

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

A Report on the Quality of Education in

**Old Colwyn Junior C.P. School
Church Walks
Old Colwyn
Conwy
LL29 9RU**

School Number: 6622267

Date of Inspection: 04 November 2008

by

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Old Colwyn Junior C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Old Colwyn Junior C.P. School took place between 04/11/08 and 06/11/08. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Old Colwyn Junior School is situated in the centre of the urban village of Old Colwyn in the County Borough of Conwy, North Wales. It caters for children aged between seven and eleven years; most of whom transfer from the local infant school.
2. A significant number of pupils (40 per cent) travel from outside the immediate catchment area, including from the large Penlwyns estate which is described as socially and economically disadvantaged.
3. Pupils on entry display a broad range of academic, social and emotional development.
4. Nearly all pupils (99.5 per cent) come from homes where English is the main language. Less than one per cent come from a Welsh-speaking home or from an ethnic minority background.
5. Currently, there are 218 pupils on roll, 17 per cent of whom are entitled to receive free school meals. This percentage is just below the local and national averages. Following the national trend, the number of pupils on roll has been falling steadily over the last few years.
6. No pupils receive support teaching in English as a second language and two are 'looked after' by the local authority.
7. Forty-one pupils (19 per cent) have been identified as having special educational needs. Two (1 per cent) have a statement of special educational needs, 20 (9 per cent) are on 'school action' and 19 (9 per cent) on 'school action plus'.
8. Including the head teacher, there are eight full-time and four part-time teachers. Also, there are two full-time and one part-time teaching assistants.
9. The head teacher was appointed in September 1990 and the school was last inspected in November 2002.

The school's priorities and targets

Main Aims of the School:

10. We aim to help our pupils to develop lively, enquiring minds with:
 - A love of learning;
 - An ability to work hard, and
 - The determination to succeed.

11. The school's priorities and targets for 2008 – 2009 are to:
 - Continue to develop assessment and tracking procedures;
 - Implement the revised National Curriculum, schemes of work;
 - Develop individual target setting in English;
 - Prepare an action plan following the inspection report;
 - Revise report comment banks and review parents' consultation arrangements;
 - Review emergency evacuation arrangements, and
 - Produce induction procedures for the SENCO.

Summary

12. Old Colwyn Junior School is a very good school with many outstanding features, which include high academic and social standards, a high proportion of exceptional teaching and very effective leadership and management.

Table of grades awarded

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

Grades for standards in subjects inspected

Inspection Area	Grade
English	Grade 1
Welsh second language	Grade 2
Mathematics	Grade 2
Information technology	Grade 1
Geography	Grade 2
Art	Grade 1

13. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

14. Pupils with special educational needs (SEN) make good and sometimes very good progress in relation to their age and abilities and achieve the targets set in their individual education programmes (IEPs).
15. Standards and progress in the key skills of listening, speaking, writing and using information and communications technology are outstanding. Pupils make very good use of these skills across the curriculum. In reading and numeracy, standards and progress are good.
16. Pupils' bilingual skills and competence are well developed and effectively integrated into the life of the school. Their knowledge and understanding of the heritage and culture of Wales is good.

17. Most pupils are also aware of how well they are doing in their work. However, they are not fully involved in setting personal targets, particularly in the core subjects.
18. Analysis of benchmarking and value added data indicates that pupils make good and sometimes very good progress from entry to the end of the key stage.
19. Over the last three years, end of key stage assessment results in both English and mathematics show good improvement whilst maintaining the high standards in science. The core subject indicator (CSI) of pupils attaining level 4 or above in all three subjects, has also risen steadily and is consistently above local and national averages. The 2008, assessment results rose significantly and were well above local and national averages.
20. When compared to similar schools, (i.e. those with a similar percentage of pupils entitled to free school meals), the percentage of pupils attaining level 4 or above in all three subjects, was in the top 25 per cent.
21. The discrepancy between the performance of girls and boys varies from year to year and is carefully monitored by the school. There is little difference between the performance of other identified groups such as 'looked after' children and ethnic minority groups.
22. Pupils make outstanding progress in their moral and social skills and good progress in their spiritual and cultural skills.
23. The average attendance over the three terms prior to the inspection was 93.5 per cent, which met the target set by the school. This figure is just below local but above national averages.
24. Pupils' knowledge and understanding of the workplace and the local community is good. However, their entrepreneurial skills are underdeveloped.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	65%	4%	0%	0%

25. These figures are well above the national picture reported by HMCI in his latest annual report 2006-2007. The high quality teaching is a major strength of the school with outstanding teaching occurring in every year group.
26. The outstanding features of teaching include the highly imaginative and inspirational lesson content that fully engages all pupils, detailed planning of purposeful lessons and activities that closely match pupils' needs and teachers' high expectations, enthusiasm and subject knowledge.

27. Throughout the school, teachers stimulate and challenge pupils of all abilities extremely well. All teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their ability and backgrounds. The promotion of pupils' bilingual skills is good, with regular use of incidental Welsh during registration, assemblies, lessons and playtimes.
28. Teachers have extremely good up-to-date subject knowledge through regular in-service training and their knowledge and understanding of the new national curriculum is very good.
29. The quality of assessment is good. Assessment is used well, both to inform future plans and to keep track of pupils' attainment. Assessment procedures for pupils with additional learning needs are very good.
30. Teachers mark pupils' work regularly. However, the standard of teachers' marking is inconsistent. Pupils' involvement in assessing their own work is underdeveloped.
31. Annual reports to parents are informative and conform to statutory requirements.
32. The curriculum is well planned. It is extremely broad, balanced and relevant, and the detailed schemes of work cater well for the whole range of pupils' needs. The curriculum meets legal requirements, including those for religious education and collective worship. Sex education is provided in accordance with the school's policy. Partnership with parents, the community and schools is good. Sustainable development is promoted well. However, global citizenship is in the early stages of formal development.
33. The care, support and guidance offered by the school is outstanding and makes a significant contribution to the well being of pupils. It is a happy community where pupils feel valued and cared for. The inclusive ethos of the school ensures that equality and fairness permeates the life and the work of the school. Induction programmes developed by the school to help new pupils settle in quickly are outstanding.
34. The school council is involved in some decision making opportunities. However, these are currently limited in scope and do not develop decision making and entrepreneurial skills sufficiently.
35. The school's provision for the healthy development, safety and well being of all pupils is good. There are effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment.
36. The quality of the provision for pupils with special education needs is good with outstanding features. The thoroughness with which such pupils are identified and assessed and the effectiveness of the support provided are both exceptional features.

Leadership and management

37. The very experienced head teacher provides high quality of leadership. His management is purposeful and knowledgeable and he is dedicated to raising standards in both teaching and learning.
38. He is extremely well supported by a very effective senior management team which includes a deputy head teacher and an assistant head teacher, who provide strong role models for staff and pupils.
39. The overall quality of leadership by staff with management responsibilities, subject leaders and governors is excellent. This strong teamwork effectively supports pupils and enables them to make very good progress. This is an outstanding feature.
40. The governing body is extremely capable and competent and very supportive of the school. It has an extremely clear understanding of its role and discharges its responsibilities very effectively.
41. Highly effective procedures are in place to enable the school to evaluate its own work and to plan for improvements. The school's self-evaluation report clearly identifies the sources of evidence to support the answers for each key question. It is concise yet comprehensive, and accurately identifies where improvements are needed.
42. The report informs the school's development plan with clear targets and priorities for improvement. Consistent improvements over the past three years, particularly in pupils' information communications technology (ICT) and creative skills, are a direct result of plans and actions.
43. The inspection team agreed with the judgements made by the school in all seven key questions. The school has made excellent progress since the last inspection. All the key issues have been fully addressed.
44. The school has a sufficient number of well-qualified and well-experienced teachers and support staff to meet the learning needs of all pupils, including those with special needs. They are well deployed. The highly proficient administration team provides valuable support for the head teacher in the efficient running of the school.
45. The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out. They have a very good impact on pupils' learning.
46. The quality and range of learning resources and the effectiveness with which they are used to support learning is outstanding. The accommodation is of good quality and adequate for the number of children on roll.
47. Arrangements for budget management are outstanding and governors demonstrate exceptional expertise in the way they carry out their duties. They have an in-depth knowledge of the organisation of the school and the processes associated with its financial management are outstanding. The school provides exceptional value for money.

Recommendations

48. In order to improve, the school needs to:

R1 * Continue to raise standards in subject areas;

R2 * Further develop specific individual targets for pupils in the core subjects and ensure marking is consistent across the school;

R3 Provide more opportunities to improve pupils' entrepreneurial skills, and

R4 * Continue to raise pupils' awareness of sustainable development and global citizenship.

*These have already been identified for improvement in the school's recent development plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

49. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
50. Pupils' standards of achievement in the subjects inspected during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

51. These figures are above those published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are good or better (grade 1 and 2) in 80 per cent of lessons and standards are outstanding (grade 1) in 10 per cent of lessons.
52. Standards of achievement in the subjects inspected are as follows:

Inspection Area	Grade
English	Grade 1
Welsh second language	Grade 2
Mathematics	Grade 2
Information technology	Grade 1
Geography	Grade 2
Art	Grade 1

53. Pupils with special educational needs (SEN) make good and sometimes very good progress in relation to their age and abilities and achieve the targets set in their individual education programmes.
54. Standards and progress in the key skills of listening, speaking, writing and using information and communications technology are outstanding. Pupils make very good use of these skills across the curriculum. In reading and numeracy, standards and progress are good.
55. Pupils' bilingual skills and competence are well developed and effectively integrated into the life of the school. Their knowledge and understanding of the heritage and culture of Wales is good.
56. It is very evident from discussions with pupils that they are fully aware, and appreciate, that all pupils are treated the same and given the same opportunities. Most pupils are also aware of how well they are doing in their work. However, they are not fully involved in setting personal and learning targets particularly in the core subjects.

57. Analysis of benchmarking and value added data indicates that pupils make good and sometimes very good progress from entry to the end of the key stage. In 2008, pupils made significantly better than expected progress in all of the three core subjects.
58. Over the last three years, end of key stage assessment results in both English and mathematics show good improvement whilst maintaining the high standards in science. The core subject indicator of pupils attaining level 4 or above in all three subjects, has also risen steadily and is consistently above local and national averages. In 2008, assessment results rose significantly and were well above local and national averages.
59. When compared to similar schools, (i.e. those with a similar percentage of pupils entitled to free school meals), the percentage of pupils attaining level 4 or above in all three subjects, was in the top 25 per cent.
60. The discrepancy between the performance of girls and boys varies from year to year and is carefully monitored by the school. There is little difference between the performance of other identified groups such as 'looked after' children and ethnic minority groups.
61. Pupils are making exceptional progress in their problem-solving and creative skills due to the high priority given to promoting these across the school.
62. Pupils' behaviour and their attitudes towards learning are good features of the school and contribute significantly to the standards pupils achieve and to the quality of life in the school. The school is a happy, caring and orderly community where pupils demonstrate care, respect and courtesy towards all involved in the life and work of the school.
63. Pupils listen carefully to their teachers, settle quickly to task and sustain concentration. They take pride in their achievements and know teachers appreciate their efforts and work.
64. Pupils make outstanding progress in their moral and social skills and good progress in their spiritual and cultural skills.
65. The average attendance over the three terms prior to the inspection was 93.5 per cent, which met the target set by the school. This figure is just below local but above national averages. It is below the Welsh Assembly Government target. Most pupils are punctual at the start of the day and lessons start on time.
66. In discussions, pupils showed good awareness of equal opportunity issues and respect for other faiths and cultures. Pupils' knowledge and understanding of the workplace and the local community is good. However, their entrepreneurial skills are underdeveloped.

The quality of education and training

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

Grade 1: Good with outstanding features

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

68. In the 26 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	65%	4%	0%	0%

69. These figures are well above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons and outstanding in 14 per cent of lessons. The high quality teaching is a major strength of the school with outstanding teaching occurring in every year group.

70. The outstanding features of teaching include the:

- highly imaginative and inspirational lesson content that fully engages all pupils;
- excellent relationships between staff and pupils;
- continuous use of praise and encouragement to raise pupils' self-esteem;
- detailed planning of purposeful lessons and activities that closely match pupils' needs; and
- teachers' high expectations, enthusiasm and subject knowledge.

71. Throughout the school, teachers stimulate and challenge pupils of all abilities extremely well; this is an outstanding feature. They set clear and appropriate time limits for them to complete tasks, which ensure that lessons progress at a good pace. Teaching Assistants are used effectively and have a significant effect on pupils' progress.

72. Teachers' use of extra-curricular activities, educational visits, visitors and artefacts is a good feature and these stimulate pupils' interest and knowledge in their lessons extremely well.

73. All are committed to providing excellence in standards of teaching and learning. They make lessons interesting and ensure that learning is often fun. As a result most pupils demonstrate high levels of motivation and self-confidence during lessons.

74. All teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their ability and backgrounds.

75. The promotion of pupils' bilingual skills is good, with regular use of incidental Welsh during registration, assemblies, lessons and playtimes. Pupils are praised and rewarded for using Welsh phrases and vocabulary during the day and this promotes their confidence to use the Welsh language.
76. Teachers have extremely good up-to-date subject knowledge through regular in-service training and their knowledge and understanding of the new national curriculum is very good.
77. The assessment requirements of the National Curriculum are fully met and due regard is given to the SEN Code of Practice. Arrangements to strengthen teachers' assessment skills are well established with regular moderation meetings taking place with local primary and secondary schools.
78. The quality of assessment is good with no important shortcomings. It is carefully linked to intended learning objectives, which are shared with pupils at the outset. Assessment is used both to inform future plans and to keep track of pupils' attainment. Standardised tests are used to track pupils' progress and, by carefully analysing pupil performance data, teachers are able to adjust future planning.
79. Assessment procedures for pupils with additional learning needs are very good. Appropriate tests accurately diagnose pupils' additional needs and teachers write individual education plans accordingly. As a result, these pupils make good, and sometimes very good, progress.
80. Teachers mark pupils work regularly. However, the standard of teachers' marking is inconsistent. It often focuses on pupils' efforts rather than their progress towards learning objectives. Pupils' involvement in assessing their own work is underdeveloped.
81. Annual reports to parents are informative and conform to statutory requirements. However, in a minority of examples, they over-emphasise the work pupils have covered rather than the standards they attained.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
83. The curriculum is very well planned. It is broad, balanced and relevant, and the detailed schemes of work cater well for the whole range of pupils' needs. The curriculum meets legal requirements, including those for religious education and collective worship. Sex education is provided in accordance with the school's policy.

84. There are very good arrangements to ensure that all pupils make good progress in acquiring basic and key skills. Teachers' plans identify opportunities for pupils to develop their communication, numeracy and ICT skills. Recent developments are now in place and give pupils greater opportunity to work independently.
85. All pupils have equal access to all areas of the curriculum. Pupils are encouraged to participate in a very wide range of sporting, musical and artistic extra-curricular activities, which enhance the curriculum. These clubs are well supported by all pupils.
86. Nearly all pupils take part in many visits which enrich the curriculum, including residential visits to Nant Bwlch yr Haearn outdoor pursuits centre and the *Urdd* camp at Glan Llyn. The range and quality of the out-of-hours and off-site provision is a strength of the school and enhances children's learning.
87. Pupils' personal and social skills are developed well throughout the school. As a result of regular personal and social education sessions and circle time, pupils are made to feel that their contribution to the life of the school is valued. Personal and social education is used sensitively to discuss such issues as social disadvantage and to challenge stereotyping. The Playground Pals play an important role in ensuring that playtimes are congenial and well-ordered.
88. The daily acts of collective worship help to promote pupils' spiritual and moral development well, although opportunities for quiet contemplation are occasionally missed. Pupils' cultural development is well provided for. Welsh culture features strongly in the curriculum. The school's endeavours to raise pupils' awareness of other cultures are improving.
89. The promotion of pupils' bilingual skills is good, with regular use of incidental Welsh during registration, assemblies, lessons and playtimes. The *Cwricwlwm Cymreig* is well integrated and developed across the school.
90. Links with parents, the community and schools are effective. Parents are invited to two consultations each year and receive a written report at the end of the summer term. Relevant information is displayed on notice boards in each playground. There are very effective links with both the feeder infants' school and the receiving secondary school. The school choir regularly performs for members of the local community during the year.
91. Good provision exists for work-related education despite the loss of many local manufacturers. There are beneficial links with three local supermarkets and a number of visitors have spoken to pupils about their work. Careers Wales continue to support staff development with various projects in the community.
92. Sustainable development is promoted well. The school has an established environmental wildlife garden, recycling paper bins, compost bins and a programme of bulb planting linked to monitoring global warming. Global citizenship is in the early stages of formal development.

93. Entrepreneurial skills are developing in year six with some opportunities in year five. The school council is involved in some decision making opportunities. However, these are currently limited in scope and do not develop decision making and entrepreneurial skills sufficiently throughout the school.
94. The school makes good provision to lay the foundations of lifelong learning and community regeneration. Pupils are very well prepared for their transition to high school.

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

Grade 1: Good with outstanding features

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
96. The care, support and guidance offered by the school is one of its outstanding features. It is a happy community where pupils feel valued and cared for. In discussions with pupils and the school council, they said they were confident that any concerns would be treated seriously and dealt with quickly and effectively.
97. Partnerships with parents and carers are good. Parents at the pre-inspection meeting and nearly all those that returned the questionnaires were very positive in their support.
98. The school has a democratically elected School Council, which meets regularly and discusses possible improvements to the school. The views of members are considered and often implemented.
99. Induction programmes developed by the school to help new pupils settle in quickly are outstanding. Year two pupils from the infant school come up every week to use the computer suite. They are also invited to various activities throughout the year. The head teachers of both schools sit on both governing bodies and are well aware of what is happening in each school, ensuring a smooth transition between the schools. Pupils arriving outside normal admission times are allocated a 'minder' on arrival and are quickly integrated into school life.
100. The procedures for monitoring behaviour and performance are good, whilst procedures for monitoring punctuality and attendance are outstanding. They are part of an attendance project piloted by the county education welfare service and are closely monitored and supported by the service. A very high profile is placed on punctuality and regular attendance and is having an impact on raising levels of attendance. The electronic registration system is used to very good effect and records are well kept and accurate.

101. The school achieved the target it set for 2007/8 and has set an appropriate target for 2008/9. There is also a system in place called 'SchoolComms', which is electronic messaging to parents by e-mail or text if a child is absent with no explanation. Attendance is regularly promoted within school and rewarded.
102. The school's provision for the healthy development, safety and well being of all pupils is good. The school has been involved in the healthy schools initiative for three years and many of the principles are firmly embedded in school life. Pupils have a choice of healthy meals and snacks at break time. Chilled water is available throughout the day. The Timber Trail provides good exercise opportunities and is very well used by pupils. There are two named first aiders and all staff have received emergency first aid training. Appropriate security measures are in place.
103. The deputy head teacher is the co-ordinator for child protection and together with the head teacher is trained to the appropriate level. This training is updated annually and cascaded down to all staff. There is a governor with responsibility for child protection and a school policy in line with local and all Wales procedures. All staff are Criminal Records Bureau checked.
104. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. The police liaison officer is a regular visitor to the school, delivering a rolling programme on how to keep safe and strategies on how to deal with bullying or harassment. In discussions pupils were firm in their view that bullying or discrimination of any kind would not be tolerated. They would be confident to report such incidents in the knowledge that they would be dealt with promptly and fairly.
105. The quality of the provision for pupils with special education needs is good with outstanding features. The thoroughness with which such pupils are identified and assessed and the effectiveness of the support provided are both exceptional features.
106. The special needs co-ordinator works very effectively with class teachers and learning support staff. Together they are an efficient and effective team and provide high quality support for all pupils that need it. As a result, pupils with SEN make good and sometimes very good progress in achieving their learning goals. All statutory requirements are fully met.
107. There is very good liaison with the feeder infant school enabling continuity of support when pupils with SEN move up to the junior school.
108. Diagnostic testing is applied rigorously in order to identify the specific needs of pupils who need help. The SENCO has undergone training in cognitive testing and this has speeded up the support given to pupils who would have otherwise had to wait for the intervention of the county's Educational Psychological Service.

109. In addition to literacy screening, screening for basic maths is also carried out to provide well-focused interventions for pupils who have numeracy problems. Such support enables pupils to become confident learners and overcome their difficulties successfully.
110. Individual education plans are well focused and have clear targets for improvement. Children are aware of what they need to do to improve through the target cards they keep with them.
111. Parents are kept well informed of what the school does to help their children. They have copies of their children's individual education programmes and are encouraged to help in the process of supporting their learning. Parents' presence is always sought at the regular meeting when their children's progress is reviewed.
112. Normally, individual education programmes are reviewed half yearly. However, if the targets set have been achieved early then further targets are applied to the individual education programmes to ensure continued progress. Pupils are regularly removed from the SEN register as their needs are satisfied.
113. Support and provision for pupils, both within the class and during withdrawal sessions, are outstanding features. The quality and sensitivity of the support enables pupils to be visibly well motivated, confident and eager to improve. They are exultant when they succeed and, as a result, pupils make measurable progress in meeting the targets set for them as indicated on the efficient tracking system maintained by the SENCO.
114. Very good links exist between the school and outside agencies whose expertise is used to good effect for the benefit of pupils with SEN when the needs arise.
115. The quality of the school's provision for equal opportunities is good. The inclusive ethos of the school ensures that equality and fairness permeates the life and the work of the school. There is an appropriate equal opportunities policy, which also supports positive attitudes towards racial equality
116. The school takes good account of pupils' social, ethnic, linguistic and educational backgrounds and is successful in promoting gender equality and challenging stereotypes.
117. The school is aware of the need to ensure that pupils with a disability are treated equally and ensures that they are not disadvantaged whilst in school. The school's policy and action plan are clear and understood by all staff.
118. The school has a suitable policy and action plan for diversity that provides well for the development of pupils' understanding of this aspect.

Leadership and management

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

Grade 1: Good with outstanding features

119. The findings of the inspection team agree with the grade awarded by the school in its self-evaluation report.
120. The very experienced head teacher provides high quality of leadership. His management is purposeful and knowledgeable and he is dedicated to raising standards in both teaching and learning. By virtue of his own industry and enthusiasm, he has the respect and loyalty of staff, governors, parents and pupils alike.
121. He is extremely well supported by a very effective senior management team which includes a deputy head teacher and an assistant head teacher who provide a strong role model for staff and pupils. They ably assist the head teacher to monitor the quality of teaching across the school as well as having a range of other responsibilities.
122. The overall quality of leadership by staff with management responsibilities, subject leaders and governors is excellent. This strong teamwork effectively supports pupils and enables them to make very good progress. This is an outstanding feature of the school's work.
123. The values and aims of the school, based on encouragement and respect, are evident in every aspect of the life in the school and the conduct of those who work there.
124. Staff work closely together in year-group teams and support each other very well. Roles and responsibilities are very clearly understood. Subject leaders carry out their roles extremely well and manage their resources very effectively. They work very closely with governors.
125. Staff including classroom assistants, receive very good training and development through the school's performance management system. They are encouraged to select training courses to suit their own developmental needs as well as the priorities of the school. This is an outstanding feature.
126. The school takes good account of the Welsh Assembly Government's priorities and works closely with local schools. This is highly evident in the regular moderation meetings with staff from local primary and secondary schools.
127. The governing body is extremely capable and competent and very supportive of the school. It has a clear understanding of its role and discharges its responsibilities very effectively. Governors know the strengths of the school and areas for development because they self-evaluate well. They are fully

aware of how their standards compare with other schools both locally and nationally. They receive detailed information from the head teacher and they ask suitably challenging questions.

128. Governors have a good understanding of recent developments in the subjects for which they have responsibilities. They set the strategic direction for the school very well through working with the head teacher to draw up an effective School Development Plan.
129. The governing body meets regularly throughout the school year and fulfils all regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team agree with the grade awarded by the school in its self-evaluation report.
131. The head teacher, governors and staff are fully committed to improving standards and a very positive culture of self-evaluation has been developed. There are agreed values and norms about all aspects of school life, particularly pupils' learning and behaviour.
132. Highly effective procedures are in place to enable the school to evaluate its own work and to plan for improvements. The outcomes are based on first-hand experience and involve most of those who have an interest in the school's work. The involvement and views of parents and pupils is at an early stage of development.
133. Subject leaders regularly scrutinise pupils' work and teachers' planning documents, and gather exemplars of good practice in a very broad range of subject portfolios. A rolling programme of classroom observations to monitor teaching and learning is undertaken by the management team. Each subject area has been carefully evaluated to identify strengths and areas for development.
134. The analysis of assessment records, including end of key stage tests, helps to identify trend and shortcomings and there is a very effective and useful system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
135. The school's self-evaluation report clearly identifies the sources of evidence to support the answers for each key question. It is concise yet comprehensive, and accurately identifies where improvements are needed. The inspection

team agreed with the judgements made by the school in all seven key questions.

136. The report informs the school's development plan with clear targets and priorities for improvement. The school development plan is a very good working document and the targets set are realistic and are regularly reviewed and monitored by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
137. Consistent improvements over the past three years, particularly in pupils' ICT and creative skills, are a direct result of plans and actions.
138. The school has made excellent progress since the last inspection. All the key issues have been fully addressed. The quality of teaching and learning has been significantly improved and a high quality of leadership and management has emerged.

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

Grade 1: Good with outstanding features

139. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
140. The school has a sufficient number of well-qualified and well-experienced teachers and support staff to meet the learning needs of all pupils including those with special educational needs. They are well deployed.
141. The caretaker, cleaners, canteen staff and lunchtime support team are valued members of the staff and make an important contribution to the daily life of the school. The highly proficient administration team provides valuable support for the head teacher in the efficient running of the school.
142. Performance management is used well to meet the professional needs of teachers and to support priorities within the school. Teachers and support staff receive appropriate levels of training, which is extremely well managed and very successful.
143. The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out. They have a good impact on pupils' learning. Workload initiative funding is well used to provide support for teachers and therefore meets statutory requirements.
144. The quality and range of learning resources and the effectiveness with which they are used to support learning is outstanding. The very well equipped computer suite is used intensively and effectively to promote the very high standards of knowledge and understanding pupils possess in ICT. The library is very well stocked and provides very good facilities for research.

145. The accommodation is of good quality and adequate for the number of children on roll. It is fully and effectively used by teachers and classroom assistants.
146. Spare classrooms, the result of falling rolls, are very efficiently used for a multitude of purposes. They provide valuable additional work areas for small groups. Pupils with Special Educational Needs particularly benefit from such facilities, which support the good, and often very good, progress these pupils make.
147. Spare classrooms also provide ample space for teachers to use during their preparation, planning and assessment time. Such areas help teachers to maintain the high standards of teaching to be found in the school.
148. There are colourful and attractive displays throughout the school, which enhance the learning environment. The hall is of a good size and provides a suitable venue for acts of collective worship and assemblies.
149. The outdoor secure play areas zoned for different activities are large and provide ample space for play. The "Timber Trail" is well used by pupils at break-times and they enjoy the challenging physical activity it demands.
150. Arrangements for budget management are outstanding and governors demonstrate exceptional expertise in the way they carry out their duties. They have an in-depth knowledge of the organisation of the school and the processes associated with it. This provides an important backdrop against which to base their support for proposed spending decisions.
151. Governors, through their finance sub committee, monitor school finance keenly to ensure that spending matches priorities for improvement. They support the head teacher and his staff in reviewing such priorities and are very successful in their role as a critical friend.
152. Although the school seeks to get the best value by purchasing through the organisation 'Buy4Wales', nevertheless better savings elsewhere are often sought and are rigorously assessed to ensure best value.
153. Spending is well rooted in the priorities identified in the school's self-evaluation process through the school development plan. The head teacher, his staff and governors ensure that resources are used wisely and efficiently and in the best interests of pupils who attend the school.
154. Financial management is outstanding. This, taken together with the good and often very good progress pupils make and the well above average they attain, ensures the school provides exceptional value for money.

Standards achieved in subjects and areas of learning

English

Grade 1: Good with outstanding features

Outstanding features

155. Throughout the school pupils, including the less able and those with special educational needs, develop their speaking and listening skills exceptionally well. All pupils listen to their teachers and to one another intently, permitting them to make well focused contributions to lessons and in the many discussion groups in which they participate.
156. Many older pupils across the ability range develop their speaking skills to exceptionally high levels of competence. This enables them to translate thought into language very effectively. When, for example, older pupils discuss poetry such as narrative in 'The Highwayman' by Alfred Noyes, they identify significant metaphorical features accurately. Their oral response to the poem reflects nuance and the emotional impact of the poem with much empathy.
157. Pupils across the key stage develop exceptional skills in writing in a rich range of genre. Pupils in the lower part of the key stage make outstanding progress in their understanding of story through oral presentation of a repeat pattern story such as 'The Papaya Who Spoke'. Together they show exceptional levels of innovation in planning their own version.
158. Pupils in the upper part of the key stage write poetry of very good quality using a rich range of stimuli. They show exceptional understanding of literary texts such as MacBeth when writing in different formats. Most pupils at the end of the key stage show high levels of understanding of the need to use comparative and superlative words and alliteration to make their leaflets about places or events attractive to a wide range of readers.

Good features

159. Pupils in the lower part of the key stage express a real enjoyment of reading. Less able pupils approach reading activities with much confidence and read with good levels of fluency. They are well able to explain what has gone before in the story sequentially and have good ideas about what might happen later in the book.
160. More able pupils show much absorption in the books they read. They have good ideas about what makes a good story and can describe the genre of books they prefer to read and name the authors.
161. Pupils in the upper part of the key stage continue to develop their response to books very effectively. They are well-motivated readers and are knowledgeable about the writing styles of a good range of authors. They successfully cope with challenge in the texts they read and often use their literary understanding gained from previous reading to explain plot

development. Most pupils have a good understanding of the format of non-fiction and use it well to search and select text.

Shortcomings

162. There are no important shortcomings.

Welsh second language

Grade 2: Good features and no important shortcomings

Good features

163. As they progress through the school, pupils, including those with special needs, use the language with increasing accuracy and confidence for a range of purposes and in a variety of context. They use incidental Welsh effectively during registration periods and social occasions. They sing a range of songs and hymns with clarity, confidence and enjoyment.
164. All pupils listen extremely well during question and answer sessions with the teacher or with each other.
165. Most pupils understand a variety of everyday classroom instructions and questions, responding accurately. They correctly ask and answer questions about the weather, their feelings and their personal details, using a wide range of vocabulary and sometimes using the past tense.
166. Older pupils hold extended conversations when discussing their likes and dislikes of a range of foods, hobbies and activities. They extend sentences with different conjunctions and explain the reasons for their answers to simple questions.
167. They complete a succession of written tasks in their workbooks correctly.
168. Their ability to count, tell the time and create simple dialogues using learnt language patterns is developing well.
169. Most pupils speak and read with clear pronunciation and intonation and their attitude to learning Welsh is generally positive and enthusiastic.

Shortcomings

170. Although there are no important shortcomings, some pupils have difficulty writing independently.

Mathematics

Grade 2: Good features and no important shortcomings

Good features

171. Pupils reinforce their work in numeracy well with an increasing understanding of patterns and relations. Good use is made of appropriate language and terminology.
172. Their understanding of place value is good and older pupils are beginning to master more complex calculations, including the use of negative numbers. They can calculate the mode, mean and range of a list of numbers.
173. Most are confident using fractions and decimals and the more able understand the relationship between them and percentages.
174. Most pupils confidently collate data, create different forms of graphs and correctly answer questions based on their findings.
175. The majority of pupils deal effectively with tasks appertaining to number, shape and measurement.
176. They measure the perimeter and area of regular and irregular shapes correctly, use standard measures confidently and use co-ordinates to find or fix a position accurately. Their ability to correctly name, estimate and measure various angles is good.
177. They are developing a wide range of problem-solving strategies, identifying and using the appropriate operations.

Shortcomings

178. There are no important shortcomings.

Information technology

Grade 1: Good with outstanding features

Outstanding features

179. Nearly all pupils across the key stage use a rich range of software to develop their ICT skills exceptionally well. They use computer software expertly in checking in and out the books they borrow from the school library. They are also able to use the technology very effectively in order to check the availability and location of specific books organised in the Dewy system.
180. Many pupils throughout the school show exceptional confidence in applying their skills for a rich range of purposes. Pupils in upper part of the key stage make outstanding progress in the development of advanced ICT skills. They are very familiar with the operations needed to use spreadsheets. They use

the correct vocabulary when using them very successfully in problem-solving work.

181. They use Apple Mac computers and appropriate software to design their own comics using digital photographs of memorable events. They develop the skill of distorting photographs, sequencing and inserting speech bubbles extremely effectively. They operate video techniques very well to film and then evaluate the performance of gymnastic sequences.
182. Many pupils at the end of the key stage can skilfully prepare multimedia presentations. They use hyperlinks very effectively, to create interactive connectives in their presentations. They successfully select and import text, graphics, sound and video clips into their work. Pupils at the end of the key stage successfully use video conferencing techniques with a school in Canada.

Good features

183. Pupils early on in the key stage are well aware of the presentation possibilities for texts they want to create in their word processing activities. They select font style, size and colour perceptively and import appropriate pictures from the Internet or from clip-art packages independently to enhance the quality of their work. They evaluate their efforts and adjust them when needed.
184. They access programs such as “The Crystal Rainforest” to skilfully develop their approach to Logo. They use their understanding of co-ordinates and angles confidently to problem-solve situations they find there.

Shortcomings

185. There are no important shortcomings.

Geography

Grade 2: Good features and no important shortcomings

Good features

186. Most pupils in the lower key stage when they study the local area show a good understanding of the conflicting demands of residents, tourists and developers with regard, for example, to the building of a new supermarket. They make good use of large scale maps to suggest ways of solving traffic congestion in Old Colwyn.
187. In their study of the Indian village of Chembakolli, pupils in the lower key stage develop a good understanding of the lives of people in less economically developed countries. The majority make sensible comparisons with their own lives, but realise that their homes, family lives, education and health contrast markedly with those of children in Chembakolli.
188. In the upper key stage, most pupils show very good understanding of the topological features of the Snowdonia National Park. Many can correctly

identify and name examples of mountains, rivers and lakes and other physical features.

189. The majority of pupils are able to describe clearly the importance of tourism to the area and are able to compare the resident population with the influx of tourists, using the capacity of the Millennium Stadium as a measure.
190. Pupils throughout the key stage develop a good understanding of the features of coasts, mountains and rivers; they use correct vocabulary and can confidently identify them in aerial photographs, satellite images and maps.
191. Most pupils acquire good mapping skills. Using a range of different maps, the majority of pupils in the upper key stage understand symbols, scale and grid references, and correctly interpret information. Most pupils are able to use keys well and recognise that heights and slopes are indicated by contour lines.

Shortcomings

192. There are no important shortcomings.

Art

Grade 1: Good with outstanding features

Outstanding features

193. Standards in art are outstanding. Pupils' work shows progressively skilful use of line, colour, pattern, texture and shape in a wide range of styles and for a wide range of purposes.
194. Nearly all pupils demonstrate increasing skill and confidence in working in a range of media. Pupils use sketchbooks very well to develop their observational skills. Through focused practice in handling pencils, charcoal, pastels, paints and natural objects, pupils successfully acquire the ability to produce creative visual effects in their large-scale work.
195. All pupils study and have a good knowledge of the works of many famous Welsh artists and craft workers, such as Kyffin Williams and Catrin Williams, in addition to the work of a wide range of artists from other cultures and periods. The skilful way in which many pupils interpret and emulate the styles of Lowry and Picasso is outstanding.

Good features

196. Throughout the key stage, pupils make very good progress in drawing figures and portraits. By the end of the key stage, the majority of pupils have a very good grasp of proportion and can make good representations of figures in motion.
197. Pupils apply their good understanding of perspective well to create very good landscapes.

198. Working alongside visiting artists, pupils produce colourful tapestries by creatively weaving strips of coloured fabric.
199. Pupils in upper key stage 2 use wax-resist techniques imaginatively and also produce images based on ancient Egyptian art.
200. Pupils in each year produce imaginative 3D items from a range of materials.
201. Older pupils make very good use of ICT to produce, for example, pointillist effects, which emulate the style of Georges Seurat.
202. Throughout the key stage, all pupils take part in a “class gallery”, using appropriate vocabulary well to discuss and evaluate their own work and that of others sensitively.

Shortcomings

203. There are no important shortcomings.


School's response to the inspection

The head teacher, staff and governing body of Ysgol Iau Hen Golwyn – Old Colwyn Junior School would like to thank the registered inspector and his team for the professional and approachable manner in which they carried out their thorough inspection of our school.

All of us at our school are very proud of the findings of the inspection team and welcome their judgement that Ysgol Iau Hen Golwyn is a very good school with many outstanding features which include high academic and social standards, exceptional teaching and very effective leadership and management. We are reassured that the inspectors agreed with all elements of our self-assessment and acknowledged that in our development planning we had already identified areas for improvement that appear in the recommendations.

The school will act on the recommendations and a copy of the school's revised development plan in response to the inspection recommendations will be issued to all parents. The governor's annual report to parents will report on the progress the school makes on each of the recommendations.

As a school, we will endeavour to maintain the high standards and quality of provision that have been identified throughout the report.



Appendix 1

Basic information about the school

Name of school	Old Colwyn Junior C.P. School
School type	Nursery and Primary
Age-range of pupils	7 – 11 years
Address of school	Church Walks, Old Colwyn, Conwy
Postcode	LL29 9RU
Telephone number	01492 516258

Head teacher	Mr David Roberts
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mr Richard Williams Conwy CBC
Registered inspector	Merfyn Douglas Jones
Dates of inspection	4 th – 6 th November 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	n/a	n/a	n/a	n/a	59	57	49	52	217

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	10.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:29

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	n/a	n/a	92.7%
Spring 2008	n/a	n/a	94.9%
Summer 2008	n/a	n/a	92.9%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008										Number of pupils in Y6	64
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School		0		0	0	0	12.5	56.3	31.3
		National							15.6	51.3	28.5
Welsh	Teacher assessment	School							n/a	n/a	n/a
		National							n/a	n/a	n/a
Mathematics	Teacher assessment	School							7.8	62.5	29.7
		National							14.7	51.4	29.9
Science	Teacher assessment	School							7.8	68.8	23.4
		National							11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	85.9%	In the school	n/a
In Wales	75.5%	In Wales	n/a

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of four inspectors, including a lay inspector, inspected the school over ten inspector days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Thirty-seven questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Twenty-six lessons were observed over the three days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas-Jones Registered Inspector	Key Questions: 1, 2, 5 and 6 Subjects: Mathematics, Welsh as a Second Language
Mr Kerry Knapper Team Inspector	Key Questions: 4 and 7 Subjects: English, IT
Mr Chris Dolby Team Inspector	Key Question: 3 Subjects: Geography and Art
Mrs Justine Barlow Lay Inspector	Supporting key questions 1, 3 and 4
Mr David Roberts Nominee	Providing evidence and support

The contractor was

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Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.