

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

A Report on the Quality of Education in

**Ysgol Glan Conwy
Ffordd Top Llan
Conwy
LL28 5ST**

School Number: 6622225

Date of Inspection: 28/04/09

by

**Alan Walters
79668**

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

The inspection of Ysgol Glan Conwy took place between 28/04/09 and 30/04/09. An independent team of inspectors, led by Alan Walters 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 **full** 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 Glan Conwy primary school is situated in the rural village of Glan Conwy and is maintained by Conwy Local Authority (LA).
- 2 The school provides full time education for 75 pupils aged 4-11 and part time education for 6 nursery pupils aged 3 – 4 years. This is a decline in pupil numbers since the previous inspection which took place in May 2003
- 3 The area is described as one that is neither prosperous nor disadvantaged. The percentage of pupils eligible to receive free school meals (FSM) is 5%.
- 4 Pupil intake covers the full ability range. About 33 % of pupils have been identified as having additional learning needs (ALN) and 2 of these pupils have a statement of SEN
- 5 All pupils come from homes where English is the main language spoken. Although English is the main teaching medium within school 30% of teaching time in classes is delivered through the medium of Welsh.
- 6 During the period of the inspection two experienced members of staff were away from school, one on maternity leave and the other deputising as a headteacher in another Conwy school at the request of the LA.

The school's priorities and targets

- 7 In its 2008-2011 School development plan (SDP) the school highlights the following as the main priority areas:-
 - update schemes of work in a three year rolling programme;
 - develop pupils scientific investigative skills at KS2;
 - raise the composing and performance skills of pupils in music at both Key stages;
 - ensure that there is equitable provision of ICT across the curriculum, and
 - develop further outdoor provision for the Foundation Phase.

Summary

8. Ysgol Glan Conwy is a good school that serves its community well. It has maintained its good standards and progressed well the key issues highlighted in the previous inspection.

Table of grades awarded

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

- 9 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12.5%	87.5%	0%	0%	0%

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Areas of learning for under-fives

Areas of learning	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

- 11 In Key stage 1 and key stage 2 in the subjects inspected, standards of achievement are as follows:

	Key stage 1	Key stage 2
Inspection Area	Grade	Grade
English	2	2
Welsh Second Language	2	2
Mathematics	2	2
Science	2	2
Information and communications technology	2	2
Design and technology	2	2
History	2	2
Geography	2	2
Art and design	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

- 12 Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well taking account of their ability.
- 13 Pupils' overall development of key skills is good with no important shortcomings.
- 14 All pupils have a good understanding of what they need to do to improve their work and what progress they are making. Pupils are developing very well as independent learners and throughout the school reach agreed learning goals and targets.
- 15 All pupils' personal social and learning skills are good with outstanding aspects. They have positive attitudes to each other and to adults.
- 16 All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves.
- 17 All pupils have good attitudes to learning and show a good interest in their work.
- 18 Pupils demonstrate good behaviour. They show respect for their teachers and visitors.
- 19 Attendance levels across the last three full terms have good features that outweigh shortcomings and are 93.3 %.
- 20 Pupils' awareness of the world of work and the workplace shows good features that outweigh shortcomings
- 21 All pupils are punctual; registration is conducted efficiently and pupils settle quickly to their lessons.

The quality of education and training

Grades for teaching

22 The quality of teaching in the 24 lessons or sessions seen was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12.5%	87.5%	0%	0%	0%

- 23 A good range of teaching techniques and strategies are used very well in all classrooms to promote pupils' learning and to secure the active engagement of pupils.
- 24 A good mix of individual, paired and group work leads to independent learning throughout the school.
- 25 Teachers' relationships with pupils are good.
- 26 Purposeful and very good use is made of a wide range of resources that are easily accessible and appropriate to the learners.
- 27 Equality of opportunity is promoted well in the school
- 28 The provision to promote pupils' bilingual competence is good with outstanding features.
- 29 Assessment, recording and reporting procedures have good features and no important shortcomings and meet statutory requirements for assessing reporting pupils' achievements in full.
- 30 Parents and carers of pupils with additional learning needs (ALN) are well informed and have full and regular access to consultations and reviews.
- 31 The school provides a broad and balanced curriculum.
- 32 The school provides a wide, varied and flexible programme of activities, which are both exciting and challenging.
- 33 The Welsh ethos of the school is very well developed and the provision to promote pupils' bilingual skills is good with outstanding features.
- 34 The school has a wide range of cultural and community-based extra curricular activities.
- 35 There are good links and partnerships with the local primary schools and also with the Nursery School.

- 36 The school has an acceptable range of links with business in order to promote work-related and vocational education
- 37 The attention given to sustainable development is very good.
- 38 The curriculum complies with legal and course requirements.
- 39 The school is successfully laying the foundations for lifelong learning and community involvement.
- 40 All policies and required statutory procedures are in place and all are operative.
- 41 There are clear procedures in place to ensure that the schools' child protection procedures are easily understood by all.
- 42 The school has procedures to ensure the well-being, health and safety of pupils, and matters that cause concern have direct and immediate attention
- 43 The school enjoys close and effective working partnerships with parents and carers.
- 44 The school provides good personal support and guidance to all pupils
- 45 The voice of the learner is well listened to through an active school council.
- 46 The systems for ensuring equal opportunity for all are good.
- 47 Good race relations are promoted through the overall supportive nature of the school.

Leadership and management

- 48 The school is well led by the headteacher with good support from the school team.
- 49 The head teacher has a clear vision for the school. She ensures that the school is capable of evaluating its performance in order to achieve improvements
- 50 Teachers and support staff work very closely together to identify strengths and ways of improvement.
- 51 There are good arrangements to support teachers who are new to the school or those who are on short-term contracts due to staff absence.
- 52 The links between the governing body and the school are very strong and a good feature
- 53 Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements

- 54 Procedures for the financial management are thorough and finances are well managed.
- 55 The process of self-evaluation is well established in the school.
- 56 The school uses a whole range of performance data to inform judgements and evaluate specific trends over time.
- 57 The school has addressed the key issues noted in the last inspection report.
- 58 The adequacy, suitability and use made of staffing, learning resources and accommodation is good.
- 59 Efficient use is made of available resources.
- 60 The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained.
- 61 The school's administrative procedures ensure the efficient day-to-day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
- 62 The school meets the needs and range of all pupils and gives good value for money.

Recommendations

63 In order to improve further the schools needs to :-

R1 maintain and develop further the good standards in all subjects and aspects;

R2 continue to develop aspects of entrepreneurship and the opportunity to prepare pupils for the world of work;

R3 continue to improve attendance; and

R4 ensure a more equitable distribution of subject and aspect responsibilities through greater distributive leadership.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good with no important shortcomings.

- 64 Ysgol Glan Conwy is a good school that serves its community well. It has maintained its good standards and progressed well the key issues highlighted in the previous inspection.
- 65 The findings of the inspection team match the judgments made by the school in its self-evaluation report.
- 66 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12.5%	87.5%	0%	0%	0%

- 67 Pupils' standards of achievement in lessons inspected compare very favourably to HMCI's Annual Report 2006-07 of standards being good or better, grade 2 or grade 1, in 80 per cent of lessons. The comparison is also relatively similar when considering outstanding standards, grade 1, where HMCI's Annual Report 2006-07 states that standards are outstanding in 10 per cent of lessons.
- 68 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

Areas of learning for under-fives

Areas of learning	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

- 69 In Key stage 1 and key stage 2 in the subjects inspected, standards of achievement are as follows:

	Key stage 1	Key stage 2
Inspection Area	Grade	Grade
English	2	2
Welsh Second Language	2	2
Mathematics	2	2
Science	2	2

Information and communications technology	2	2
Design and technology	2	2
History	2	2
Geography	2	2
Art and design	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

- 70 Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well taking account of their ability.
- 71 Due to the relatively small number of pupils being assessed by teachers at the end of each key stage annually there are marked fluctuations in performance from year to year when comparing end of key stage teacher assessments. The school has also recently catered for an increased range of pupils with additional and special educational needs. The end of key stage results for 2008 were predicted by the school and within the targets set for individual pupils and the cohort.
- 72 When the results are compared to the assessments that were made when these individual pupils began school, they show that they make good progress.
- 73 At key stage 1 when the results are compared against similar schools from 2006 to 2008 it shows an improving pattern with 81% achieving the core subject indicator. This ranges from above the Welsh average to just below the Welsh average. When results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in English, mathematics, science and when the subjects are combined place the school in the bottom 50% similar schools. The free school meal band has also changed within the three-year period with less pupils entitled to FSM. Although boys do not attain as well as girls in the end of stage assessment tasks the difference is not significant.
- 74 At key stage 2 when the results are compared against similar schools from 2006 to 2008 it shows an improving pattern with 70% achieving the core subject indicator. When results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in mathematics, science are similar to the top 50% of schools. Although English results have improved over the last three years it is still in the bottom 50%. When the subjects are combined to achieve the core subject indicator the school is in the fourth quartile or in the bottom 25% of similar schools. The free school meal band has also changed within the three-year period with less pupils entitled to FSM. Although boys do not attain as well as girls in the end of stage assessment tasks the difference is not significant.
- 75 Pupils' overall development of key skills is good with no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of reading and writing and speaking in Welsh are good with listening good with

outstanding features. The key skills of reading, writing, and listening are also good in English with speaking having outstanding features. All pupils across the school are becoming confident in the use of both languages and have a good level of bilingualism when they leave school in year 6.

- 76 In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects are very good. All pupils use their mathematical skills well to collect and interpret information in a good range of curricular subjects. They use their knowledge of mathematics to investigate carefully and to identify appropriate results and findings.
- 77 Across the school pupils' skills in information and communications technology are good with no important shortcomings. All pupils use programs and equipment well to reinforce and support their work in a range of subjects.
- 78 Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions have very good features. Almost all pupils have some awareness of the work of local and other Welsh artists and other craftspeople. They are familiar with a good, wide range of Welsh folk tales and legends.
- 79 Pupils' problem solving and thinking skills are good with no important shortcomings. Most pupils, in both key stages, can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them in a good range of curricular areas.
- 80 Pupils' creative skills are good. In both key stage 1 and key stage 2, all pupils apply their creative skills in a range of activities across the curriculum.
- 81 All pupils have a good understanding of what they need to do to improve their work and what progress they are making. Pupils are developing very well as independent learners and throughout the school reach agreed learning goals and targets.
- 82 All pupils' personal social and learning skills are good with outstanding aspects. They have positive attitudes to each other and to adults. They behave sensibly and thoughtfully in their lessons and on the playground all of the time. They are good at accepting responsibilities willingly and enthusiastically.
- 83 All pupils have a clear understanding of right and wrong. They have a good, realistic understanding of equal opportunities, adopt mature attitudes and recognize the need to treat consistently every person fairly and without any form of discrimination. They have good spiritual and moral values and show consideration and fair play for others.
- 84 All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a basic knowledge of world religions. All pupils show empathy towards others by collecting regularly for good causes and charities.

- 85 All pupils have good attitudes to learning and show a good interest in their work. All pupils maintain concentration in lessons, are well motivated and show enthusiasm for their schoolwork and related activities. This is having a positive effect on the standards they achieve and the quality of life in school.
- 86 Pupils demonstrate good behaviour. They show respect for their teachers and visitors. Social inclusion is a clear part of the school's life and values. Pupils are aware of the importance of tolerance and kindness. All of this combines to give the pupils a strong foundation for developing as responsible members of the community.
- 87 The school is a friendly, welcoming community where pupils feel valued. Pupils respond well to the head teacher and staff and this has a positive impact on the standards they achieve, their personal and social development and on the quality of life in the school. There have been no exclusions during the last year. Pupils are courteous to adults and pupils of all ages play happily together at break times and work well together in curricular projects.
- 88 Attendance levels across the last three full terms have good features that outweigh shortcomings and are 93.3 %.
- 89 Pupils' awareness of the world of work and the workplace shows good features that outweigh shortcomings. The school recognises that there is room to develop this further, especially their entrepreneurial perceptions. Despite this, there are many links with businesses and vocational visits.
- 90 All pupils are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
- 91 All pupils are punctual; registration is conducted efficiently and pupils settle quickly to their lessons. The school complies with all attendance requirements set out in 'The national Assembly for Wales (NAW) Circular 47/06, inclusion and pupil Support'.
- 92 The pupils know that the school is an important part of the local community and they participate appropriately in community events such as concerts and religious festivals. Good use is made of the community as a learning resource.

The quality of education and training

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

Grade 2: Good with no important shortcomings.

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

94 The quality of teaching in the 24 lessons or sessions seen was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12.5%	87.5%	0%	0%	0%

95 These figures are in line with the national picture reported by Her Majesty's Chief Inspector's Report for 2006/2007, when 80 per cent of lessons were reported to be good or better, with 14 per cent being outstanding.

96 The quality of teaching in the Foundation Phase has good features and no important shortcomings. The teacher and the support assistant work effectively to provide a wide range of learning tasks for Foundation Phase pupils. Relationships between adults and children are good and successfully develop children's self-confidence.

97 A good range of teaching techniques and strategies are used very well in all classrooms to promote pupils' learning and to secure the active engagement of pupils. Lessons are very well structured with clear learning objectives that are consistently shared with pupils. There is effective deployment of support staff. These are outstanding features.

98 All teachers have a good knowledge and understanding of the new National Curriculum programmes of study and the framework for personal and social education. All teachers show familiarity with recent developments and benefit from a wide range of training courses that are relevant to national priorities, the School Development Plan and to the needs of Newly Qualified Teachers. This is an outstanding quality.

99 A good mix of individual, paired and group work leads to independent learning throughout the school. Introductions to lessons consolidate previous learning and encourage pupils to participate in discussion.

100 Teachers' relationships with pupils are good. All staff seek to engage and maintain pupils' interests and provide a supportive atmosphere to enable pupils to make good progress.

101 Purposeful and very good use is made of a wide range of resources that are easily accessible and appropriate to the learners. These help to stimulate and

enrich the wide range of experiences offered to the pupils. Homework is set on a regular basis and is appropriately linked to classroom work.

102 The outstanding features of the teaching include:

- very good use of resources to sustain pupils` interest;
- very good use of bilingual teaching in order for pupils to develop and apply their bilingual skills;
- high quality questioning that extends pupils` learning.

103 Good features of the teaching include:

- well-structured lessons with clear learning objectives that are shared with pupils;
- the use of a wide range of teaching methods and learning styles that encourage pupils to think and learn independently;
- a good pace to lessons that maintains pupils` interest and involvement in their learning;
- good working relationships and support that foster learning.

104 Equality of opportunity is promoted well in the school. All pupils are treated equally and teachers challenge stereotypical images appropriately.

105 The provision to promote pupils` bilingual competence is good with outstanding features. Across the school, teachers plan very good opportunities for pupils to develop and apply their bilingual skills across the curriculum including providing very good access to bilingual teaching. The teaching also makes very good provision for developing the Cwricwlwm Cymreig through studies of Welsh life and culture.

106 Assessment, recording and reporting procedures have good features and no important shortcomings and meet statutory requirements for assessing reporting pupils` achievements in full.

107 Assessment is regularly undertaken throughout the academic year in order to track pupil`s progress. Pupils regularly assess their own work leading to the setting of personal targets. Analysis of data recorded is used appropriately to set targets for improvement in a structured manner to build effectively on previous learning.

108 Pupils` work is regularly marked, often with encouraging remarks. A variety of assessment for learning strategies are used well and consistently across the school. Teachers ensure that pupils understand the purpose of assessment and involve pupils well in planning their own progress and improvement.

109 There are good procedures in place to moderate and standardise teacher assessments at the end of key stage 2. Appropriate agreed levelled portfolios drawn up within school and within the secondary family of schools are used well to support transition arrangements.

- 110 The quality of the reports to parents is good and meets statutory requirements. They give a positive detailed picture of children's progress in all subjects as well as comments on social and personal development. Parents are formally invited to discuss their child's progress with teachers at regular intervals. Teachers maintain an open relationship with parents who also state that they are welcome to discuss their child's progress at any time.
- 111 Parents and carers of pupils with additional learning needs (ALN) are well informed and have full and regular access to consultations and reviews.
- 112 Relevant information is transferred to the receiving secondary schools, and to the LEA, in order to secure continuity and progression in pupils' learning.

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

Grade 2: Good with no important shortcomings.

- 113 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 114 The school provides a broad and balanced curriculum. It is enhanced by a range of good experiences, activities and visits that take into account pupils' interests that builds on previous learning.
- 115 The school meets the needs of learners well in both key stages. The provision for the pupils in the Foundation Phase is appropriate to their needs with well-planned indoor activities. Pupils in the Foundation Phase also take control of their own learning through planning and maintain a high level of independence.
- 116 The school provides a wide, varied and flexible programme of activities, which are both exciting and challenging. Pupils respond with enthusiasm and find learning enjoyable. The strong ethos of the school ensures that all pupils are included in every aspect of its provision.
- 117 There are revised curriculum policies and appropriate long-term, mid term and short term planning. Planning and provision for the development of pupils' basic and key skills across the curriculum is good and the school makes good provision for the development of pupils' basic and key skills within lessons. Strategies are used to ensure that pupils develop their skills progressively across and throughout the key stages.
- 118 The Welsh ethos of the school is very well developed and the provision to promote pupils' bilingual skills is good with outstanding features. The school places effective emphasis on Welsh culture and heritage. The '*Cwricwlwm Cymreig*' is promoted well across the curriculum, including the study of the local area in history and geography and modern day Welsh artists.

- 119 The school has a wide range of cultural and community-based extra curricular activities, such as Urdd, fairs, concerts and a good number of visits. In addition, the school provides pupils with good experiences by arranging contributions to community events and charities. Parents also contribute well and the Parents and Teachers Association are very active in their support of the school, raising considerable amounts of money. Good attention is given to the old people and other worthy causes. These contacts enrich the educational experiences and the personal development of pupils, and prepare them to become responsible members of their community.
- 120 Links with parents are good. The standard of communication, meetings, reports and newsletters, that include information about activities, are good. The Home School Agreement is operative. The Parents Handbook also conforms to requirements. The Governors Annual Report to Parents also meets requirements.
- 121 There are good links and partnerships with the local primary schools and also with the Nursery School. The community plays a key part in the life of the school. Arrangements for the transfer of Year 6 pupils to Ysgol Dyffryn Conwy and on occasions to Ysgol Aberconwy and Ysgol y Creuddyn are good and visits are arranged by transition teachers. Opportunities are provided for students on work experience from secondary schools, from tertiary colleges and on occasions for trainee teachers from Bangor University. This all contributes well to pupils' education.
- 122 The school has an acceptable range of links with business in order to promote work-related and vocational education. However, there is room to develop this aspect further. The school has gained the Investors in People award.
- 123 The school has the required policies for behaviour, bullying, equal opportunities, anti-racism, sex education, fire drills, health and safety, child protection, disability access etc. Risk assessments are completed.
- 124 The attention given to sustainable development is very good, with emphasis on the environment and re-cycling etc. The school is an Eco School and has received the Silver Award. The school promotes an understanding of global citizenship extremely well with contributions to charities and educational work. This has outstanding features. The school is part of the Comenius Project and has received recognition by the British Council as an "International School". Attention is given also to the principles of "Fair Trade". In discussions with the School Council, pupils' awareness of others from overseas countries and cultures was very extensive. This is an outstanding feature.
- 125 Good opportunities are provided to promote pupils' knowledge and understanding of other cultures through thematic work related to links with a variety of countries visited and studied through the Comenius project.
- 126 There is a good range of educational visits, visitors to the school and extra curricular activities for pupils. Artists, and dance companies, for example, work

with pupils to provide first hand experiences that enhance their knowledge and understanding of the curriculum.

- 127 The provision for pupils` spiritual, moral, social and cultural development is good. Relationships within the school are very positive and pupils across the school are polite, courteous and demonstrate respect for each other, adults and visitors. Acts of collective worship fulfil statutory requirements. Pupil led acts of worship, for example on the work of " Water Aid" are thought provoking and offer opportunities for whole school reflection, and are supported by regular clergy visits. Moral messages are conveyed regularly throughout the school day.
- 128 Other activities that promote the provision of PSE well include the use of PATHS (Promoting Alternative Thinking Skills in Children) during class activities such as Circle Time when pupils are encouraged to share emotional experiences related to different feelings, whilst listening respectfully to the views of others. Pupils are aware of the importance of a healthy lifestyle and a balanced diet. This is reinforced by a weekly cooking club held as an extra curricular activity.
- 129 The curriculum complies with legal and course requirements.
- 130 Parents are very supportive of the school giving both practical and moral support. They feel able to communicate with the staff at all times and are always welcome to contribute to life of the school. Parents' responses to the inspection questionnaires were very positive.
- 131 Although the school is taking steps to promote the development of entrepreneurial skills, good features outweigh shortcomings at present.
- 132 The school is successfully laying the foundations for lifelong learning and community involvement. National priorities are well reflected in its life and work. Learning experiences of good quality and opportunities for independent learning encourage pupils to become more confident individuals, who are well prepared to move on to the next stage of their education.

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

Grade 2: Good with no important shortcomings.

- 133 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 134 The quality of pastoral care throughout the school is high and all staff provide good care, guidance and support for pupils. Staff are highly successful in creating a warm, caring and supportive environment where pupils feel secure and respected. The contribution of each individual is valued and developed within a caring environment where the importance of friendship, tolerance, courtesy and kindness is paramount. Pupils speak courteously with adults and ask for support and guidance as and when necessary.

- 135 The school works well in partnership with parents.
- 136 The school is a happy and caring community, with good attention given to tolerance, fraternity and kindness. As a result, pupils feel comfortable to turn to any member of staff for direction or help.
- 137 All policies and required statutory procedures are in place and all are operative. Most recent examples include the race equality and disability equality scheme and plan.
- 138 There are clear procedures in place to ensure that the schools' child protection procedures are easily understood by all. There are named persons responsible for such actions.
- 139 Registers and the administration of the Sims system meet the requirements of the NAW Circular 3/99. Monitoring is effective. Procedures for behaviour, discipline and anti-bullying are also good, with acceptable supervision at break times.
- 140 The school has procedures to ensure the well-being, health and safety of pupils, and matters that cause concern have direct and immediate attention. Risk assessments are also operative. The security of the building is good.
- 141 The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. A good example is the arrangements with the school nurse who supports the well being of pupils
- 142 Pupils with ALN are supported well within the class and their needs planned for and met on a mid term, long term and daily basis. The support teacher has a very good understanding of their needs and good quality relationships exist.
- 143 The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to quality of support and guidance offered to pupils. The school listens carefully to parents and carers and takes into consideration their views and opinions.
- 144 The induction procedures for pupils entering the school, and transferring to secondary school are effective and ensure pupils settle quickly into their new environments. New children in the Foundation Phase visit the school prior to entry and they settle in quickly and are happy and secure in their work and play.
- 145 The school provides good personal support and guidance to all pupils. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. The quality of relationships between staff and pupils is good and contributes significantly to pupils' positive behaviour and self-esteem.

- 146 Pupils' academic performance is monitored regularly and pupils take an active role in setting their own targets and understanding and planning their own progress.
- 147 The voice of the learner is well listened to through an active school council. They feel that the school listens to them and often acts upon their recommendations. Suggestions from the council have been introduced by the school to support behaviour strategies by awarding good behaviour within golden time and house points. Other representative groups with a voice within school include the Eco Club and Healthy School group.
- 148 The provision for pupils with Additional Learning Needs (ALN) has good features and no important shortcomings. The school's policy complies with the requirements of the Code of Practice and the framework for inclusive education. Early identification of pupils with ALN in the school ensures purposeful support.
- 149 The co-ordinator for ALN works alongside the head teacher to effectively diagnose pupils' individual learning needs. Targets in individual education plans (IEPs) are written and reviewed regularly and monitored carefully in order for pupils to receive the relevant support. The IEPs address specific areas for improvement and identify appropriate strategies.
- 150 Parents are invited to discuss pupils' progress and targets
- 151 The head teacher is well informed about the pupils' needs. Learning assistants effectively support pupils with ALN in the class situation. The school cooperates effectively with LEA agencies to ensure that a close eye is kept on pupils' progress and to promote their development.
- 152 The systems for ensuring equal opportunity for all are good. At the present time there are no pupils with disability or those who are learning English as an additional language (EAL).
- 153 Appropriate account is taken of pupils' social, educational, ethnic and linguistic backgrounds and the school ensures that all pupils have equal opportunities to participate in lessons and in out of school activities.
- 154 Good race relations are promoted through the overall supportive nature of the school. Pupil involvement with other school in Europe ensures that pupils are aware of diversity.
- 155 In discussion, pupils felt that the measures taken to eliminate oppressive behaviour are effective and such instances are rare in school. Pupils confirm that the school is a supportive community where all pupils are treated equally.

Leadership and management

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

Grade 2: Good with no important shortcomings.

- 156 The findings of the inspection team match the judgments made by the school in its self-evaluation report.
- 157 The school is well led by the headteacher with good support from the school team. Staff morale is high, this has been achieved through the sensitive development of a strong team spirit amongst all staff and the full commitment from them to demonstrate the highest expectations and aspirations for all of their pupils.
- 158 The head teacher has a clear vision for the school. She ensures that the school is capable of evaluating its performance in order to achieve improvements. Her management of staff and pupils demonstrates good practice. The headteacher is a pro-active member of the governing body and has positive relationship with a range of external partners.
- 159 Teachers and support staff work very closely together to identify strengths and ways of improvement.
- 160 The school's policies and practices promote equality of opportunity. These are reflected in the life and work of the school where each pupil is valued. All staff contribute significantly to the school's caring ethos. This has a positive effect on all pupils' behavior, self-esteem and attitudes.
- 161 There are good arrangements to support teachers who are new to the school or those who are on short-term contracts due to staff absence.
- 162 The school takes very careful account of national priorities and local partnerships. Good examples include the development of the Foundation phase and skills based curriculum
- 163 Plans are in an advanced stage to develop a structured outdoor work area for the younger children. The pupils are aware of the importance of environmental issues and of the need to have healthy lifestyles through a good range of curricular initiatives.
- 164 There are very effective arrangements in place for the head teacher and the other teaching staff member to review the progress of initiatives that the school is pursuing. This is good practice and conducted diligently and accurately.
- 165 Performance Management is well established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff are very aware of their responsibilities in relation to their job descriptions and undertake such tasks diligently.

- 166 Support and training is appropriate for all staff members and the governing body. The school promotes staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
- 167 The links between the governing body and the school are very strong and a good feature. The governing body works effectively with the head teacher to set the long-term direction for the school in a structured way. The governors are well informed regarding the school's self-evaluation process and contributions to the school's strategic planning is good.
- 168 Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis.
- 169 Procedures for the financial management are thorough and finances are well managed. The outcomes of spending decisions are regularly reviewed and Governors successfully hold the professional leadership to account.

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

Grade 2: Good with no important shortcomings.

- 170 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 171 The process of self-evaluation is well established in the school. The head teacher, staff and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is thorough.
- 172 The school's procedures for monitoring subject areas and standards, based on clear evidence, are good, which involves all staff.
- 173 The school uses a whole range of performance data to inform judgements and evaluate specific trends over time. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement.
- 174 The School Council is a good forum that allows all pupils' views to be heard constructively.
- 175 The school is good at seeking the views of a range of stakeholders that have an interest in the school. All staff are aware that they have an important part in the school's self-evaluation process and their input is valued by the head teacher.

- 176 The quality of the self-evaluation report produced by the school prior to the inspection is of a good standard, detailing targets areas for development based upon clear lines of evidence.
- 177 The school's priorities for improvement outlined in the Self-evaluation report inform the School SDP and have appropriate time scales, costs, and persons responsible noted.
- 178 The actions of the school in ensuring that the temporary staff are well prepared for working within the structures and expectations of the school is good practice.
- 179 The school has addressed the key issues noted in the last inspection report and improvements are evident in areas that needed developing. Progress since the previous inspection is good.
- 180 The judgements of the inspection team agreed with the school's self-evaluation in all seven key questions.

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

Grade 2: Good with no important shortcomings.

- 181 The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
- 182 The adequacy, suitability and use made of staffing, learning resources and accommodation is good. The school has good resources and ensures that purchases are prioritised according to need.
- 183 The head teacher and deputy are well qualified and experienced teachers who provide well for the needs of pupils, including those with additional learning needs and for the under fives. The present temporary staff have good specialist knowledge, are committed and well used to fulfill their roles within the school. At present the head teacher has a heavy commitment as teacher, subject coordinator and responsibility for management decisions.
- 184 All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants successfully support teachers and all pupils throughout the school day and are valued members of the school community. They play an active part in out of school activities and are much appreciated
- 185 Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are used well to support pupils' learning as is the library reference area.
- 186 The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a developing feature of the school's provision. The school garden is developing well. The school makes effective

use of resources outside the school, within the community, such as places of cultural interest. These are used extremely well to enable pupils to benefit from direct experiences.

- 187 The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. The quality of display throughout the school is good and is used well to celebrate pupils' achievements.
- 188 Staff expertise are used well for the benefit of pupils. Teachers and support staff make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their areas of responsibility. An experienced supply teacher is effectively employed to teach classes during this time. Resources are used well for the purposes of work force re-modeling.
- 189 An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
- 190 The school's administrative procedures ensure the efficient day-to-day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
- 191 Spending decisions relate directly to the school priorities as set out in the SDP. Expenditure is monitored closely by the Governing Body. The head teacher and governors have prioritized the quality of teaching and have ensured that the school is well staffed.
- 192 The school meets the needs and range of all pupils and gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Personal and social development, well-being and cultural diversity.

Grade 2: Good and no important shortcomings.

Good features

193 All children respond positively to instructions and are prepared to ask for help when needed. They show confidence and an awareness of classroom practices and daily routine and realise the importance of tidying up after finishing an activity. They display sensitivity to others when waiting their turn, sharing or praising the efforts of others at the end of the activities.

194 Children settle in to the classroom quickly and happily and are able to select activities independently. They show a good awareness of self-control, the ability to persevere and concentrate when undertaking activities independently and when using the equipment and resources within the classroom and the outside space. They form very good relationships with other children and adults and are prepared to help each other.

195 They are aware that eating certain foods is beneficial to their developments and have a good knowledge of the importance of healthy eating. All the children are aware of the importance of personal hygiene when handling food or during daily activities. Most of the children display an increased understanding of Welsh cultural traditions through termly activities. They respond positively to new cultural experiences such as celebrating the Chinese new year.

Shortcomings

196 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings.

Good features

197 Most of the children show a fondness of books by choosing books from the reading corner. They are able to correctly discuss a book, follow the main storyline by looking at illustrations and commenting on what they see. Most follow with interest a story which is read aloud to them and make comments and appropriate predictions which show a good understanding of the content of the story.

198 They all listen intently to presentations and instructions and converse confidently with adults and peers when undertaking activities or sharing experiences.

199 Children make good progress in their confidence when speaking Welsh such as when imaginatively playing a role in *the* activity corners and improvising when portraying characters in the story *Bili Broga*. They use an increased variety of familiar words and sentences well. Most make good use of movement, gestures and intonation to create atmosphere and meaning.

200 They can confidently recall a number of nursery rhymes and Welsh rhymes and sing and recite them correctly.

201 They enjoy creating personalised markers using a variety of materials.

Shortcomings

202 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features

203 The majority of children are developing a good understanding of mathematical concepts by singing number rhymes and every opportunity is taken in the classroom to count, diagnose, arrange and compare colours and familiar objects.

204 Many of the children are confident in counting up to 20 and can arrange numbers correctly and match a number to a symbol up to 5, and some up to 10. They recognise simple two-dimensional shapes well.

205 They have an increasing understanding of estimating and predicting items that are long and short and understand well the concepts such as large/small. A number of children can confidently pour and fill objects in the sand tray and use comparative vocabulary such as full/empty, heavy/light, long and short increasingly correctly.

206 Most of the children understand time in the context of their own lives and are completely aware of the daily routine within the classroom.

Shortcomings

207 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings.

Good features

- 208 Most children are developing a good understanding of the world around them through walking around the school and grounds observing the features of the local area.
- 209 Most of the children have a good developing understanding of the features and changes in the seasons. They make accurate remarks regarding the weather and can select appropriate and essential clothing to correspond to different weather conditions.
- 210 The children display good observational and research skills when experimenting with changes in different materials such as when cooking Chinese food.
- 211 When observing changes in the life cycle of the butterfly children show a good understanding of changes in nature and the need to support wildlife.
- 212 Most of the children are proficient in using the computer mouse to create pictures, lines and shapes in a variety of colours, moving icons on screen or by using the digital camera to record events. The majority succeed in correctly giving instructions and controlling Bee Bot.
- 213 Through visits by external persons, children realise that people have different jobs within society. They emulated the different characteristics well in their role-playing activities.

Shortcomings

- 214 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings.

Good features

- 215 The children can use with developing control a wide range of materials and equipment such as scissors, paintbrushes, rulers and assorted pencils. They develop their finer skills well through matching jigsaw pieces, or, cutting pieces of coloured paper when creating pictures in the classroom.
- 216 They display control of their gross motor skills through controlling, pulling, pushing and steering mobile toys when playing outside.
- 217 They respond appropriately to instructions when playing games and when moving safely around the classroom and in the outside space.
- 218 They demonstrate developing knowledge of the difference between jumping, walking, skipping, hopping and running. They practice their climbing, jumping and balance skills well by using the appropriate equipment within the hall.

Shortcomings

219 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings.

Good features

220 All children show obvious enjoyment and responded enthusiastically when singing and performing a wide range of songs and nursery rhymes.

221 They effectively experiment with a variety of materials in the painting area and produce good quality independent collages and paintings based upon appropriate termly themes.

222 The children display a developing and imaginative enjoyment when role-playing, through creating imaginary conversations in the well provided activity areas.

Shortcomings

223 There are no important shortcomings.

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

224 In Key Stage 1, pupils listen well to others and speak clearly. Most pupils are able to convey simple meanings well as individuals and also in pairs and small groups. They respond enthusiastically to speaking, listening and thinking activities and by Y2 explore ideas with increasing confidence and expression.

225 Standards of reading are good and all pupils make progress that is appropriate to their age and ability. By the end of Key Stage 1, most pupils read a range of texts fluently and accurately with increasing independence.

226 By the end of Key Stage 1, most pupils can write independently in response to a variety of stimuli and in a range of forms that include stories, lists, observations and invitations. Year 2 pupils for example, can sequence events from the story of Jack and the Beanstalk correctly and construct their own sentences of good standard. They can spell an increasing number of words correctly, and their handwriting is legible and developing appropriately.

227 Key Stage 2 pupils demonstrate increasingly that they can talk and listen with confidence in a wide range of contexts. All pupils develop their ideas

thoughtfully, describing events and conveying their thoughts clearly. When working in pairs and small groups, most pupils make good contributions and ask relevant questions that are responsive to others' ideas and views.

- 228 The majority of pupils read with increasing fluency, accuracy and understanding. They read and use a wide range of sources of information including ICT-based reference materials and dictionaries.
- 229 More able pupils in Year 5 and 6 recognise and discuss the characteristics and presentational features of different types of texts well, for example, when reading examples of persuasion texts.
- 230 All pupils' writing skills are developing appropriately in line with age and ability. All pupils write in a variety of forms and for different purposes and audiences. Older pupils understand and use the characteristics of persuasion writing well to advertise their "Toytastic Inventions" and to plan and draft posters, leaflets and pamphlets for "Water Aid".
- 231 All pupils are increasingly aware of the need to develop their ability to punctuate and spell correctly and make appropriate progress. The majority of pupils present their written work neatly and are developing good handwriting skills.
- 232 Pupils with ALN make appropriate progress.

Shortcomings

- 233 There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 234 All pupils in both key stages have a very positive attitude towards the learning of Welsh and are keen to practise their knowledge with visitors to the school.
- 235 In both key stages pupils' listening skills are good. All respond well to adults and other pupils and are confident when using simple phrases and greetings.
- 236 The majority of key stage 1 pupils speak audibly with good pronunciation and appropriate intonation, imitating the expressions made by the teacher. They successfully take part in dialogues, songs and role-play to build up knowledge and understanding of the language.
- 237 Reading skills are progressing well up through the school. Most Year 2 pupils show a good understanding of simple text in books and on the whiteboard.

- 238 Their writing skills in key stage 1 are developing appropriately through tasks that include labelling, matching exercises, and simple sentences based on a given pattern, such as when writing instructions or recording facts. They use capital letters and full stops accurately.
- 239 In key stage 2 pupils continue to make good progress in their speaking skills. The majority have a wide range of vocabulary which they use in lessons across the curriculum to communicate, convey feelings and express opinions. Many pupils make extended observations when sharing experiences, exploring ideas and offering their points of view. The more able pupils sustain conversation for longer periods and develop good dual literacy skills.
- 240 The majority extend their ability to read and respond to printed material confidently. Pupils recall materials being read to them and re-tell what they have learned. The more able pupils read clearly, with confidence and expression to convey the meaning of what they have read.
- 241 At key stage 2, the majority of pupils write in an increasing range of styles to record in subjects across the curriculum, such as a letter in response to a geographical topic, instructional writing or to express feelings, viewpoints and experiences. There are good examples of free independent writing by the more able pupils in response to a stimulus. They use dictionaries confidently to improve their vocabulary and spelling skills.
- 242 Through their writing all pupils are developing an awareness and knowledge of aspects of Welsh culture. The use of ICT to reinforce learning is used effectively by teachers and pupils.

Shortcomings

- 243 There are no important shortcomings

Mathematics

**Key stage 1: Grade 2: Good features and no important shortcomings.
Key stage 2: Grade 2: Good features and no important shortcomings.**

Good features

- 244 Most of the pupils in key stage 1 have a good understanding of number patterns. They count on and back in steps of different sizes and of different numbers. The majority count, order, add and subtract numbers correctly whilst the more able pupils recall number facts up to 10 to add or subtract numbers up to 100. Their understanding of place value is developing appropriately.
- 245 The majority use non-standard and standard units to measure length and mass. They are aware of the value of different coins and notes. They are able to recognise and use halves and quarters in practical situations.

- 246 The majority can talk with understanding about their work by using familiar mathematical language.
- 247 In key stage 2, the understanding of most of the pupils of place value, number patterns and number facts is developing well. They can use their knowledge and understanding to solve problems verbally by adding, subtracting, multiplying and dividing with increasing confidence. The most able pupils respond swiftly by using a variety of mental counting skills and can recall multiplication facts quickly and correctly.
- 248 The majority can use the appropriate standard measurements in length, mass, capacity and time. By the end of the key stage they can calculate the perimeter and area of simple shapes well. They use a ruler and protractor carefully and correctly and have a good understanding of 3D shapes.
- 249 The majority of pupils can discuss different types of data effectively. They collect and present information well by using graphs, tables and diagrams.

Shortcomings

- 250 There are no important shortcomings

Science

Key stage 1: Grade 2: Good features and no important shortcomings.
Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

- 251 Most pupils in Key stage 1 and 2 discuss their work confidently and show a good knowledge of scientific vocabulary. They use apparatus safely and are aware of the need to pay attention to health and safety factors.
- 252 Many Key stage 1 pupils use a good range of sources with confidence in order to discover information about their work. They all have a good understanding of how to carry out an investigation in a systematic way by making a series of detailed observations.
- 253 The vast majority of the pupils understand that electrical devices will not work if there is a break in the circuit, and that the use of a switch in the circuit can control an electrical device.
- 254 In key stage 2, a large number of the pupils have a good understanding of how the human body works and the main purposes of the major organs. They also show good knowledge in topics on light, electricity and forces.
- 255 They show a very good understanding of different foods, by explaining knowledgeably the ones that are good for us and the less healthy ones and giving good reasons for using these in a balanced diet.

256 Most older pupils plan orderly investigations, make observations and measurements that are accurate and communicate their findings accurately by using diagrams, graphs and tables. They arrive at sensible conclusions based on their research and observations and can offer a scientific explanation for that which has been discovered. Good examples were observed in the orange investigations.

Shortcomings

257 There are no important shortcomings.

Information and communications technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

258 All pupils in both key stages possess good information technology skills that they practise frequently and confidently using a wide range of IT equipment.

259 All pupils in key stage 1 work well to generate and communicate their ideas in different forms, using text, tables, pictures and sounds, for example when creating pictures to illustrate a story and adding words, captions or sentences.

260 All pupils in Year 2 can enter and store information independently. With support, they can save data following a scientific investigation in graph form and store and retrieve work they have researched on the Internet.

261 All key stage 1 pupils can use a mouse effectively to move items on a computer screen and are confident in using appropriate creative programs involving art and design. When modelling, Year 1 pupils can direct a floor robot effectively to travel from place to place on a map.

262 All pupils in key stage 2 are confident in retrieving and storing work in their personal folders. By the end of key stage 2, all pupils use ICT equipment and software competently to communicate, share and exchange ideas in a variety of forms e.g. Year 6 creating a good quality Power Point on the aims and objectives of Christian Aid.

263 Pupils confidently enter information into a database. They show the results in graph and chart form. They produce and use the databases well to ask and answer questions, for example when comparing the climate of Wales with that of Iceland.

264 Pupils in key stage 2 use ICT well to promote creative work and enhance its presentation, for example when creating a background suitable for a Christmas card.

265 When finding and analysing information, younger key stage 2 pupils produce and use databases well to ask and answer questions on how they travel on holiday, whilst older key stage pupils use spreadsheets effectively to support their investigations.

Shortcomings

266 There are no important shortcomings.

Design technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

267 In both key stages, pupils use a wide range of equipment, materials and techniques to make a variety of products. They use tools and equipment carefully and correctly, and their measuring, marking, cutting and joining skills are good.

268 In key stage 1, most pupils are able to choose suitable materials for the task in hand, for example when gluing two cardboard boxes together to form a model vehicle.

269 All key stage 1 pupils make good choices from an appropriate selection of materials and use suitable finishing techniques to make an attractive end product, for example when painting a model wheeled vehicle made from reclaimed materials.

270 In key stage 2, all pupils use a good range of ICT skills well to support their design work. For example, Y3 and 4 pupils use an art program effectively to produce designs of a lorry.

271 All pupils confidently plan what they are going to make and how they are going to make it. They evaluate their work as it develops noting the strengths and weaknesses of the proposed design and how it could be improved. This is a good feature.

272 All pupils in Y5 and 6 pay appropriate attention to health and safety matters, for example when wearing goggles whilst using handsaws to prepare materials for making a bridge. They demonstrate good skills in using techniques for reinforcing and strengthening their model bridges.

273 Throughout the key stage, all pupils succeed in producing original designs and good quality products from an appropriate range of materials.

Shortcomings

274 There are no important shortcomings.

History

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

275 Most Key stage 1 pupils develop historical vocabulary well when they compare the past with today. Following their visit to Castell Penrhyn they make distinctions between aspects of their own lives and past times in relation to dress, food and utensils.

276 All are able to identify features of toys from the past and compare with current equivalents. Older pupils are able to sort and categorise the toys using a branching data-base. They display a sense of enquiry and share ideas and information about the past.

277 Throughout the school pupils make good use of evidence such as historical visits, photographs, artefacts, ICT and oral evidence to develop their awareness of life in the past.

278 At appropriate levels, in key stage 2, most pupils develop a good knowledge of features of the Celtic, Tudor and Victorian times as well as good understanding of events relating to the Second World War. All younger key stage 2 pupils create their own timelines which enhances their understanding of chronology.

279 All younger pupils, have a good knowledge of the life in Celtic times. They ask relevant questions about the past and look for evidence about the lifestyles and characteristics of Celtic society.

280 The majority of pupils demonstrate a developing background knowledge and understanding of some features relating to life in Tudor times. This is enhanced by a visit to *Plas Mawr*, They see what daily life was like for the rich. When looking at street scenes of the period, they are able to compare the life of the poor. They know the significance of William Morgan from nearby *Wybrnant* as the translator of the Bible into Welsh.

281 All pupils can identify how life has changed for children since Victorian times. They are aware of how children worked in the coalmines and factories and how school life has changed since the Victorian Era.

282 All Older pupils show enthusiasm when gathering evidence of how the Second World War affected children's lives in the towns and in the countryside. They investigate and use a range of resources to select and communicate their ideas with increasing independence. They recall factual information well and present

evidence in a variety of formats, such as calculating food items during rationing, as poems and in interesting extended writing.

Shortcomings

283 There are no important shortcomings

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings.

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

284 All pupils in key stage 1 know their area well. They plan simple maps of their journey to school and can talk about the landmarks and natural features along the route. They know what local buildings are used for and communicate their observations, knowledge and understanding in the form of graphs. They give specific instructions to the BeeBot and control it's movement on their maps.

285 Most pupils are able to observe a map of the world and show a growing understanding of continents, the equator and the differing weather patterns in different parts of the world. They can locate many countries including the British Isles. They confidently add weather symbols on the map and through role-play become effective weather forecasters.

286 The majority of Lower key stage 2 pupils observe and ask questions about their environment correctly. They are aware that their local area is changing. They organise and analyse evidence about transport and are keen to make the area a safer place to live. They use coordinates and grid references to follow routes and locate places on a map of the area using a key.

287 All pupils are able to express their own viewpoints about places and environments. They are able to share ideas about what constitutes fair and unfair in geographical terms across the world. They know the importance of the Fair Trade system and understand the effects of inequality on the quality of people's lives.

288 All older pupils are able to express clear viewpoints about wind farms after studying different sources of energy. They compare weather data and analyse graphical evidence regarding climate change in Wales which causes storm damage or flooding in their local valley.

289 All pupils have a good knowledge of Wales and they investigate real places such as a visit to the Snowdonia National Park where they become aware of how people affect the environment and the need for sustainability.

290 Most pupils have developed comparing skills as they look at the features and characteristics of a contrasting locality in a less developed country such as Lesotho. The school's involvement with partner schools in many different countries such as Iceland gives pupils an insight into global citizenship and the similarities and differences in physical features and climate in these countries.

291 Pupils effectively present and interpret geographical information.

Shortcomings

292 There are no important shortcomings

Art and design

Key Stage 1: Grade 2: Good features and no important shortcomings.

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

293 Across both key stages, pupils have a good understanding of how to respond practically and imaginatively to the work of others using a range of media.

294 All pupils in key stage 1 show good standards as they work with a variety of media, including paint, clay, natural and man-made objects they have collected.

295 Pupils are able to make connections between their own work and the work of others, for example, when using acrylic paints imaginatively to create colourful flower patterns for a canal boat following a visit to an art workshop at a boat museum, where pupils in key stage 1 saw at first hand how craft workers worked in a range of media.

296 All pupils in key stage 1 explore and experiment well with colour as they mix colours together to create new colours, and as they record their feelings by representing hot and cold with appropriate coloured paint. Pupils use ICT confidently and appropriately during their investigations.

297 Pupils in key stage 2 respond practically and imaginatively to the methods and ideas of others and produce work of a good standard. For example, creating pictures in the style of Peter Prendergast, producing printing work with the artist Catrin Williams and working alongside the artist Eleri Jones to produce silk printings that combined to create a large mural of the local area.

298 Pupils in Y3 and 4 use a variety of materials to make objects and artefacts of a good standard in two and three dimensions, for example, clay pots and textured collages.

299 Pupils across the key stage show good understanding of their work in relation to that of others by using selected pieces of their completed art work to produce

written self-evaluations, for example, wedding invitations in Y3 and 4 and collages of the local area in Y5 and 6.

Shortcomings

300 There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings.

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

301 Most pupils in key stage 1 develop their thinking skills well when evaluating a range of styles of music. They can identify the dynamics and pitch effectively when singing simple songs, rhymes and traditional folk songs. They develop ideas and taste for music effectively.

302 All pupils show an awareness of the link between music and experiences within their environment. They recognise music played for a range of activities within the classroom and explore various ways of moving in response to a musical stimulus.

303 Most pupils use untuned instruments confidently and play with an emerging sense of rhythm when developing their own sound patterns. They imitate simple rhythms, experiment and explore a range of instruments and sound sources. They are able to explain reasons for their choice of instruments for a particular purpose or effect such as when performing sounds associated with the different types of weather.

304 Through a range of activities and in response to various stimuli, they make distinctions within musical elements. They record their work correctly in the form of a graphic score.

305 In key stage 2, pupils extend their understanding of the musical elements by listening and appraising music from a range of styles and cultures. All younger key stage 2 pupils discuss and describe well the musical characteristics in performances of *The Planets* by Holst and *Peter and the Wolf* by Prokofiev. Most are able to communicate their ideas and emotions well.

306 Older key stage 2 pupils explore, select and organise sounds for a musical purpose. All work together effectively and confidently to compose interesting outcomes as a response to different stimuli such as pictures. They experiment with instruments and discuss knowledgeably in order to create effective compositions. They show an understanding that different sounds create contrasting moods and images.

307 Most pupils have a good understanding of rhythm and work together to compose an interesting rap, using the voice and appropriate instruments. They experiment with the beat and evaluate their contributions and that of others. Pupils use their ICT skills appropriately to compose and create musical sequences.

308 Most pupils have researched well into the instruments in the orchestra and can refer to them knowledgeably when listening to compositions by composers such as Tchaikovsky

Shortcomings

309 There are no important shortcomings

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings.

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

310 Nearly all pupils at both key stages understand the importance of warming up before undertaking activities, and of the benefits of keeping fit and healthy.

311 Most pupils know why it is important to cool down after taking part in physical activities. All pupils wear suitable clothing for lessons, and are aware of safety rules relating to exercises and apparatus.

312 Most pupils in KS1 show a variety of movements and gestures in response to a range of music. They depict feelings of awe, wonder, fear and curiosity and show good creativity in expressing these feelings in their actions.

313 Most show a wide range of stretching and crouching movements, and display good change of pace and direction when moving to music.

314 Many pupils in KS1 plan how to move from a static balance into a series of short linked sequences showing good body control and postures. They indicate their ability to perform a variety of movements through rolling, sliding, hopping and crawling.

315 Many pupils at both key stages work well in pairs and agree together on specific balanced movements which they co-ordinate and perform confidently. They evaluate their work well and suggest ways of improving their performances.

316 Many pupils in KS2 co-operate well together in mini team games They show good ball handling techniques and accuracy in passing to a teammate over varying distances. Many make highly effective use of spaces when taking up good positions to receive the ball.

317 Many pupils participate in external opportunities by representing the school in Urdd and local sport association activities.

Shortcomings

318 There are no important shortcomings

Religious education

Key Stage 1: Grade 2: Good features and no important shortcomings.

Key Stage 2: Grade 2: Good features and no important shortcomings.

Good features

319 Pupils in both key stages display a good awareness of Christian values and beliefs such as sharing and caring for others. Through their efforts to collect money for charities for example, all pupils develop a good awareness that they are part of a worldwide community and that they have a responsibility to their fellow human beings.

320 Through visiting local places of worship all pupils develop a good understanding of the significance of the main features of the buildings and of their similarities and differences. They show a good awareness of some of the special ceremonies held in such places, for examples, weddings and christenings.

321 Pupils in key stage 1 are able to talk confidently about the meaning of words such as "special" and relate them well to both objects and personal experience. They listen well to the contributions of their peers and show understanding and empathy towards different points of view.

322 Younger key stage 2 pupils are able to discuss the importance of different Christian and Jewish symbols and explain their importance. They have a good knowledge of some of the main stories from the Bible, for example, most pupils can remember and recall the different stages of the Creation story.

323 In their study of festivals such as harvest, Easter and Divali, older key stage 2 pupils show increasing awareness of ways in which people's lifestyles are affected by their religious and other beliefs. They also have a good knowledge of an increasing number of Bible stories such as the Parables and Miracles.

324 Most pupils effectively apply the lessons of moral and religious stories to modern day situations. They relate their own experiences confidently and offer thoughtful suggestions as to the importance of having responsibility for others.

325 They are very aware of the significance of being a good neighbour in a global context when considering conflicts and disasters. Through cross-curricular work all pupils show a good awareness of issues such as poverty and of people who are less fortunate than them.

Shortcomings

326 There are no important shortcomings.

School's response to the inspection

As a school, we are very proud of a positive report that conforms with the school's own self-evaluation.

We take pride in the excellence that was recognised in the development of bilingualism, and in the development of learning skills and the personal and social skills of all pupils. Also for the active links that exist between the Governors and the school.

We appreciate the impartial views on the standards of learning and teaching and all the other aspects that are part of the ethos, administration and management of the school.

The school will incorporate the recommendations in the School Development Plan that is regularly revised and reported to parents in the Annual Governors Meeting to parents.

We should like to thank the Registered Inspector and his team for the thorough, professional and genial manner in which the inspection was conducted. The Head teacher would also like to express her thanks for the opportunity to be a part of the inspection team as a nominee.

Appendix 1

Basic information about the school

Name of school	Ysgol Glan Conwy
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Ffordd Top Llan Glan Conwy Conwy
Postcode	LL28 5ST
Telephone number	01492580421

Headteacher	Mrs Sheelagh Thomas-Hughes
Date of appointment	September 1988
Chair of governors/ Appropriate authority	Mrs Ellen Roberts
Registered inspector	Alan Wyndham Walters
Dates of inspection	28-30/04/09

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	3	5	8	12	16	9	12	13	78

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	5.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring term 2009	96%	96%	94%
Autumn term 2008	85%	87%	92%
Summer term 2008	92%	92%	94%

Percentage of pupils entitled to free school meals	5.33%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	71.4	28.6
		National	-	3	14	63	20
En: reading	Teacher assessment	School	0	0	0	71.4	28.6
		National	-	4	15	55	26
En: writing	Teacher assessment	School	0	0	0	71.4	28.6
		National	-	5	16	67	11
En: speaking and listening	Teacher assessment	School	0	0	0	71.4	28.6
		National	-	2	11	64	23
Mathematics	Teacher assessment	School	0	12.5	6.3	62.5	0
		National	-	2	11	65	22
Science	Teacher assessment	School	0	12.5	0	87.5	0
		National	-	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6			10	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	10	20	70	0
		National	-	-	-	-	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	10	50	40	0
		National	-	-	-	-	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	10	60	30	0
		National	-	-	-	-	-	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	70%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

Four inspectors spent eight inspection days in the school. A Peer assessor was also included in the team.

The inspectors inspected:

- 24 full or part lessons;
- every class; and
- communal worship.

The inspection team met prior to the inspection and with:

- staff, governors and parents; and
- the headteacher, teachers, school council and other groups of pupils during the inspection.

The team also considered :

- the self evaluation report;
- parental responses;
- evidence offered by the school during the inspection period; and
- a range of pupils', work both past and present.

The headteacher in her role as a nominee attended meetings.

After the inspection a meeting was held with the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Alan Wyndham Walters Registered inspector	Context Summary and recommendations Key Questions 1,5 and 6 Mathematics Science Physical education Under fives
Mr William Owen Lay inspector	Contributions to Key Questions 1,3,4,5, and 7
Mrs Angela James Team member	Key Questions 2,3, English Art Information technology Design technology Religious education
Mrs Audrey Evans Team member	Key Questions 4, 7 Welsh second language History Geography Music
Ms Catherine Clement Peer assessor	Contribution to all Key Questions
Mrs Sheelagh Thomas- Hughes Nominee	Contribution to all Key Questions by offering evidence

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents for the co-operation during the inspection.

Contractor:

Partneriaeth Dyfri Partnership
Awel Tywi
Llandovery
Carmarthenshire
SA20 0EX