupils make sufficient use of electrical components in their products.
- In KS1, there is insufficient use of mechanisms and moving parts in the products that are made.
- In KS2, pupils' ability to input instructions and to control movements has not been sufficiently developed.
- In KS2, pupils' designing and making skills are developing systematically from one year to the next.

Information technology

Standards are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- With support, KS1 pupils are able to open programmes, to revise, save their work on file, retrieve and print it. They produce pictures with confidence by selecting a programme that is appropriate for this task.
- With support, they input data, select and print a block graph. They discuss their work well. They use the mouse and can move icons skilfully and speedily around the screen. They use language games confidently and independently.
- In KS2, pupils edit, save, access and close files with a measure of independence. In Y3 and Y4 the pupils set up their work and with the support of their teacher use a variety of software packages.
- A small number of pupils access and use the Web to gather information and to send messages using e-mail.

Shortcomings

- In KS1, the pupils are not aware of the use made of ICT in everyday life.
- KS1 pupils cannot work with the computer with a sufficient degree of independence.
- In KS2, the programme of work is not challenging enough. A large number of pupils cannot choose a programme, input data into a database or draw and interrogate a graph.
- KS2 pupils cannot design a procedure and model it in logo form on the computer. They cannot design a simple spreadsheet to display information in a concise form.
- The school's older pupils are very lacking in confidence when they use the computer.

History

Standards are good in both key stages.

Good features

- Through their study of the school, KS1 pupils become aware of the difference between the education system as it existed one hundred year ago and today. They are given opportunities to write with ink and a quill and compare writing on a slate with writing on a computer.
- Through role play they develop their understanding of life at the beginning of the last century. The effective use of artefacts ensures that pupils have a firm grasp of concepts relating to the period they are studying. They can explain the progression between the clothes worn by people of the Stone Age, the Victorian Age and the present day. They understand and discuss the advantages of living during certain historical periods; they discuss historical artefacts well.
- In KS2, the pupils have a firm grasp of the concept of a time line. They interpret a general historical time line as well as to a time line based on their own life history on which they locate events that are relevant to them.
- In Y3 and Y4, the pupils compare the Colwyn Bay of the present day with the town as it existed in the past, gathering information and enquiring about the past. This study is enhanced through questioning a visitor to the school.
- The empathy that is evident in the writing of Y5 and Y6 pupils extends the pupils' understanding of life during the Second World War period.

Shortcomings

- Pupils in KS1 and KS2 do not make sufficient use of historical sources.
- In KS2, the more able pupils do not carry out a sufficient number of historical investigations independently.

Geography

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, the pupils discuss their local area well and locate a variety of places on a simple map of Eirias Park. They record their journey from the school to the Fire Station by placing a series of photographs in their correct sequence. They have a firm understanding of simple map work and by the end of Y2 they use map symbols correctly.
- The pupils are very aware of the importance of respecting the environment and understand what is required to protect the beauty of their surroundings. They understand the function of litter bins and the need to provide them in order to keep their area tidy.
- They have a satisfactory knowledge of work in their locality; their study of the work of a fireman enhances their grasp of this concept. They name the months of the year and know about the effect of the seasons on the weather.
- The standard of KS2 pupils' map work is good. They locate places on a map using four-figure co-ordinates. They have a good understanding of scale and by Y5 they vary the scale of the original map. At the upper end of the school the pupils read an Ordnance Survey map

very well, and relate aerial photographs to locations on the maps. They identify and use map symbols well.

- The pupils are very familiar with their own locality. They provide justification for the need to protect the local environment and have a good knowledge about the characteristics of Colwyn Bay as a tourist destination. They compare a farming area in the vicinity of Colwyn Bay with a mountain farm in Llanberis using the appropriate geographical terminology.
- KS2 pupils' knowledge of countries that are developing economically such as China and Eritrea, is satisfactory.

Shortcomings

- A substantial number of KS2 pupils have only an insecure understanding of the four and eight points of the compass.
- Throughout KS2, the pupils do not carry out investigations relating to the theme being studied with sufficient independence. They describe rather than evaluate geographical facts.
- The pupils do not make sufficiently demanding use of ICT to locate and to gather information.

Art

Standards are good in both key stages.

Good features

- In KS1, pupils work with a range of materials to create a variety of effects. Their control of the various techniques they use is good and they have an appropriate understanding of line, tone, texture and shape. Following detailed observations of still life objects, they have a good awareness of the effects that are created as a result of experimenting with a variety of shades.
- They make effective use of a computer programme to produce colourful and interesting pictures. They experiment effectively with various media and produce interesting pictures and paintings. They compare their own work with that of others and use simple terminology to express opinions.
- In KS2, the pupils produce pictures of good quality and some individuals produce work of a very high standard. The majority handle line, tone, pattern, texture, shape and form confidently, and apply their knowledge as they produce objects and images. They have produced interesting and colourful masks and these have been used as part of a theatrical performance.
- The pupils apply their knowledge about famous artists and their styles as they emulate their work. Their sketching and drawing techniques are good. When discussing their work they make appropriate use of art terminology. They investigate the natural environment and select suitable materials that can be utilised to produce interesting pictures.

Shortcomings

- 3D work is underdeveloped in KS1. In neither key stage have pupils benefited from visiting an art gallery.
- In KS2, there is a small minority of pupils who lack knowledge about famous artists, including artists from Wales.

Music

Standards are very good in both key stages.

Good features

- In KS1, pupils sing a good variety of songs and hymns. They sing a round very successfully. The quality of their singing is good; they pay good attention to breathing and dynamics. They differentiate between loud and quiet sounds and between the slow and fast elements in their own singing and in the music to which they listen. They majority identify and name instruments and investigate and use a variety of sound sources.
- The pupils respond in a variety of ways to music. They maintain beat correctly and repeat rhythms they themselves have created. By Y2, they produce interesting compositions and record them as graphic scores. They follow these scores accurately when performing and successfully combine the performing aspects with composing and evaluating.
- They use a computer programme to compose and select suitable instruments. They produce interesting work of a good standard.
- The quality of the singing in KS2 is very good. The pupils sing two-part songs confidently, paying appropriate attention to phrasing, pitch, breathing and dynamics. They sing a wide range of increasingly challenging songs and show that they have a good understanding of notation, timing and note value.
- They effectively compare traditional music from another country with traditional Welsh music. They compose musical sequences and record them in the form of graphic scores.
- The pupils have a basic understanding of the essentials of composition. They make very successful use of a computer programme for a specific purpose, such as conveying the atmosphere of space or composing a dance that they perform.
- A substantial number of pupils receive instrumental tuition and this leads to the raising of standards in the subject.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils change independently and dress in appropriate clothing as they prepare for physical education lessons. They follow their teacher's instructions in detail, exert themselves physically during lessons and work hard. They are light-footed, they can create a simple sequence of movements and demonstrate a growing control over their bodies. During dance lessons, they form a number of different shapes with their bodies, pay appropriate attention to posture and think of imaginative ways of creating movement. They move well to musical accompaniment.
- KS2 pupils respond in a disciplined manner to their teachers' instructions. They describe the beneficial effects of exercise on their own health and engage enthusiastically with the tasks they are set during the lessons. They work at different levels, they can describe the attributes of good body shapes and co-operate with a partner to plan a sequence of movements. They co-operate well during team games, keeping to the rules of the game and practising their skills as they throw, kick and catch a ball.

Shortcomings

- KS1 pupils do not pay sufficient attention to the quality of the shapes they create with their bodies during gymnastics lessons.
- There is too much variety in the quality of KS2 pupils' work, particularly in gymnastics lessons, and the movements created by a significant minority lack grace.
- In Y5 and Y6, the skills involved in throwing and catching a ball, along with the skill involved in making intelligent use of space, have not been sufficiently developed.

Religious education

Standards are good in both key stages.

Good features

- In KS1, pupils' knowledge of some of the main characters from the Old Testament, as well as stories about Jesus, is good. The older pupils in KS1 know the purpose of prayer and they all write simple prayers for special occasions such as thanksgiving
- Pupils realise how fortunate they are as compared with more needy people and express their opinions well when talking about caring for others and about friendship.
- Pupils have an appropriate level of knowledge about saints and benefactors and relate this to particular aspects of caring and concern for others.
- In KS2, pupils make good progress in their knowledge and understanding. They talk in detail about the Bible as a holy book and know a range of stories from the Old and New Testaments. Their knowledge about Christian leaders is good and they describe the significance of places of pilgrimage with confidence.
- They talk in detail about the importance of the Koran for Muslims and compare Muslim religious festivals with those of Christianity. They observe some Muslim artefacts and

discuss their function and significance appropriately. They also contrast the story from the Old Testament with the Jewish beliefs about the creation.

- They understand the purpose of prayer and compose sensitive prayers. They discuss the feelings of people who find themselves in particular situations and express their own feelings sincerely. They are aware of the ways in which people demonstrate care and concern for each other and understand the importance of respecting the beliefs and practices of every individual.

Shortcomings

- Pupils' understanding of places of worship is underdeveloped in KS1 and KS2.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in the autumn term, 1997. The report identified six issues for action. The school needed to:

- improve management by setting whole-school targets, identifying priorities, establishing better financial controls and bringing all these elements together in an effective school development plan;
- improve whole school planning to ensure that there is appropriate progression in the work, especially in mathematics, geography, history and religious education and to increase opportunities to undertake investigative work and to extend the more able pupils;
- developed the role of subject co-ordinators in order to support the teachers, to monitor and ensure progression and to increase the monitoring role of the head and the deputy;
- pay special attention to improving academic performance and the attitudes of a cohort of the boys;
- reinforce the provision and improve the IT arrangements across the curriculum in order to raise pupils' standards;
- ensure that the handbook of information for parents and the governors' annual report conform to statutory requirements.

The school has made satisfactory or better progress in responding to half the Key Issues identified in the 1997 report. The progress made with the remainder is unsatisfactory.

- It was judged that the significant shortcomings in the strategic management of the school and in the management of the budget still persist.
- The quality and coverage of the curriculum is now good and appropriate whole school plans are available in every subject. The more able pupils still need a greater challenge.
- The role of the subject co-ordinators has been developed to some extent, but the head's monitoring role is still undeveloped.

- Although no significant differences between the academic performance and attitudes of boys and girls were observed during the inspection, the performance of the girls in three of the core subjects in the KS2 NC tests was on average 15% better than the performance of the boys.
- The IT provision and the standards achieved by pupils in the subject are still unsatisfactory.
- The most recent Governors' Annual Report to Parents did not fully conform to the statutory requirements.

8.2 Key issues for action

The school needs to:

- *improve the quality of the leadership in order to provide a clearer sense of educational direction for its development and a more active role for the head in monitoring and evaluating standards;
- ensure that the head and governing body apply more rigorous control over the financial management of the school and produce a plan for utilising the substantial under spending in the budget;
- *raise ICT standards in KS2 and make substantial improvements to the provision of computers in every class;
- build on the achievements in the subjects and key skills that are of a satisfactory standard by paying attention to the shortcomings identified;
- strengthen the strategic role of the governing body and ensure that the members are better informed about the quality of the education provided by the school;
- further develop the self-evaluation arrangements and pay more attention to standards of achievement and to the quality of teaching;
- *ensure that the Governing Body's Annual Report to Parents conforms in full with the requirements of the Welsh Assembly Government.

* Key Issues in the 1997 Report

APPENDIX

School Data

A. Basic Information About the School

Name of the School	Bod Alaw
Type	Community primary school
Age range of pupils	3– 11 yrs
School address	Ffordd Abergele, Bae Colwyn, Conwy
Postcode	LL29 7ST
Telephone number	01492 530420

Name of Head	Mr Moi Parri
Date of appointment	September 1993
Chair of Governors	Mrs Bethan Hughes Roberts
Registered Inspector	Wil Williams
Date of inspection	21 – 24 October 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	43	40	34	36	38	43	30	264

<i>Number of teachers</i>			
	Full-time	Part-time	Equivalent to full-time
Number of teachers	10	5	12.4

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	25.5.:1
Size of classes on average, apart from nursery and special classes	26.5
Teacher:class ratio	1:1

<i>Percentage of attendance during the three whole terms before the inspection.</i>				
	N&R	KS1	KS2	Whole school
Autumn Term 2002	90.2	92.2	91.4	91.3
Spring Term 2003	93	95.7	94.8	94.5
Autumn Term 2003	95.1	96.9	94.5	95.5

Number of pupils excluded during the previous 12 months.	0
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C. Results of National Curriculum Assessments 2002

Results of National Curriculum Assessments KS1: 2003			Total number of pupils in Y2: 37					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	10.8	48.6	40.5	0
		Wales	0	3	14	64	18	0
MATHEMATICS	Teacher Assessment	School	0	0	8.1	75.7	16.2	0
		Wales	0	3	11	58	28	0
SCIENCE	Teacher Assessment	School	0	0	14.2	57.1	28.6	0
		Wales	0	2	11	65	21	0

Results of National Curriculum Assessments KS2: 2003			Total number of pupils in Y6: 29								
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	17.2	58.6	24.1
		Wales	0	0	0	0	1	6	17	46	30
	Test	School	0	0	0	0	0	0	17.2	58.6	24.1
		Wales	0	2	1	0	0	5	12	41	38
Welsh	Teacher Assessment	School	0	0	0	0	0	0	17.2	48.3	34.5
		Wales	1	0	0	0	1	4	19	50	23
	Test	School	0	0	0	0	0	0	17.2	48.3	34.5
		Wales	1	2	0	1	0	3	18	51	24
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	20	50	23.3
		Wales	0	0	0	0	1	4	19	47	28
	Test	School	0	0	0	0	0	0	20	50	23.3
		Wales	0	5	1	1	0	4	19	43	30
Science	Teacher Assessment	School	0	0	0	0	0	0	6.9	55.2	37.9
		Wales	0	0	0	0	0	2	13	50	33
	Test	School	0	0	0	0	0	0	6.9	55.2	37.9
		Wales	0	2	0	0	0	1	10	47	38

Percentage of KS1 pupils achieving Level 2 or above in mathematics, science and Welsh (first language), by teacher assessment			
School:	62.2	Wales:	80.4

Percentage of KS2 pupils achieving Level 4 or above in mathematics, science and Welsh (first language) or English	
School:	62.2

School:	69	Wales:	68.1
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D. The Evidence Base of the Inspection

The school was inspected over a period of four days by three professional inspectors and one lay inspector. A total of fourteen inspection days were spent in the school. During this period:

- a total of 69 lessons were observed with the time being shared fairly equally between the classes;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- samples of pupils' work of two school terms were examined;
- a cross-section of pupils were heard reading in Welsh and in English;
- all the school's documentation, including the SDP and the schemes of work in all the subjects, were examined;
- the teachers' assessment records and copies of the reports provided for parents were studied;
- the attendance records were studied;
- detailed attention was given to the school budget;
- a formal meeting was held with the governing body in the school before and after the inspection;
- a parents meeting, at which 52 parents were present, was attended, and 75 parents' questionnaires and twenty one letters were analysed.

E. Composition and Responsibilities of the Inspection Team

Wil Williams	-	Registered Inspector
Gareth Williams	-	Team Inspector
Rhianwen H Roberts	-	Team Inspector
John Roberts	-	Lay Inspector

Responsibilities of team members

Wil Williams	Gareth Williams	Rhianwen H Roberts	John Roberts
<ul style="list-style-type: none"> ▪ The school and its priorities ▪ Main findings of the report ▪ Standards achieved in the subjects and areas of learning ▪ Standards achieved in the key skills across the curriculum ▪ Teaching ▪ Leadership and efficiency ▪ Staffing, accommodation and learning resources ▪ English ▪ Science ▪ Design and technology ▪ Physical education ▪ Progress since the previous inspection ▪ Key Issues for action 	<ul style="list-style-type: none"> ▪ Assessment, recording and reporting ▪ Curriculum ▪ Quality of self evaluation and planning for improvement ▪ Welsh ▪ Mathematics ▪ Information technology and communication ▪ Geography 	<ul style="list-style-type: none"> ▪ Pupils' spiritual, moral, social and cultural development ▪ Support, guidance and pupils' welfare ▪ Provision for pupils with special educational needs ▪ Children under five ▪ Art ▪ Music ▪ Religious Education 	<ul style="list-style-type: none"> ▪ Pupils' spiritual, moral, social and cultural development ▪ Behaviour and attitudes ▪ Attendance ▪ Support, guidance and pupils' welfare ▪ Partnerships with parents and the community, schools and other establishments ▪ Partnership with industry ▪ Staffing, accommodation and learning resources

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