

**INSPECTION UNDER SECTION 10 OF  
THE EDUCATION (SCHOOLS) ACT 1996**

**YSGOL GLAN GELE**

Ffordd-y-Morfa  
Abergele  
Clwyd  
LL22 7NU

School Number: 662/2111

**DATE OF INSPECTION: 1-4 December 2003**

**BY**

Mrs L Millward

**REGISTERED INSPECTOR No: W244/78599**

**DATE: 5 January 2004**

**UNDER ESTYN CONTRACT No: T/34/03P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

|       |     |     |     |     |     |      |       |       |       |       |       |       |       |       |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
|       | R   | Y1  | Y2  | Y3  | Y4  | Y5   | Y6    | Y7    | Y8    | Y9    | Y10   | Y11   | Y12   | Y13   |
| Years | 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 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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## PART 2: THE INSPECTION SCHEDULE

### **{!}1. CONTEXT{tc "1. CONTEXT " \f C \l 1 }**

#### **{~}The school and its priorities{tc "The school and its priorities" \f \l2 }**

At Glan Gele Infants School, there are 247 full time pupils with a further 73 three year old pupils who attend the nursery on a part-time basis. Pupils are drawn from a catchment area that is described as neither prosperous nor economically disadvantaged. The school has 25% of pupils registered as being eligible for free school meals. In total 66 pupils are identified as having special educational needs (SEN) including six with a statement of SEN. Seven pupils are from ethnic minorities, for whom English is a second language, and there are no pupils who have Welsh as their first language.

Glan Gele Infants School is situated on a crowded campus alongside Ysgol Glan Morfa, which is a Welsh medium primary school, and St Elfod's Junior School. Staff have worked hard to improve the physical environment and are vigilant to ensure pupils' safety.

The school aims to provide children with the kind of experiences and opportunities which will enable them to grow as competent and confident individuals, able to think for themselves and enjoy their learning in a safe and secure environment.

The school's priorities, which are identified in the school development plan, are to enhance the quality of teaching and learning for all children, develop further links with parents and improve various aspects of the learning environment.

The school was last inspected in October 1997.

### **{!}2. MAIN FINDINGS{tc "2. MAIN FINDINGS " \f C \l 1 }**

#### **{~}The main findings of the report{tc "The main findings of the report" \f \l2 }**

The aims of Glan Gele Infant School promote a caring ethos in an atmosphere that is conducive to effective learning. A warm and welcoming culture permeates the school and all pupils are confident, happy and feel secure.

Standards of achievement in early years are very good in 60% of sessions, good in 25% and satisfactory in 15%.

Standards of achievement of children under five are very good overall. Standards in literacy, language and communication skills, personal and social development,

knowledge and understanding of the world and creative development are very good. In mathematical development and physical development standards are good. All children make very good progress towards the Desirable Outcomes for Children's Learning.

In Key Stage 1, standards of achievement are satisfactory or better in 96% of lessons. They are good in 42% and very good in 32%. Standards in English are good overall and pupils achieve good standards in speaking and listening, and reading. Pupils' standards in writing are satisfactory. In mathematics and science standards are good.

In the National Curriculum foundation subjects, standards are very good in information technology and are good in Welsh second language, design and technology, history, geography, and music. Standards in physical education, and art are satisfactory.

Standards of achievement in religious education are good.

Standards achieved in key skills across the curriculum are very good in speaking, listening, reading and ICT. Standards in numeracy are good and standards in writing for different purposes are satisfactory.

Provision for pupils' spiritual, moral, social and cultural development is good. The school complies with its stated aims of providing a warm and welcoming atmosphere that encourages everyone to feel at ease within the school, and ensures that pupils feel happy and secure. The quality of relationships within the school is of a high standard. Pupils' appreciation of the diversity of other cultures and their awareness of Y Cwricwlwm Cymreig needs additional development.

The standard of behaviour and attitudes is very good. The high standard of pupils' behaviour makes a very positive contribution to the calm and orderly atmosphere in the school.

Attendance is satisfactory and absences are monitored. Despite some effort by the school, the average attendance has changed little over the last three years.

The overall quality of teaching is good. It is satisfactory or better in 94% of lessons, good in 47% and very good in 16%. Teachers have a secure knowledge and understanding of the subjects or areas they teach and make effective use of a range of teaching methods. Learning activities are clearly structured and ensure pupils make good progress. The activities are well organised and pupils have easy access to a variety of good quality resources.

All teachers have high expectations of pupils, both in terms of their achievement and behaviour. Relationships between staff and pupils are very good; teachers know their pupils well and the quality of teacher-pupil interaction has a very positive impact on standards of achievement.

Teachers encourage all pupils to become independent in their learning and provide appropriate challenge in the work that they set. In a significant number of lessons this

is undermined by the over-use of printed worksheets that inhibit pupils' thinking and limit their opportunities to give extended responses.

The quality of the professional partnership between teachers and classroom support staff is very good and makes a valuable contribution to the learning process.

The quality of assessment, recording and reporting is satisfactory. In the early years, regular formative assessments are used to track children's progress and these provide a useful on-going record of achievement in all six areas of the Desirable Outcomes for Children's Learning. In Key Stage 1, teachers are developing accurate assessments of work in the core subjects of English, mathematics and science. Assessment information is not always used effectively to inform planning or to provide appropriately differentiated tasks for pupils of different abilities.

The quality of the curriculum is good. The stated aims and objectives of the school are reflected effectively in the planned curriculum, which meets statutory requirements for all subjects and areas. The school is socially inclusive and provides an equality of access to all learning experiences for its pupils.

Homework, in the form of reading partnerships with parents, is having a positive impact on standards. The extra-curricular gymnastics club is well attended and extends the skills of a significant number of pupils.

The overall quality of support and guidance for pupils' welfare is good. Pupils work and play in a caring, supportive environment where they feel secure and valued by staff. They readily turn to adults for help and are listened to and treated with respect. Teachers know and understand their pupils well and support their social development and their personal well-being effectively. The school's policy for equal opportunities has a successful impact on practice and the priority given to the inclusion of all pupils is exemplary.

Although comprehensive risk assessments are routinely undertaken for many activities, particularly when pupils go on visits out of school, standards of safety in PE in one class are currently unsatisfactory.

Provision for pupils with special educational needs (SEN) is unsatisfactory. The school does not comply with the Welsh Office statutory regulations and Code of Practice when providing for pupils with SEN. Parents are not adequately informed about, or involved in, the process of reviewing pupils' progress and the setting of targets for improvement. Assessment of pupils with SEN is unsatisfactory and has a detrimental effect on planning to meet their needs.

Progress for pupils SEN is often hindered by the lack of appropriately differentiated work. Provision of suitably modified tasks or activities is hampered by the lack of detail in individual education plans (IEPs). Informal communication systems between teachers and support staff are effective and help to ensure that pupils have access to a broad and balanced curriculum. The caring ethos of the school means that pupils with SEN are included effectively and are well supported by adults and children.

Partnership with parents and the community, schools and other institutions is good. The content of responses to the parents' pre-inspection questionnaire demonstrates a strong feeling of partnership between school and parents. The comments made during the pre-inspection meeting show parents are supportive of the school and feel that any concerns they may have can be discussed with an approachable staff.

Partnership with industry is good. Effective links, which support pupils' understanding of the environment and the importance of healthy living, have been developed with local major retail outlets and a nearby oil company.

The quality of self-evaluation and planning for improvement is satisfactory. Policy and planning documentation for self-evaluation are detailed and outline effectively clear areas of focus for both long-term and short-term reviews. The policy of governor involvement in self-evaluation is evident in practice and governors' knowledge of the variety that exists in classroom activities is good. Systematic procedures for evaluating the quality of teaching and learning have been devised by the headteacher and are in the early stages of implementation.

Members of staff, working collectively in the phases of Early Years, Year 1 and Year 2, liaise with advisers from the LEA, who provide a useful, external perspective and quality assurance when standards of curriculum provision, and the quality of teaching and learning are evaluated.

The targets in the School Development Plan (SDP), although valid, are not determined by the outcomes of self-evaluation and contain a limited range of performance indicators. There are no success criteria relating to pupils' standards of achievement in any of the identified priorities for improvement. Monitoring is noted in general terms but there are no specific staff identified to carry out evaluations. Timescales are often unrealistic and strategies to ensure the allocation of adequate resources are omitted.

Action plans relating to improvements in home school links, equipment and resources are effectively evaluated against established criteria, and are having a positive effect in raising standards in these areas.

The leadership and efficiency of the school is satisfactory. The school has a good range of policy documents that are focused on pupils' needs; all staff and governors implement these policies effectively. Communication routes within the school are clear and the headteacher and staff are accessible and approachable. The governing body is very supportive of the school, and although many governors are new in post, they are developing a secure understanding of their roles and responsibilities. A staff senior management team has been identified, but the headteacher has yet to define a working practice that will have a positive impact on raising standards.

The school budget is efficiently administered by the headteacher who provides detailed reports to the governing body. The finance committee regularly monitors expenditure against budget allocations. There are no clear links between budget allocations and the SDP; most priorities in the SDP have no specific cost analysis or identified financial resource. There are no procedures in place to evaluate the effects

of some major spending decisions, particularly in relation to expenditure on provision for pupils with SEN, to ensure best value for money.

Staffing, accommodation and resources are satisfactory overall. There are sufficient teachers and other staff, who have qualifications and experience to meet the needs of the school. The building is well maintained and cleaned to a high standard, and there is adequate accommodation for the number of pupils on roll. However, practical activities are often restricted by cramped conditions and limited space.

Access to the resources in the school library is unsatisfactory. There is insufficient space for the storage and display of books and as a consequence, pupils find difficulty in using the library successfully.

The school has made satisfactory progress overall since it was last inspected in 1997. There has been very good progress made towards improving standards of teaching, the use of support staff and communication with parents. Good progress has been made towards raising standards in those subjects previously judged to be satisfactory.

Support provided by curriculum post holders and regular planning meetings have resulted in satisfactory progress towards improving planning strategies throughout the school. Appropriate time is now allocated to all curriculum subjects. Collaborative work between teachers and visits to other schools have contributed towards the satisfactory progress made to address the isolation of some staff. Overall, there has been satisfactory progress made in assessment.

The school has made unsatisfactory progress in implementing the formal SEN procedures required by the Code of Practice.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

- Standards of achievement in early years are very good in 60% of sessions, good in 25% and satisfactory in 15%.
- Standards of achievement of children under five are very good overall. Standards in literacy, language and communication skills, personal and social development, knowledge and understanding of the world and creative development are very good. In mathematical development and physical development standards are good. All children make very good progress towards the Desirable Outcomes for Children's Learning.
- In Key Stage 1, standards of achievement are satisfactory or better in 96% of lessons. They are good in 42% and very good in 32%.

- Standards in English are good overall and pupils achieve good standards in speaking and listening, and reading. Pupils' standards in writing are satisfactory. In mathematics and science standards are good.
- In the National Curriculum foundation subjects, standards are very good in information technology and are good in Welsh second language, design and technology, history, geography and music. Standards in physical education, and art are satisfactory.
- Standards of achievement in religious education are good.
- All pupils make good progress towards the targets for improvement set by the school.
- In the 2003 National Curriculum teacher assessments, pupils' standards of achievement were above the national average in English, mathematics and science. Results, when compared to similar schools in Wales, place the school in the top 50% of schools for all core subjects.

### **{~}3.2 Standards Achieved in Key Skills across the Curriculum**

- Standards achieved in key skills across the curriculum are very good in speaking, listening, reading and ICT. Standards in numeracy are good and standards in writing for different purposes are satisfactory.
- In early years, children make very good progress in acquiring and applying key skills in all six areas of learning. Their speaking and listening skills are very good; they listen attentively and are comfortable talking to adults and other children. All children are gaining confidence in their writing and numeracy skills and are making very good progress in early reading, and ICT skills.
- In Key Stage 1, pupils listen well to others and respond appropriately. They speak with confidence and participate with enthusiasm.
- All pupils are encouraged to read widely and value reading as a source of information and pleasure. They make appropriate use of the school library to increase their reading skills and to find information. By the end of the key stage, pupils begin to read accurately, expressively and with understanding.
- Throughout the school, pupils make good use of their numeracy skills for a variety of purposes. They are making satisfactory progress in their use of writing to express their ideas and clarify their thinking. Their use of a wide range of ICT equipment, to enhance their learning in all areas of the curriculum, is very good.

## **{!}4. ETHOS OF THE SCHOOL{tc "4. ETHOS OF THE SCHOOL " \f C \l 1}**

### **{~}4.1 Pupils' Spiritual, Moral, Social and Cultural Development{tc "4.1. Pupils' Spiritual, Moral, Social and Cultural Development" \f C \l 2}**

Provision for pupils' spiritual, moral, social and cultural development is good.

- The school complies with its stated aims of providing a warm and welcoming atmosphere that encourages everyone to feel at ease within the school, and ensures that pupils feel happy and secure. In the daily life of the school, personal qualities of truthfulness and thoughtfulness are encouraged within an ethos of co-operation and consideration for others.
- Whole school acts of collective worship are dignified and reverent occasions and pupils respond appropriately when asked to contemplate spiritual and moral issues.
- The quality of relationships within the school is of high standard. Acting as good role models, staff have established clear expectations of behaviour. Pupils have a clear sense of right and wrong from an early age. They show respect to each other, to adults and their surroundings. Pupils of all year groups take responsibilities placed on them seriously and carry out their duties conscientiously.
- Pupils work well with each other and co-operate sensibly when working at group or paired activities. Pupils recently joining the school, who have English as an additional language, are made to feel welcome by all pupils and are helped and supported in all aspects of school life.
- The school promotes the personal and social development of its pupils through a variety of learning activities. The moral and social development of pupils is very good.
- Pupils regularly take part in local Urdd events and concerts. Support for a variety of charities helps their understanding of the wider world. Pupils also make a regular donation for the education of two pupils in Africa. However, the opportunities to further enhance an appreciation of the diversity of other cultures are limited, and the awareness of Y Cwricwlwm Cymreig needs additional development.

### **{~}4.2 Behaviour and Attitudes{tc "4.2. Behaviour and Attitudes " \f C \l 2}**

The standard of behaviour and attitudes is very good.

- Staff have very good relationships with their pupils who are friendly and courteous to each other and to adults. Pupils enjoy talking about their work and school and make visitors feel warmly welcomed.
- Pupils' attitudes to learning are very good, and have a positive impact on standards of achievement. They persevere at their tasks and are willing contributors to class discussions. They show interest in their topics and are enthusiastic in sharing and explaining their work to visitors. The high standard of pupil's behaviour makes a very positive contribution to the calm and orderly atmosphere in the school.
- Pupils display a high level of independence and autonomy. The 'Helpwr Heddiw' introduces the opportunity of responsibility to pupils at a very early age and they respond positively and with maturity. Pupils often, and without prompting, show their caring attitude when looking after pupils younger than themselves.
- There is a very positive, whole school approach to all aspects of good behaviour. Staff have high expectations and pupils who potentially may present challenging behaviour are managed sensitively and unobtrusively.
- The school is an inclusive community, and measures taken to ensure there are no forms of discrimination, are effective. There are appropriate policy guidelines for the prevention of bullying.

### **4.3 Attendance**

Attendance is satisfactory.

- Average attendance for the last three full terms prior to the inspection was 92.84%.
- Registration is carried out at the start of each session and ensures a brisk start to lessons. Absences are codified appropriately.
- Absences are monitored and follow up procedures are in place with regular support from the Education and Social Officer. Despite some effort by the school the average annual attendance has changed little over the last three years.
- The school's attendance registers comply with the requirements of National Assembly for Wales Circular 3/99.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The overall quality of teaching is good.

- It is satisfactory or better in 94% of lessons, good in 47% and very good in 16%.
- Teachers have a secure knowledge and understanding of the subjects or areas they teach and make effective use of a range of teaching methods. Lesson plans are comprehensive and very good use is made of cross-curricular links to reinforce pupils' understanding.
- Appropriate learning activities are planned alongside learning objectives, and in the best lessons these objectives are shared with the pupils to improve their understanding of the purpose of their work.
- Learning activities are clearly structured and ensure pupils make good progress in their learning. The activities are well organised and pupils have easy access to a variety of good quality resources.
- The structure and pace of lessons is generally satisfactory, and teachers spend time explaining clearly what is expected of pupils. Occasionally, time is not used effectively and pupils spend too long listening to the teacher, which limits their opportunity to participate.
- Teachers encourage all pupils to become independent in their learning and provide appropriate challenge in the work that they set. In a significant number of lessons this is undermined by the over-use of printed worksheets that inhibit pupils' thinking and limit their opportunities to give extended responses.
- The quality of the professional partnership between teachers and classroom support staff makes a valuable contribution to the learning process. Teachers organise their input effectively ensuring that appropriate support is provided according to pupils' needs.
- All teachers have high expectations of pupils both in terms of their achievement and behaviour. Relationships between staff and pupils are very good; teachers know their pupils well and the quality of teacher-pupil interaction has a very positive impact on standards of achievement.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is satisfactory.

- The school complies fully with all statutory requirements for National Curriculum assessment procedures.
- At the end of each academic year, National Curriculum assessments are analysed to assist in setting targets for improvement in pupils' standards of achievement.

- In the early years, assessment procedures begin with appropriate baseline assessments of all children. Regular formative assessments are used to track children's progress and these provide a useful on-going record of achievement in all six areas of the Desirable Outcomes for Children's Learning.
- In Key Stage 1, teachers are developing accurate assessments of work in the core subjects of English, mathematics and science.
- Teacher assessments for the foundation subjects are becoming more consistent through the moderation of pupils' work and the development of subject portfolios.
- Detailed reading assessments assist in tracking standards of achievement and pupils' progress. The dialogue between teachers and parents, in the home-school booklet, provides useful additional support for mapping progression.
- Pupils' work is marked regularly, though comments are often limited to simple responses and do not indicate the extent to which the learning objective has been achieved or how work could be improved.
- Assessment information is not always used effectively to inform planning or to provide appropriately differentiated tasks for pupils of different abilities, particularly those with special educational needs.
- Pupils receive regular oral feedback, which successfully raises self-esteem but is insufficiently focussed to take their learning forward.
- Staff have developed a systematic method for recording pupils' progress and procedures to ensure that pupils' pastoral records are accurate and regularly updated are effective.
- Parents are invited to discuss their children's work during formal consultation evenings and informally if the need arises. Reports to parents contain general information on attitudes and work covered, and include a useful recommendation on how parents can work with their children to make further progress.

### **5.3 Curriculum**

The quality of the curriculum is good.

- The stated aims and objectives of the school are reflected effectively in the planned curriculum, which meets statutory requirements for all subjects and areas.
- A detailed policy for the education of the under fives supports effective practice and is evident in the good quality of that provision. The curriculum affords appropriate, equal emphasis to the six areas of children's learning.
- Schemes of work are organised to ensure adequate coverage of the National Curriculum programmes of study. The many educational visits enhance pupils'

understanding of abstract ideas and are a positive feature of the curriculum. The arrangements for the development of personal and social education are good.

- Whilst pupils' standards of achievement in key skills are good overall, the quality of planning is unsatisfactory and does not support effective continuity or progression.
- Planned opportunities to enhance the pupils' understanding of the Curriculum Cymreig are under-developed.
- Well-planned teacher exchanges ensure that pupils benefit from the good use that is made of teachers' individual subject knowledge and expertise.
- The school is socially inclusive and provides an equality of access to all learning experiences for its pupils. Where this is difficult, for example where physical impairment prevents full involvement in PE, support staff manage pupils sensitively and with the minimum disruption to the class.
- Although there are some good examples of appropriately differentiated work for pupils of different abilities, this is not a consistent feature of the planning in all classes.
- Homework, in the form of reading partnerships with parents, is having a positive impact on standards.
- The extra-curricular gymnastics club is well attended and extends the skills of a significant number of pupils.

#### **5.4 Support, Guidance and Pupils' Welfare**

The overall quality of support and guidance for pupils' welfare is good.

- Pupils work and play in a caring, supportive environment where they feel secure and valued by staff. They readily turn to adults for help and are listened to and treated with respect. Teachers know and understand their pupils well and support their social development and their personal well-being effectively. Parents' confidence in the care provided for the pupils, expressed in the pre-inspection consultations, is well founded.
- The school's policy for equal opportunities has a successful impact on practice and the priority given to the inclusion of all pupils is exemplary. The enjoyment and benefit the pupils gain from this policy are evident in all aspects of school life.
- The school has a clear and effective policy and set of procedures for promoting health and safety and a linked governor shares responsibility for developments in this field. Regular audits of the site are carried out conscientiously.

- Although comprehensive risk assessments are routinely undertaken for many activities, particularly when pupils go on visits out of school, standards of safety in PE in one class are currently unsatisfactory.
- All staff are trained in basic first aid. Two members of staff are fully trained and are identified as first aiders. Pupils are supervised effectively at break and lunch times. The school secretary, support staff, mid-day supervisors, kitchen staff and cleaners contribute greatly to the caring ethos of the school community, and make a valuable contribution to the care and welfare of pupils.
- Staff are kept fully informed of the policy and procedures for child protection. These closely follow the guidelines issued by the LEA and liaison with outside agencies is effective.
- A programme of personal and social education is being successfully implemented across the school; this includes circle time in the early years and the development of thinking skills in Key Stage 1. The school is developing a valuable healthy eating initiative and this is promoted as an integral part of the curriculum. All pupils benefit from this and are proud to take part.

## **5.5 Provision for Pupils with SEN**

Provision for pupils with special educational needs (SEN) is unsatisfactory.

- The school does not comply with the Welsh Office statutory regulations and the Code of Practice, when providing for pupils with SEN
- Parents are not adequately informed about, or involved in, the process of reviewing pupils' progress and the setting of targets for improvement,
- The impact of withdrawal has a negative effect on the overall breadth and balance of experiences provided for pupils with SEN. The specialist support provided by the school does not currently represent value for money.
- The caring ethos of the school means that pupils with SEN are included effectively and are well supported by adults and children.
- Class teachers have good knowledge of their pupils' SEN and provide useful support, though this is not always recorded in planning.
- Assessment of pupils with SEN is unsatisfactory and this has a detrimental effect on planning to meet their needs.
- Progress for pupils with SEN is often limited by the lack of appropriately differentiated work. Provision of suitably modified tasks or activities is hampered by the lack of detail in individual education plans (IEPs).

- The classroom support staff know individual pupils well and make a very positive impact on them in particular and the school community as a whole.
- The induction of new support staff is efficient, ensuring that everyone understands their role and the value of their involvement.
- Informal communication systems between teachers and support staff are effective and help to ensure that pupils have access to a broad and balanced curriculum. Support staff make useful contributions to short term planning and assessments.
- The lack of clear and coherent links between specialist teachers from external agencies and classroom practitioners has a detrimental effect on pupils' progress and continuity in some aspects of their learning.
- Additional adults, who volunteer to work in class, are given appropriate information to ensure that pupils with SEN are treated sensitively.

## **{~}5.6 Partnership with Parents and Community, Schools and Other Institutions{tc "5.6. Partnership with Parents and Community, Schools and Other Institutions" \f C \l 2}**

Partnership with parents and the community, schools and other institutions is good.

- Parents are well informed about the work of the school. There is a useful prospectus, and staff inform parents of the life and work in the classroom by means of booklets, newsletters and open evenings.
- The strong curriculum link developed through the home-school reading initiative has a significant impact on pupils' standards of achievement.
- The content of responses to the parents' pre-inspection questionnaire demonstrates a strong feeling of partnership between school and parents. The comments made during the pre-inspection meeting show parents are supportive of the school and feel that any concerns they may have can be discussed with an approachable staff.
- An active Friends of Glan Gele Infants is strongly supported by the parent body when organising social and fund-raising events. A small number of parents regularly give valuable assistance to the school, often bringing their own expertise to support work in the classroom.
- Representatives of community organisations are regular visitors to the school. Pupils are also given wide range of experiences by visits from, for example, a local wood carver, environmental artists and the local police dog handlers.

- Community links are strong, and pupils regularly visit local chapels and churches. The local vicar often takes the school assembly and school governors are frequent visitors. Pupils take part in community concerts and entertain senior citizens and residents in the home for the blind.
- The receiving junior school shares the same campus, and very close curricular and pastoral links exist between the two schools. Transition links, that ensure continuity, are well established and effective.
- The school provides useful work experience and practical training for students from the nearby comprehensive school and colleges. The school benefits from formal partnerships established with two teacher-training institutions in the area and receives effective support from the LEA.

## **5.7 Partnership with Industry**

Partnership with industry is good.

- A long-standing partnership with a nearby oil company supports the school's work in English, science and geography.
- Effective partnership with local, major retail outlets has been developed which encourages pupils' understanding of the environment and the importance of healthy living.
- Visitors to the school from a number of organisations introduce pupils to the world of work. Older pupils have taken part in the project, 'Our Town' studying local shops and carrying out surveys on the environment.
- Well-established links also exist between school and local businesses. These businesses support the school with sponsorship during fund raising events.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- Policy and planning documentation for self-evaluation are detailed and effectively outline clear areas of focus for both long-term and short-term reviews. The policy of governor involvement in self-evaluation is evident in practice and governors' knowledge of the variety that exists in classroom activities is good.

- Systematic procedures for evaluating the quality of teaching and learning have been devised by the headteacher and are in the early stages of implementation.
- The results of end of key stage assessments are analysed in partnership with the LEA link adviser and school trends in National Curriculum assessments are compared with local and national figures. Appropriately challenging targets for improvement are set at the beginning of each academic year.
- Members of staff, working collectively in the phases of Early Years, Year 1 and Year 2, liaise with advisers from the LEA who provide a useful, external perspective and quality assurance when curriculum provision, and the quality of teaching and learning are evaluated. Staff are implementing most of their recommendations and suggestions for improvement, particularly in relation to curriculum planning, successfully.
- Curriculum post holders (CPH) devise action plans that focus on raising standards, mostly by the revision and implementation of schemes of work. They draw up priorities for improvement but have yet to include clear targets and criteria for evaluating success.
- The targets in the School Development Plan (SDP), although valid, are not determined by the outcomes of self-evaluation and contain a limited range of performance indicators. There are no success criteria relating to pupils' standards of achievement in any of the identified priorities for improvement.
- The overall quality of the SDP does not support effective implementation of the majority of specified action plans. Monitoring is noted in general terms but there are no specific staff identified to carry out evaluations. Timescales are often unrealistic and strategies to ensure the allocation of adequate resources are omitted.
- Action plans relating to improvements in home school links, equipment and resources are effectively evaluated against established criteria, and are having a positive effect in raising standards in these areas.

## **6.2 Leadership and Efficiency**

The leadership and efficiency of the school are satisfactory.

- The school's aims promote a caring ethos in an atmosphere that is conducive to effective learning. A warm and welcoming culture permeates throughout the school and all pupils are confident, happy and feel secure.
- All staff and governors effectively promote the school's aims, including a commitment to equal opportunity. These aims are reflected in daily activities and routines.

- The school has a good range of policy documents that are focused on pupils' needs. All staff and governors implement these policies effectively. Communication routes within the school are clear and the headteacher and staff are accessible and approachable.
- The governing body is very supportive of the school, and although many governors are new in post, they are developing a secure understanding of their roles and responsibilities. There is a clearly identified committee structure for managing aspects such as finance and accommodation.
- Some governors visit the school regularly and play an active role in complementing curriculum provision through activities such as taking assembly and classroom visits.
- All staff have job descriptions that outline their responsibilities. Curriculum post holders have developed their roles and many are pro-active in supporting their colleagues in raising standards in the school.
- A staff senior management team has been identified, but the headteacher has yet to define a working practice that will have a positive impact on raising standards
- The school budget is efficiently administered by the headteacher who provides detailed reports to the governing body. The finance committee regularly monitors expenditure against budget allocations. All aspects of financial management are well supported by the school secretary who undertakes allocated administrative tasks conscientiously.
- There are no clear links between budget allocations and the SDP; most priorities in the SDP have no specific cost analysis or identified financial resource. There are no procedures in place to evaluate the effects of some major spending decisions, particularly in relation to expenditure on provision for pupils with SEN, to ensure best value for money.

### **{~}6.3 Staffing, Accommodation and Learning Resources{tc** **"6.3. Staffing, Accommodation and Learning Resources " \f C \l 2}**

Staffing, accommodation and resources are satisfactory overall.

- There are sufficient teachers and other staff, who have qualifications and experience to meet the needs of the school. Staff update their skills through continuing professional development appropriate to individual need or in relation to aspects of school improvement.
- There is adequate accommodation for the number of pupils on roll, including outdoor facilities for pupils in the early years. However, practical activities are often restricted by cramped conditions and limited space.

- The building is well maintained and cleaned to a high standard. The demountable buildings are in need of repair, but are soon to be replaced by an extension to the main building.
- Learning resources are adequate and are well matched to curricular needs, though appropriate storage arrangements present a challenge.
- Access to the resources in the school library is unsatisfactory. There is insufficient space for the storage and display of books and as a consequence, pupils find difficulty in using the library successfully.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

### **Provision for the under-fives**

- The educational provision for children under five is very good overall, and children are making very good progress towards the Desirable Outcomes for Children's Learning. Language, literacy and communication skills, personal and social development, knowledge and understanding of the world and creative development are very good; mathematical development, and physical development are good.

### **Language, Literacy and Communication Skills**

- All children listen attentively and talk confidently about their experiences. They use a developing vocabulary with increasing fluency to express their thoughts and convey meaning to the listener. They concentrate well when listening to stories, responding appropriately and joining in with enthusiasm.
- Progress in the development of early reading skills is very good. Children enjoy books and handle them carefully and correctly. They understand that text carries meaning and older pupils recognise familiar words and sentences.
- Children investigate a range of writing implements, which they use with increasing control. They recognise letter shapes and sounds, and include them successfully in their early attempts at writing.

### **Personal and Social Development**

- The quality of relationships between children and adults is outstanding. Routines are well established and children are secure, happy and gaining confidence. All

children are polite, are sensitive to the needs of others and are able to take turns and share fairly.

- Children are able to work as part of a group or independently, showing high levels of concentration and perseverance. They know how to seek help when they need it and show an eagerness to explore new learning. They enjoy solving problems and are able to select appropriate resources to help them with their tasks.

### **Mathematical Development**

- Children are able to use appropriate mathematical language in relevant contexts, and are growing in confidence when handling number. They use mathematics, as an integral part of their activities such as cooking and building with bricks, successfully.
- They are able to recall a range of number rhymes and counting games, which they repeat with enthusiasm. Older children understand such concepts as 'less' and 'more' and are beginning to use non-standard units of measurement appropriately.

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

- Children demonstrate their knowledge and understanding of the world by talking about their families, about where they live and by describing events in their lives both past and present. They talk enthusiastically about their work and ask relevant questions to secure their understanding of why certain things happen.
- They enjoy exploring the natural environment and have a basic understanding of the seasons and their features. They are beginning to understand the concept of time, correctly describing when it is time for their snack or lunch. Standards in observational skills are very good and children are able to describe their feelings and preferences, in relation to different foods they have tasted, with accuracy.
- Children use a variety of equipment and resources with appropriate care and independence. They use the computer and interactive whiteboard to improve various aspects of their learning and know that books can provide them with information.

### **Physical Development**

- Progress in physical development is good. Children move confidently with increasing control and co-ordination. They use a range of small and large apparatus with increasing skill and are aware of the need for their own and each others' safety.
- They handle tools and construction equipment competently and are able to roll and shape malleable materials, such as fondant icing in cooking, to produce intended outcomes.

## **Creative Development**

- Children use a wide range of art and craft materials to produce a variety of two and three-dimensional work of very good quality. They show great care and attention to detail and are able to explain their preferences for particular colours or types of material.
- Children express their emotions freely through their enjoyment of role-play and interactive rhymes and songs. They respond well in movement and dance activities.
- All children enjoy music making activities and can sing a wide range of appropriate songs and rhymes, including some in Welsh. Whole group sessions are lively and happy occasions when children choose instruments carefully and understand how to play them.

## **{~}English{tc "...English" \f C \l 2}**

Standards in English are good overall.

### **Good features**

- Pupils speak clearly and with confidence in a range of situations. When prompted, they offer thoughtful and extended responses.
- Pupils enjoy taking part in assemblies, where they speak clearly and audibly to a large audience.
- Pupils listen to adults and to each other purposefully, often referring to previously learned 'Thinking Skills' to improve their active participation.
- Standards of reading are good throughout the school. All pupils demonstrate very positive attitudes. They handle books appropriately, can choose and justify their selections and show well established reading behaviours.
- At the end of Key Stage 1, pupils use a variety of reading strategies effectively. The most able pupils can combine several approaches successfully.
- Pupils are able to make pertinent responses to explicit and implicit meaning in narrative texts. They can locate information using non-fiction books and make good use of computer software to consolidate their skills.
- Pupils write using a variety of non-fiction forms appropriate to the purpose. Older pupils show an appreciation of poetry. They are able use their understanding of the structure of a poem when producing their own work.

- In Year 2, some pupils are writing at length. They organise their work independently and show a mature awareness of audience.

### **Shortcomings**

- Poor spelling or grammatical errors often mar the quality of writing. Few pupils employ strategies other than phonic knowledge to spell unfamiliar words and few edit or revise their work.

## **{ ~ }Mathematics{tc "...Mathematics" \f C \l 2}**

Standards of achievement in mathematics are good.

### **Good features**

- All pupils are developing a fluency in number, both in mental and written calculations.
- Younger pupils practise counting to twenty and beyond, and are able to count in twos and tens. They use appropriate vocabulary and tackle problems with increasing confidence.
- Older pupils readily remember a wide range of previously learned skills. They manipulate numbers to twenty with confidence, understand the concepts of odd and even and count accurately to one hundred.
- All pupils are developing a range of different methods for working with numbers and use these well to solve problems in a variety of contexts.
- Pupils' knowledge and understanding of two and three-dimensional shapes is good. They can identify cubes, cuboids and pyramids and can name their characteristics. Older pupils work confidently with pentagons and hexagons and are able to classify them using the correct terminology.
- Pupils use mathematical diagrams and graphs effectively when recording their observations and findings. They use mathematics systematically to explore pattern when undertaking investigative activities, for example, arranging eggs in a box to create as many patterns as possible.
- Pupils use mathematical notation to communicate their ideas to others to good effect. They understand Venn diagrams and sort by a variety of criteria.
- Pictographs are used appropriately to support their work in other subjects such as science.

### **Shortcomings**

There are no significant shortcomings.

## **{~}Science{tc "...Science" \f C \l 2}**

Standards of achievement in science are good.

### **Good features**

- Pupils' observation skills are good. They conduct simple experiments and make sensible observations, using the correct vocabulary.
- Pupils have a good knowledge of life processes and living things. They understand the importance of the senses and can describe their functions accurately. They are able to identify important features of a balanced diet in order to promote good health.
- Pupils demonstrate a sound knowledge of aspects of the natural world and have a good understanding of the life cycles of trees and animals.
- All pupils appreciate when it is necessary to note what they see, for example, when making systematic measurements of plants to record their rate of growth.
- Pupils understanding of forces is good. When explaining how changes in forces will affect the movement of familiar things, they use scientific terms correctly.
- Older pupils can describe in detail their investigations into materials; they know how to plan and carry out a fair test, for example, when analysing the strength of various types of paper.

### **Shortcomings**

- The ability of pupils to make a written record of their findings, without the support of printed work sheets, is underdeveloped.

## **{~}Welsh second language{tc "...Welsh second language" \f C \l 2}**

Standards in Welsh second language are good.

### **Good features**

- Pupils are able to use target language accurately and in a range of contexts. They are able use prior learning confidently and this contributes to the good standard of incidental Welsh used by pupils.
- They are able to understand a broad range of Welsh topics, delivered by a variety of adults and peers. The ‘Helpwr Heddiw’ sessions give pupils useful practice of previously learnt language patterns.
- Pupils are able to pose questions as well as respond to them with confidence. By the end of Key Stage 1, the most able pupils make extended responses.
- Pupils are able to apply reading strategies effectively to simple Welsh texts and can use the pictures and labels in classrooms to identify unknown words.

### **Shortcomings**

- In Key Stage 1, pupils’ writing skills are insufficiently developed.

## **{~}Design and technology{tc "...Design and technology" \f C \l 2}**

Standards of achievement in design and technology are good.

### **Good features**

- Standards in design are good. Pupils annotate their choice of materials well and clearly indicate the quality of finish they intend for their model.
- Progress in the skill of designing and making is good. Pupils work with a variety of new and re-claimed materials to make an appropriate range of products. Examples of finished artefacts are of good quality.
- Pupils make informed choices from a large selection of tools and materials and are able to justify their preferences using subject specific vocabulary accurately.
- Pupils demonstrate appropriate skills in cutting and joining materials and when assembling and joining components. They handle a variety of tools with control and with a due regard for safety.
- Pupils use construction kits, to create various models and structures, well.

- Pupils' understanding of control is good. They know how to enter and store instructions in a programmable toy such as a Roamer, in order to control its movements.
- Older pupils are able to evaluate the work of others. They use suitable criteria when identifying good features and make thoughtful suggestions for improvement.

### **Shortcomings**

- Pupils' understanding of mechanisms is less well developed.

## **Information technology**

Standards in information technology are very good.

### **Good features**

- Pupils use IT equipment and software competently in a variety of different contexts. They use computers confidently with increasing independence and enjoyment.
- All pupils use their ICT skills effectively for a wide range of purposes. They make very good use of a variety of software to enhance their work in other subjects such as science and mathematics.
- Younger pupils are learning to use ICT confidently to achieve specific outcomes. They are able to explore information held on ICT systems and are aware that information exists in a variety of forms.
- All pupils make very good use of ICT to develop their ideas and record their creative work. They know how to use an interactive whiteboard to support and extend their learning.
- Pupils use ICT to assemble text, symbols and graphics to help them communicate their ideas to very good effect. They can explore information systems and are able to use the Internet and e-mail in increasingly challenging and worthwhile situations.
- Pupils benefit from extensive use of the digital camera to record activities. These images are used effectively when recording their observations.
- Older pupils' understanding of how they can apply their knowledge of ICT to present, share and process information is outstanding. They are familiar with Powerpoint, and use their skills to make presentations to the class. They know

how to use an electronic microscope and interactive whiteboard to support and extend their research skills.

- Pupils have a very mature understanding of the various uses of ICT. They are able to describe ways in which ICT can be used both in school and in different situations in the outside world.

### **Shortcomings**

There are no shortcomings.

## **{~}History{tc "...History" \f C \l 2}**

Standards of achievement in history are good.

### **Good features**

- Younger pupils develop an awareness of change over a period of time through a study of old and new toys. They compare similarities and differences and are able to explain their preferences. They use appropriate vocabulary when comparing things from the past with those of today.
- All pupils are developing their ideas of chronology and know how to use the timeline that is being developed in a public area of the school.
- Pupils' appreciation of history and their interpretation of information about the past is significantly enhanced by visits and visiting speakers.
- Pupils' understand how primary sources can give information about the past. They compare successfully aspects of a schoolroom in Victorian times with their own school when visiting Penrhyn Castle.
- Older pupils have a good knowledge of how life in the home has changed. They can recall interesting details from their visit to Erddig Hall, where they made bread, lemonade and washed clothes, using original utensils.
- Pupils' develop an appreciation of important people from history when studying, for example, Guy Fawkes. They are able to describe how people from the past have influenced their own lives.

### **Shortcomings**

There are no major shortcomings.

## **{~}Geography{tc "...Geography" \f C \l 2}**

Standards in Geography are good.

### **Good features**

- Younger pupils study the immediate locality and use their own observations to broaden their understanding of important features in the area.
- Older pupils are aware of changes in their own town. They are able to express strong opinions, about the opening of a new superstore for example, showing an increasing awareness of the relationship between people and their environment.
- Mapping skills are developing well through mapmaking activities and the study of journeys. Pupils have a sound understanding of co-ordinates and can use a simple alphanumeric grid.
- Pupils develop an awareness of other countries during International Week. They are able to recognise key features of both the people and the places they have studied.
- In their work on climate, pupils' use of correct terminology is good. They compare the varying features of different kinds of weather and describe the impact this has upon the type of food and clothes that people need.

### **Shortcomings**

There are no major shortcomings.

### **{~}Art{tc "...Art" \f C \l 2}**

Standards of achievement in art are satisfactory.

### **Good Features**

- Younger pupils use paint confidently to produce bold and vibrant pictures. They use different types of brushes and techniques to produce a variety of effects.
- Pupils respond imaginatively to the work of other artists, for example Klimt and Cézanne and make close observations of the use of line, shape and colour.
- Pupils experiment with methods from different periods, for example, using William Morris printing blocks, and the outcomes produced are good.
- Pupils can draw accurately from memory and drawings from direct observation are very detailed and of a high standard.
- Good quality sketches are used to inform finished pieces of work

### **Shortcomings**

- Pupils' ability to express their ideas in three-dimensional work is limited.
- Pupils' confidence in selecting and experimenting with a wide range of media and scales is underdeveloped.
- Pupils' ability to appraise their own work and that of their peers is limited and consequently does not enrich or inform their practical work.

### **{~}Music{tc "...Music" \f C \l 2}**

Standards in music are good.

### **Good Features**

- Pupils sing tunefully and with obvious enjoyment. They sing a wide range of songs and hymns with clear diction and appropriate attention to the quality of sounds.
- Pupils' good standard of musical performances successfully enhances assemblies and school productions.
- In response to a given stimulus they are able to select appropriate un-tuned instruments from the wide range provided.
- Many pupils can create short melodic or rhythmic patterns and some can extend their learning by co-operating with others to perform as members of a group.
- Pupils listen well and can copy patterns and rhythms demonstrated by the teacher. They are able to use simple musical vocabulary accurately.
- When performing as a group, pupils can follow direction from the teacher to play in time and to control dynamics.

### **Shortcomings**

- Evaluations made by pupils in appraising their own and each others' work are limited and fail to influence subsequent performances.

### **{~}Physical education{tc "...Physical education" \f C \l 2}**

Standards in physical education are satisfactory.

### **Good features**

- Pupils listen well and are quick to respond to direction and instruction.

- Some pupils use a range of skills with control and accuracy. They demonstrate good body tension, clarity of shape and transition between different phases of a sequence.
- In some classes, pupils can transfer successfully, skills learnt on the floor to work on apparatus.
- The standard of some individual performances is extended successfully by paired work.
- Pupils demonstrate a good understanding of the need to warm up and cool down during PE sessions.

### **Shortcomings**

- A significant number of pupils do not understand, or are unaware of, the need for safe working practices when using the apparatus.
- When evaluating their performances, pupils' responses are restricted and their use of simple vocabulary is not always accurate.
- The ability of some pupils to produce a short series of linked, controlled movements is limited.

### **{~}Religious education{tc "...Religious education" \f C \l 2}**

Standards of achievement in religious education are good.

### **Good Features**

- All pupils enjoy Bible stories, and are beginning to develop a secure understanding of the beliefs and practices of Christianity. Their knowledge of Christian worship and ceremonies is further developed by visits to local churches and visits by Christian ministers.
- Pupils hear and share stories of key religious figures and are able to explain their understanding of why such people are important to believers today.
- Older pupils are becoming increasingly aware of how religious beliefs will affect behaviour and lifestyle. They write their own prayers and are aware of the reasons why people pray.
- In their study of Judaism pupils demonstrate an increasing knowledge of another faith and are familiar with a variety of artefacts including a Jewish Scroll and Torah Scroll.

- Pupils are acquiring a range of skills that enable them to explore and express their own feelings and beliefs. Work undertaken on trees leads to a visit to the park where pupils are invited to reflect on the beauty of the autumn colours and the work of God in nature.

### **Shortcomings**

- Pupils' ability to explore their understanding, without the support of published work sheets, is less well developed.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The last inspection identified the following key issues:

#### **Raise standards in all subjects which are deemed to be of a satisfactory level at present.**

The school has made good progress overall.

Standards in all three core subjects of the curriculum are good.

Standards in information technology are very good and standards in design and technology, history, music and religious education are good.

In art and physical education standards remain satisfactory.

#### **Ensure assessment procedures are implemented across the school.**

The school has made some progress in addressing most of the significant weaknesses identified in the 1997 inspection report.

Assessment procedures are applied consistently across the school and staff have made good progress in moderating and annotating pupils' work.

#### **Improve the quality of teaching and promote a whole school approach to ensuring continuity, progression and evaluation.**

The school has made very good progress in improving the quality of teaching, and standards are significantly improved. In 2003, 94% of lessons observed were judged to be satisfactory or better; 47% were good and 16% were very good. In 1997, 32% were deemed to be unsatisfactory.

Members of staff, working collectively in the phases of Early Years, Year 1 and Year 2, successfully evaluate the quality of curriculum provision to ensure continuity and progression.

#### **Ensure that learning tasks match pupils' levels of ability.**

Shortcomings in assessment procedures mean that the school has made only satisfactory progress in this key issue.

#### **Develop SEN procedures so as to fully meet the requirements of the Code of Practice.**

The school has made unsatisfactory progress in implementing the formal procedures required by the Code of Practice. Informal procedures, however, are satisfactory and are often good.

**Address the educational isolation of some staff.**

Satisfactory progress has been made.

There have been some opportunities for team teaching, teacher exchange and for observing peers. Whole school projects, such as developing pupils' thinking skills and the healthy eating initiative are impacting on all teachers. Some staff have collaborated with Key Stage 2 colleagues from other schools and some have participated in projects with schools outside of the L.E.A.

**Continue to improve the collaborative planning strategies, developed by the staff who deal with under-fives and extend this practice throughout the school.**

Satisfactory progress has been made in this key issue.

The early years' staff continue to demonstrate good practice and hold planning meetings regularly. In Key Stage 1, staff have regular year group meetings and Curriculum post holders ensure that staff are supported when planning collaboratively.

**Ensure the National Curriculum coverage complies with statutory requirement in the amount of time given to each subject.**

The school meets statutory requirements in relation to the amount of teaching time available during a school week. Using this information the staff have identified specific allocations to ensure the correct balance of teaching time for core subjects and other subjects in the curriculum.

**Review the use of support staff in order to extend their effectiveness across the school.**

Very good progress has been made in this key issue.

Support staff are deployed effectively and make a very positive and significant contribution to pupils' standards of achievement and the quality of curriculum provision.

**Consider ways of improving communication with parents.**

The school has made very good progress. Parents are supportive of the school and the majority report that they are well informed about their child's progress and school activities in general.

**{~}8.2 Key Issues for Action{tc "8.2. Key Issues for Action"  
Vf C \l 2}**

In order to raise the standards already achieved and improve aspects of provision, the school and the governing body need to ensure:

- i. the safety and welfare of pupils when participating in all aspects of physical education;

- ii. statutory requirements, outlined in Welsh Office guidance and the Code of Practice, are met when providing for pupils with SEN;
- iii. whole school strategic planning directly reflects self-evaluation outcomes.

**{!}APPENDIX{tc "APPENDIX" \f C \l 1}**

**{~}A. Basic Information About the School{tc "A... Basic Information About the School" \f C \l 2}**

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>Name of School</b>   | Ysgol Glan Gele                     |
| <b>Type</b>             | Infants                             |
| <b>Age Range</b>        | 3-7                                 |
| <b>School Address</b>   | Ffordd-y-Morfa<br>Abergele<br>Clwyd |
| <b>Post Code</b>        | LL22 7NU                            |
| <b>Telephone Number</b> | 01745 823584                        |

|   |                   |
|---|-------------------|
| <b>Name of head</b>                                   | Miss D Farmer     |
| <b>Date of appointment</b>                            | September 1996    |
| <b>Chair of Governors /<br/>Appropriate Authority</b> | Mrs G Davies      |
| <b>Registered Inspector</b>                           | Mrs L Millward    |
| <b>Date of inspection</b>                             | 1-4 December 2003 |

**Title and address of LEA (if it is a maintained school or owner (if it is an independent school)):**

Conwy County Borough Council  
Education Department  
Government Buildings  
Dinerth Road  
Colwyn Bay  
LL28 4UL

**{~}B. School Data and Indicators{tc "B... School Data and Indicators" \f C \l 2}**

| <b>Number of pupils in each year group</b> |         |    |    |    |
|--|---------|----|----|----|
| Year Group                                 | N (fte) | R  | Y1 | Y2 |
| Number of pupils                           | 36.5    | 83 | 79 | 84 |

| <b>Total number of teachers</b> |           |                      |
|---------------------------------|-----------|----------------------|
| Full-time                       | Part-time | Full-time equivalent |
| 11                              | 1         | 11.56                |

| <b>Staffing information</b>   |        |
|---|--------|
| Pupil : teacher (fte) ratio including Reception children from Early Years | 21.3:1 |

|  |        |
|--|--------|
| classes plus KS1 pupils  |        |
| Pupil : teacher (fte) ratio for Early Years classes (including Nursery pupils) plus KS1 pupils | 24.4:1 |
| Pupil : adult (fte) ratio in Early Years (Nursery and Reception) classes                       | 13.3:1 |
| Pupil : adult (fte) ratio in Early Years for Nursery only                                      | 4:1    |

| <b>Percentage attendance for three complete terms prior to the inspection</b> |       |       |       |              |
|---|-------|-------|-------|--------------|
|   | N     | R     | KS1   | Whole School |
| Term 1  | 82.9% | 88.3% | 92.4% | 91%          |
| Term 2  | 84.3% | 88.8% | 92.3% | 91.1%        |
| Term 3  | 85%   | 90%   | 93.4% | 92.2%        |

|  |   |
|--|---|
| Number of pupils excluded during 12 months prior to inspection | 0 |
|--|---|

**{~}C. Results of National Curriculum Assessments and Public Examinations{tc "C... Results of National Curriculum Assessments and Public Examinations " \f C \l 2}**

**KEY STAGE 1: 7 YEAR OLDS**

| Summary of the National Curriculum Assessment results of pupils in the school (2002)<br>And nationally (2001) at the end of Key Stage 1 as percentage of those eligible for assessment |          |   |   |   |    |    |    |    |
|--|----------|---|---|---|----|----|----|----|
|  |          | D | A | W | 1  | 2  | 3  | 4+ |
| <b>ENGLISH</b>   |          |   |   |   |    |    |    |    |
| Teacher Assessment :   | school   | 0 | 0 | 0 | 17 | 53 | 30 | 83 |
| Teacher Assessment :   | national | 0 | 0 | 4 | 13 | 53 | 20 | 73 |
| <b>READING</b>   |          |   |   |   |    |    |    |    |
| Teacher Assessment :   | school   | 0 | 0 | 3 | 15 | 41 | 41 | 82 |
| Teacher Assessment :   | national | 0 | 0 | 4 | 14 | 54 | 28 | 82 |
| <b>WRITING</b>   |          |   |   |   |    |    |    |    |
| Teacher Assessment :   | school   | 0 | 0 | 5 | 18 | 59 | 18 | 77 |
| Teacher Assessment :   | national | 0 | 0 | 5 | 13 | 71 | 10 | 81 |
| <b>SPEAKING AND LISTENING</b>  |          |   |   |   |    |    |    |    |
| Teacher Assessment :   | school   | 0 | 0 | 0 | 9  | 58 | 33 | 91 |
| Teacher Assessment :   | national | 0 | 0 | 2 | 11 | 64 | 22 | 86 |
| <b>MATHEMATICS</b>   |          |   |   |   |    |    |    |    |
| Teacher Assessment :   | school   | 0 | 0 | 2 | 11 | 47 | 41 | 88 |
| Teacher Assessment :   | national | 0 | 0 | 2 | 9  | 61 | 26 | 87 |

| <b>SCIENCE</b>       |          |   |   |   |    |    |    |    |  |
|----------------------|----------|---|---|---|----|----|----|----|--|
| Teacher Assessment : | school   | 0 | 0 | 0 | 9  | 67 | 24 | 91 |  |
| Teacher Assessment : | national | 0 | 0 | 2 | 10 | 68 | 20 | 58 |  |

Key Stage 1 Core Subject Indicator – Teacher Assessment only. The percentage of pupils attaining at least level 2 in English or Welsh (first language), Mathematics and Science in combination.

In School 82%

In Wales 80%

D Pupils who have been disapplied under Sections 365-367 of the 1996 Education Act

A Pupils who were absent from the Tasks/Tests

W Pupils who are working towards Level 1

### **{~}D. The Evidence Base of the Inspection{tc "D... The Evidence Base of the Inspection " \f C \l 2}**

Before the inspection, meetings were held with staff, the governing body and the parents of pupils registered at the school. Six parents were present at the parents' meeting. Documents provided by the school were scrutinised and 81 questionnaires returned by parents analysed. A team of four inspectors were present for a total of 12 inspection days. In the course of the inspection 63 formal observations were made of lessons or part lessons. In addition, formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were held both inside and outside the classroom. Representative samples of pupils' work from all classes were scrutinised. Discussions were held with the headteacher and staff and teachers' plans and records were examined. Within the context of the inspection, reporting back meetings took place with the headteacher, staff and the governing body.

### **{~}E.Composition and Responsibilities of the Inspection Team{tc "E... Composition and Responsibilities of the Inspection Team " \f C \l 2}**

| <b>Inspector</b>                       | <b>Aspects of Responsibility</b>  | <b>Subject Responsibilities</b>   |
|--|---|---|
| Mrs L Millward<br>Registered Inspector | 1.0 Context<br>2.0 Main findings<br>3.1 Standards of Achievement<br>3.2 Key Skills<br>5.1 Quality of Teaching<br>6.1 Self-Evaluation<br>6.2 Leadership and Efficiency | Early Years<br>Science<br>Design and Technology<br>Information Technology |

|                                |  |  |
|--------------------------------|--|--|
|                                | 8.2 Key Issues   |  |
| Mrs K Godwin<br>Team Inspector | 5.2 Assessment,<br>Recording and<br>Reporting<br>5.3 Curriculum<br>5.5 Special Educational<br>Needs<br>6.3 Staffing,<br>Accommodation and<br>Learning Resources<br>8.1 Progress Since the<br>Last Inspection | English<br>Welsh Second Language<br>Art<br>Music<br>Physical Education |
| Mr I Lewis<br>Team Inspector   | 4.1 Spiritual, Moral,<br>Social and Cultural<br>Development<br>5.4 Support, Guidance<br>and Pupils' Welfare  | Mathematics<br>History<br>Geography<br>Religious Education             |
| Mr C Hewitt<br>Lay Inspector   | 4.2 Behaviour and<br>Attitudes<br>4.3 Attendance<br>5.6 Partnership with<br>Parents, the<br>Community,<br>Agencies and Other<br>Schools<br>5.7 Partnership with<br>Industry                                  |  |

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.