

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

A Report on the Quality of Education in

**Ysgol Glanwydden
Ffordd Derwen
Penrhyn Bay
Conwy
LL30 3LB**

School Number: 6622053

Date of Inspection: 4 March 2008

by

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Ysgol Glanwydden 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 Glanwydden took place between 04/03/08 and 06/03/08. An independent team of inspectors, led by Len 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. Ysgol Glanwydden is located on the edge of Penrhyn Bay, which is two miles from the seaside resort of Llandudno. The school is maintained by Conwy Local Education Authority (LEA).
2. The area is very anglicised, and it is very small percentage of pupils who come from homes where Welsh is spoken. Welsh is taught as a second language in the school.
3. The school describes the catchment area as being quite economically-advantaged. This is reflected in the fact that only 4% of pupils are entitled to free school meals. This figure is significantly lower than the figures for the county or for Wales.
4. The school serves mainly the villages of Penrhyn Bay, Glanwydden and Bryn Pydew, although a small percentage comes from Llandudno, Rhos on Sea, Penrhynside and Llanrhos.
5. Pupils are accepted at school as part-time pupils in the September following their third birthday. They become full-time pupils in the September following their fourth birthday.
6. There is a wide range of ability amongst the pupils taught within the 11 classes. About 23% of the pupils are registered as having Additional Learning Needs (ALN), including three who are 'statemented' pupils. This percentage is similar to county and national figures.
7. There were 269 pupils on the school register during the present inspection, including 33 children of nursery age who attend either in the morning or the afternoon.
8. The school was last inspected in January 2002, when there were 244 full-time pupils and 41 part-time nursery pupils on roll.
9. The present head was appointed in April 2005.

The school's priorities and targets

10. Amongst the development priorities that are noted in the current School Development Plan (SDP) are:
 - to attain Round 3 of the Healthy Schools initiative;
 - to develop a play area/external classroom for the Foundation Phase;
 - to apply for Eco-Schools accreditation;
 - to continue to create a structure that fosters pupils' bilingualism;
 - develop the use of electronic software for assessing and tracking the standards of attendance; and
 - to raise standards by securing more interactive whiteboards.

Summary

11. Ysgol Glanwydden is a good school, with its stimulating visual ethos and effective leadership being among its main features.
12. The school successfully provides a balanced education and a variety of experiences for the range of pupils that attend.
13. Certain worthwhile practices have been established to encourage pupils' healthy living and their fitness, for example, the Breakfast Club and an arrangement of inter-school games for pupils within teams. Despite this, apart from regular physical education lessons, there are no specific strategies to encourage pupils' general fitness.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
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 2
5 How effective are leadership and strategic management?	Grade 2
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 2

Standards

14. In the lessons observed, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	85%	11%	0%	0%

15. These figures exceed the targets set by the Welsh Assembly Government (WAG) for 2010, namely that 98% of the standard be Grade 3 or better.
16. The general quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in the subjects inspected:

17. The standards for the subjects inspected in key stages 1 and 2 are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Design and technology	2	3
History	2	2
Music	2	2
Physical education	2	2

18. The key skills of children under five and pupils of key stages 1 and 2 develop appropriately. Standards in the key skills of literacy, numeracy and information and communications technology (ITC) are good. Pupils succeed in developing literacy and numeracy skills in aspects of their cross-curricular work. Their ITC skills develop well as they use various programs, search on the Internet and word-process to record their work.
19. The pupils, from an early age, succeed in listening well to lesson presentations through the medium of Welsh and to respond appropriately to instructions and to questions. They use the language increasingly to record curricular experiences, such as within science and design and technology. Their bilingual skills are good.
20. In the end of key stage 1 and 2 assessments in 2007, the school's performances were better than the whole-Wales results in the three subjects assessed, namely English, mathematics and science. Over the last three years, the results of pupils in key stage 1, when compared to similar schools from the point of view of numbers entitled to free school meals, place the school generally within the lowest 50%. Over the last three years, the key stage 2 results have shown an improvement, placing the school within the upper 50% by 2007.
21. Pupils use their time well in lessons. They regularly display an ability to cooperate, when undertaking paired or group work in lessons. Increasingly, in key stage 2, they are able to work independently at times, when researching areas of work.
22. Pupils' creative development, specifically in the way they produce art work of a high standard, is an outstanding feature in the school. They also develop their creative skills effectively in music, and when composing poetry in English.
23. Pupils' standards of behaviour are good throughout the school. They show respect towards people and objects and they are polite in the company of visitors, such as reading volunteers and peripatetic tutors.
24. The school's attendance figures are good, with an average of 94.9% over the three terms before the inspection. Pupils' punctuality both at the beginning of the day and during the day is good.
25. Pupils develop an outstanding awareness of global citizenship, by learning about the customs of faraway lands, such as India and Italy. They communicate with schools in European countries that are members of the Comenius Project, and a few boys are given the opportunity to visit a twinned-town in France every two years. In addition, pupils in Y6 are given a French lesson weekly.
26. Although the older pupils are involved in running a fruit shop for their fellow pupils, and in running stalls in school fairs, their enterprise skills and experiences have not been fully developed.
27. Pupils display good progress in their personal spiritual, social and cultural development. Their ability to work together and to respect each other is good, and they display a maturity in their attitudes. They contribute readily to charities, such as NSPCC and Hope House. They respond appropriately to reflect on values and morality in collective worship sessions within the classes, or in key stage or whole-school assemblies.

28. They display an awareness of their local community when offered specific experiences to know about their village and to visit places of interest there. They visit a local church and chapel in order to hold concerts annually.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	78 %	14 %	0%	0%

29. The quality of teaching in lessons surpasses the all-Wales statistics for 2005-2006, as published in the Annual Report of Her Majesty's Chief Inspector, where grades 1 and 2 were awarded in 79% of lessons.
30. Teachers have appropriate knowledge of the programmes of study that are incorporated in the National Curriculum (NC), and the quality of the relationship between them and pupils is good, and sometimes outstanding.
31. The features of the teaching in the good or outstanding lessons include exuberant and lively enthusiasm which motivates and encourages pupils, frequent use of both languages to promote bilingualism and effective use of classroom assistants during lessons.
32. Where there are some shortcomings in the teaching, there is not enough purposeful planning to develop the key skills, and the element of differentiation does not sufficiently reflect pupils' needs.
33. The school's assessment procedures are clear and effective. The annual reports on pupils' progress are thorough and fully meet the statutory requirements. Parents appreciate the reports, and the opportunities provided to discuss their children's progress during two annual parent evenings.
34. The school provides a broad and balanced curriculum for all pupils, which is based on careful planning, and which takes consideration of the requirements of the NC and the Desirable Outcomes for Children's Learning. The *Cwricwlwm Cymreig* is well-addressed.
35. The school plans for developing the pupils' key skills in areas across the curriculum. However, the quality of this planning is inconsistent across the school.
36. Pupils' education is further promoted by their visits to places in the local area and wider area, and by the experiences provided by visitors who are invited to the school to conduct workshops or to share expertise with the pupils.
37. The quality of the partnerships is good. Parents are very supportive of the school and they work industriously to raise funds. A number of parents help with extra-curricular clubs and some come to the school as reading volunteers. The response of parents in the pre-inspection meeting and their responses in the questionnaires, were extremely positive.
38. Good features outweigh shortcomings in the manner in which pupils' enterprise skills is promoted. The eldest pupils are in charge of stalls in school fairs and for the daily fruit shop. However, the main responsibility for financial matters lies with adults. Pupils handle money and help to arrange certain events.

39. Sustainability and global citizenship are well-promoted in the school. The school is currently working towards the bronze award of the Eco-Schools initiative and a Nature/Eco club is held every Thursday afternoon. Y5/6 pupils look after the small garden on the school site.
40. The school has been awarded 'International School Status.' A school in Lesotho is sponsored by the pupils of Ysgol Glanwydden and teachers and staff attend Comenius-related events. This has resulted in links with schools in Spain, the Republic of Ireland, Greece and France.
41. The school conducts a variety of sporting activities but, in general, there are insufficient day-to-day opportunities to encourage pupils to improve their fitness and to make them aware of the benefit of regular exercise.
42. The school's provision for pupils with additional learning needs (ALN) has good features which outweigh shortcomings. Targets for pupils' progress are noted in the individual education plans (IEP). However, the targets and activities noted are over-dependent on developing phonic skills and they aren't extensive enough to incorporate various other activities.
43. Classroom assistants make a valuable contribution in supporting pupils with ALN. There are very good examples of such support for pupils with a statement of ALN.
44. Equal opportunity is given for boys and girls to participate in every activity. There are currently no pupils with a disability. However, the school is planning for ensuring appropriate modifications for any case that could arise.

Leadership and management

45. The head provides clear guidance, and has gained the trust of her fellow teachers, the ancillary staff and the governing body. The school has an effective staffing structure, with a senior management team including the head, deputy and team leaders.
46. The members of the governing body, who are very supportive of the school, fulfil their statutory requirements, with the numerous sub-panels meeting as necessary, before reporting on decisions to the full body. They also produce an annual report for parents and compile a school handbook which is reviewed on an annual basis.
47. Although some members visit the school and discuss curricular aspects with co-ordinators, they do not, as yet, monitor formally enough, and they are not sufficiently aware of the school's performance in comparison with similar schools.
48. Effective monitoring procedures, based on a purposeful timetable, have been established. The school regards the self-evaluation procedure as an important element of its work, and the latest self-evaluation report is considered as a key instrument which sets the foundation for further development.
49. Recently, purposeful questionnaires were compiled and distributed to parents. Their responses were analysed and their opinions were taken into consideration.
50. The current School Development Plan (SDP), for the period spanning 2005-08, is effective, and its organisation facilitates related discussions.

51. The school employs a sufficient number of teachers whose qualifications are various and appropriate. Good use is made of teachers' expertise in some areas, such as music, where classes are exchanged.
52. A good number of classroom assistants are employed who work effectively with the teachers. A number of volunteers come to the school on a weekly basis to help by listening to pupils reading; their contribution is valuable.
53. The building provides a good teaching and learning environment. The school and its grounds are kept clean and tidy. There are very tasteful displays on the school's walls, which engage the interest of both pupils and visitors.
54. The governing body is conscientious in undertaking its responsibility for the school budget, and gives careful consideration to staffing and resource issues. The school provides good value for money.
55. The school has made good progress in relation to the four key issues noted in the last inspection, in January 2002. The developments seen in the present inspection include improved standards in history, music and physical education at key stage 2 and the self-evaluation system has been developed effectively. The governing body's monitoring procedure has not been fully developed, as yet.

Recommendations

In order to improve further, the school needs to:

- R1 raise the standards of design and technology in key stage 2;
- R2 revise and refine the methods by which pupils with ALN are identified, as well as the provision for them in cross-curricular aspects;
- R3 establish a specific strategy for fostering pupils' fitness;
- R4 further develop pupils' enterprise skills; and
- R5 further develop the role of the governing body in monitoring the quality of the provision.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	85%	11%	0%	0%

57. These figures surpass the targets of the WAG for 2010, namely that 98% of standards are Grade 3 or better.
58. The overall quality of the educational provision for children under 5 is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
59. Pupils achieve well in terms of the development of their skills, knowledge and understanding in activities across the curriculum. They are aware of personal targets set for them, and strive to attain them.
60. Children under five develop their key skills in a manner which is appropriate to their age and maturity. They practise literacy skills by creating an imaginary menu for a spider, by learning specific terms when making jelly, and by creating a class poem which enables them to recognise rhymes. They develop numeracy skills by arranging pictures which portray the life cycle, by learning about sets of numbers and by colouring numbers as a consequence of throwing two dice. They use programs such as *2Simple* to recognise, drag and locate objects across the screen, to develop their confidence and ITC skills.
61. Pupils in key stages 1 and 2 make good progress in their key skills across the curriculum. They develop purposeful literacy skills by writing thank you letters for borrowing historical artefacts, by recording an investigation into 'floating and sinking' and by comparing the features of two different play areas. They master numeracy skills by matching prices to different coins and by drawing a graph which records types of pets.
62. They develop relevant ITC skills by using a word processor to describe a fictional character from a foreign planet, by drawing various graphs and by investigating on the Internet into the history of well-known persons from the past.
63. Pupils develop bilingualism skills well. From an early age, they demonstrate a good ability to listen to and understand presentations in lessons and to respond to Welsh when it is used increasingly in daily activities. They participate with enthusiasm in role plays by mastering the syntaxes of the language, and they record their experiences in simple sentences in Welsh, in areas such as design and technology and science.
64. In end of key stage 1 assessments in 2007, the school's results surpassed those of Wales in the three subjects assessed, namely English, mathematics and science. However, when the school's results are compared to those of similar schools, defined according to the numbers of pupils entitled to free school meals, the results placed the school in the third quartile in mathematics and science, and in the fourth quartile in English.
65. In end of key stage 2 assessments in 2007, the school's results surpassed those of the county and Wales in all three subjects assessed, namely English, mathematics and science. When comparing with similar schools, the school's results were in the second quartile in mathematics and science, and in the third quartile in English.
66. Over the last three years, pupils' results in the subjects assessed at the end of key stage 1, when compared to similar schools, have placed the school in the two bottom quartiles overall.

67. In key stage 2, over the past three years, pupils' results in the subjects assessed, when compared to similar schools, showed that the school had risen from the third quartile to the second quartile by 2007.
68. The performance of boys was slightly lower than the performance of girls in assessments in 2007; however, there is no obvious pattern of underachievement amongst boys.
69. Pupils use their time well in the lessons, and respond readily, and very enthusiastically at times, to the teacher's encouragement. They frequently demonstrate a good ability to collaborate, when involved in pair or group tasks.
70. Pupils apply themselves well to working independently and on occasions, and increasingly at key stage 2, they carry out investigations and plan aspects of their work.
71. Overall, pupils demonstrate a good awareness of how to improve their work, and they respond effectively to guidelines from teachers in the lessons.
72. Overall, pupils make appropriate progress towards achieving their potential in order to move on to the next learning stage. This is at its best at the top end of the school.
73. Pupils' creative development, in particularly the manner in which they produce art work of a high standard, is an outstanding feature in the school. They also develop effective creative skills in music and when producing poetry in English.
74. Pupils demonstrate good progress in their personal, spiritual, social and cultural development. Their ability to work with each other and to respect each other is good. They demonstrate maturity in the manner in which they act. They are willing to contribute to charities, such as the NSPCC and Hope House. They respond appropriately to reflecting on values and morals in collective worship sessions in class, or in key stage or whole school assemblies.
75. They demonstrate an awareness of their local community by taking advantage of specific opportunities to get to know their village, and to visit places of interest there, such as an old mansion. They visit the local chapel and church for concerts on an annual basis.
76. Through various aspects in their curricular studies, they become familiar with the work of contemporary Welsh artists and singers, whilst they are familiar with tales from the past and well-known personalities in the history of Wales, such as Owain Glyndwr and Betsi Cadwaladr. They also enjoy a workshop with an instrumentalist who is a traditional clogger.
77. Pupils develop an outstanding awareness of global citizenship. They learn about distant countries such as India and Italy by studying aspects such as food and clothes, and the manner in which people worship in different ways. They contact schools in European countries that are involved in the Comenius project, and every two years, some boys have the opportunity to visit a twin town in France. In addition, Y6 pupils receive a weekly French lesson. They contribute towards sponsoring a school in Lesotho.
78. Pupils have a good awareness of the world of work. They invite members from the Welsh Opera Company to conduct a workshop at the school, before attending a performance in Llandudno. They learn about aspects of local government by visiting the town mayor's office in Llandudno.

79. Despite the older pupils in the school being involved in running the daily fruit shop for their fellow pupils, and running stalls in school fairs, their awareness and experiences of entrepreneurial skills have not been developed fully.
80. Pupils' standards of behaviour are good throughout the school. They show respect towards people and things and are courteous with adults who visit the school, such as reading volunteers and peripatetic tutors.
81. The school's attendance figures are good; with an average of 94.9% over the three full terms prior to the inspection. Pupils' punctuality when arriving in the mornings and during the day is good.
82. Pupils demonstrate a good awareness of sustainability issues. Some pupils join the school's Nature Club, and are involved with issues of the Eco-schools initiative. They look after the school garden, and create a compost heap. They use paper and cardboard recycling bins.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

83. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

84. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	78%	14%	0%	0%

85. The quality of the teaching in the lessons exceeds the data for Wales for the year 2005-06, as published in the Annual Report of Her Majesty's Chief Inspector, which noted that Grades 1 and 2 were awarded for 79% of lessons.

86. Teachers possess an appropriate knowledge of the programmes of study incorporated within the NC, and of developments within their fields.

87. The relationship between teachers and pupils within lessons is good and, at times, outstanding.

88. Outstanding features of lessons include:

- lively and vibrant enthusiasm that provides real stimulation and encouragement.
- deliberate and consistent use of both languages to foster bilingualism, and
- utter wonder and appreciation of pupils' efforts.

89. Where teaching is good, there is:

- definite objectives to lessons, which are shared with pupils;
- a sense of continuity with previous lessons;
- a variety of techniques and the use of purposeful and suitable resources;
- effective use of classroom assistants within lessons;

- deliberate support and encouragement and
 - the sharing of good practices and examples with pupils and whole-class evaluation to encourage improvement.
90. Where there are shortcomings in the teaching, there is insufficient deliberate planning for the development of the key skills, and the aspect of differentiation does not sufficiently reflect pupils' needs.
91. The school's assessment procedures are clear and effective, and they conform to statutory requirements. A specific programme of assessment, that allows the school to monitor and revise pupils' needs, is undertaken annually. Assessments are used as a basis for planning pupils' progress. Individual profiles are kept of pupils' work in order to track the progress made by each one during their time at school.
92. Pupils' work is marked regularly and consistently. Despite this, there are not always comments offered on pupils' work to suggest ways of making further improvements.
93. The annual reports are detailed and conform fully to statutory requirements. They include a summary of the work done and the pupils' achievement in relation to the work, as well as targets for future progress.
94. Two meetings are held annually with the parents to discuss their children's progress, and the parents appreciate the information given to them regarding what is taught to their children.

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

95. The findings of the inspection team correspond to the judgement made by the school in its self-evaluation report.
96. The school offers a well-planned, broad and balanced curriculum, which meets statutory requirements. The curriculum is accessible to all pupils, and shows good continuity in planning, and progression between the various age groups and key stages.
97. The quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
98. The school's provision for the development of key skills has good features, which outweigh shortcomings. Although most lesson plans include provision for key skills, in a few instances there is a lack a clear purpose for their application. Teachers do not evaluate sufficiently their effectiveness within lessons.
99. The school makes very effective use of the locality to enhance pupils' learning. Visits to local churches, as well as to nearby towns and villages extend and enhance pupils learning opportunities well.
100. The school makes effective use of various visitors to the school. Their contributions enhance pupils' social and cultural development, and in many

instances help further develop the pupils' creative skills. Visiting artists help pupils to develop their creative skills well through producing excellent art work. The school values the contribution that visitors make to pupils' learning.

101. Participation in local sporting events develop sporting and leisure interests. These help the pupils to interact socially and to acquire a healthy respect for rules and codes of behaviour. The pupils appreciate these opportunities and facilities, which also help develop their individual decision-making, and inter-personal skills.
102. Sessions of collective worship provide good opportunities to develop pupils' spiritual aspects through opportunities to reflect on their own and other people's lives. The school provides ample opportunities to promote pupils' moral development, through promoting awareness of right and wrong. The standard of pupils' behaviour around the school is evidence of the effectiveness of this provision. The pupils actively support those less fortunate than themselves through a good range of charity work.
103. Pupils' cultural development is very well promoted through various musical events and through a wide range of art and craft activities. This is an outstanding feature of the school. Many pupils are members of the Urdd and the associated activities support them very well in their understanding and experience of Welsh culture.
104. The depth and quality of partnerships is good. Parents are very supportive of the school and work hard to raise money. A number of parents help with extra curricular clubs and come in to listen to pupils reading. The pre-inspection parents' meeting and the questionnaires that were returned were extremely positive.
105. Pupils visit the local chapel and church to give concerts and advertise local events within the school. The school council provides a free newsletter, and distributes this through outlets such as local newsagents.
106. There are good arrangements, including visits by teachers, to prepare pupils for their transfer to the local secondary schools.
107. The school has established good placement opportunities for trainee teachers. Pupils from two local secondary schools attend on work experience placements.
108. The school's close links with many employers and local services enrich the quality of curricular provision for the pupils. Pupils learn from first hand experiences about various aspects of the world of work in their lessons.
109. The head has participated in a number of visits to employers, such as Portmeirion Village and a North Wales housing association. She has utilised some of their principles in aspects of school management.
110. The school's *Cwricwlwm Cymreig* reflects many aspects of Welsh heritage, culture, environment and history. This is an outstanding feature of provision. All teachers use Welsh frequently on an incidental basis throughout the school. They make appropriate use of a variety of phrases and promote good verbal responses from the pupils on a regular basis.
111. The school ensures that pupils who are looked after by the local authority receive an appropriate personal education plan, and the head takes responsibility for ensuring that the school meet its statutory duties in meeting

their needs. External agencies are consulted to ensure that their attendance is monitored and made as problem-free as possible.

112. Sustainability and global citizenship are well-promoted aspects within the school. The school is currently working towards the Bronze awards in the Eco-Schools programme. A nature/Eco club, run by a teacher and a member of the governing body, meets each Thursday. Year 5/6 pupils take responsibility for the small garden in the grounds and there are bird feeders located around the campus. Paper is recycled in each classroom and recycling bins are placed outside the school entrance. There are ample notices around the school to remind pupils and teachers about the need to conserve energy.
113. The school has attained 'International School Status'. A school in Lesotho is sponsored by Glanwydden pupils and teachers and staff attend events through the Comenius scheme. This has led to links with schools in Spain, Eire, Greece and France.
114. The good features of promoting the development of entrepreneurial skills outweigh any shortcomings. Older pupils run fundraising stalls and the school fruit shop but the main responsibilities for cash flow matters lie with adults. Pupils handle money and assist with organising a few events.
115. The many visits and well-established links with the immediate and nearby communities, enrich pupils' lifelong learning experiences well. These activities provide them with further opportunities to develop their communication skills and their social awareness.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
117. The school provides a supportive environment for learning, and the pupils respond well to the procedures. The school makes effective use of various support services to enhance its care and support for specific pupils.
118. The school's home-school agreement ensures that parents and pupils are aware of the ethos and values of the school. All the parents express positive views about the school and their pre-inspection questionnaires indicate an outstanding positive relationship between themselves and the school. A monthly bi-lingual school news-letters keep parents well informed about school life and forthcoming activities. The school web-site also provide valuable information to the parents.
119. The 'Parents, Teachers and Friends Association' (PTFA) organises fundraising and social events that support the school well financially. A small number of adults provide valued support in school by listening to pupils read, and by accompanying pupils on school trips.
120. The school council meets regularly and provides opportunities for pupils to make decisions influencing school policy and practice. It has been particularly effective in increasing awareness of healthy eating, and in promoting a school garden. These opportunities contribute well towards helping them become responsible citizens.

121. The school has established effective induction programmes to help new pupils settle in. All new parents are invited to attend an induction half-day, and receive a fully comprehensive school handbook. Older pupils help younger ones to settle and the school council is actively involved in ensuring that all new pupils are happy in school.
122. There are good procedures to help pupils move to their local secondary school through a variety of activities. The pupils visit their new school and become accustomed with the organisation of the secondary school.
123. Parents are made aware via the school prospectus of the school's requirement to explain absences. However, where no explanation is forthcoming, there is no system in place to contact the home on the first day.
124. Rewards are given for good behaviour, effort and good work on a day-to-day basis. Pupils' achievements are routinely celebrated in collective worship sessions. There is no system in place for accumulative awards each term or at the end of the school year, although this practice is currently under consideration.
125. The infrequent instances of bullying or bad behaviour are recorded in a file by the head, and parents are informed where necessary.
126. The school provides an excellent Breakfast Club facility for the pupils. This ensures a healthy start to the school day. Older pupils take responsibility for organising a fruit shop each morning. The school provides varied and healthy meals. The kitchen staff note that pupils are increasingly choosing vegetables as part of their mid-day meal.
127. Risk assessments are undertaken before each school trip. Cycling proficiency lessons are held for pupils. The majority of teachers are trained First Aiders, with a few of them trained to higher levels. A few of the older pupils receive training in using the 'Heartstart' defibrillator device.
128. The school provides a variety of sporting activities but, in general, there are insufficient daily opportunities to encourage the pupils to improve their physical fitness and to make them aware of the benefits of regular exercise.
129. The head is the designated child protection officer. All permanent staff members are aware of this and are aware of the relevant procedures. Criminal Records Bureau (CRB) checks for staff and for parents who help out on trips and school activities are in order.
130. Provision for pupils with ALN shows some good features, which outweigh shortcomings.
131. The school's main means of identifying pupils with ALN is their reading attainment. The ALN coordinator ensures that each member of staff is aware of targets identified within each pupil's IEPs. However, the setting of pupils' targets is over-dependent on developing pupils' phonic reading skills. These targets are not sufficiently broad to incorporate other, equally important, activities, and do not give sufficient attention to pupils' preferred learning styles.
132. There are sound examples of teachers adapting aspects of their lessons to meet the needs of a few pupils who are on a statement of ALN. However, the level of differentiated teaching and learning in certain classes to challenge other pupils with ALN is inconsistent.

133. Teaching assistants make a valuable contribution to supporting pupils with ALN. There are very good examples of such support with pupils who are on a statement of ALN.
134. Support for pupils who learn English as an additional language is good. An EFL teacher provides valuable support for a small number of pupils. However, the occasional withdrawal of some pupils' from language lessons to receive support in mathematics restricts their language development.
135. The school makes very effective use of external support services, in particular to provide support those pupils who experience specific learning difficulties, such as dyslexia. The more able pupils are given suitable extended tasks in most lessons. These match their ability and provide further enhanced learning activities for them.
136. Parents are invited to contribute to each pupil's IEP during consultation evenings, as well as contributing to their children's annual reviews. These procedures meet statutory requirements. The school's governing body has a designated member with responsibility for ALN, who visits the school to discuss relevant matters with the staff.
137. There are specific guidelines towards establishing good behaviour around the school. These include effective rules and codes of conduct, which are known to all. These are displayed clearly in all classes. The staff are consistent in their use of these rules.
138. Every pupil is treated equally and has every opportunity to take part in all school activities. This includes trips organised specifically by the school as well as participation in after-school activities. Girls and boys are given equal opportunity to take part in any activity.
139. The school is mindful of pupils' diverse backgrounds and its equal opportunities policies reflect this. Planning for lessons regularly promotes respect for diversity. Pupils' awareness of other cultures is raised through curriculum subjects such as religious education and geography, and also in PSE lessons. The parents of ethnic minority pupils support the school well and visit to talk to the pupils about their various cultures and way of life. Pupils in Y5/6 celebrated an India Day, when the study and preparation of recipes and meals as well as other customs were undertaken. This aspect is an outstanding feature of the school.
140. There are no disabled pupils at present. However, the school has plans for appropriate adaptations, should the need arise. Toilets for the disabled are available for wheelchair users and a bell has been placed at an appropriate height at the school gate.

Leadership and management

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
142. The head has succeeded, within a comparatively short time, in providing clear leadership, gaining the co-operation of her fellow teachers, the support staff and

the governing body. She has established a structure for the raising of standards, such as reorganisation of classes to ensure three parallel classes within Y1/2, Y3/4 and Y5/6. She has developed a Welsh ethos within the school, that is reflected in the stimulating displays and in the increasing use of Welsh as a medium of teaching and learning.

143. The school has an effective management structure, involving a senior management team, consisting of the head, the deputy and the team leaders. This structure has been developed to consider such matters as class organisation and consistency of planning. Records are kept of meetings of the management team, which contribute towards managerial and strategic decisions. The deputy works in a diligent and conscientious manner.
144. The governing body attend to numerous school policies, and have a structured approach to their work in revising and updating them. Targets are set annually for pupils' performances in the core subjects, as well as for attendance figures.
145. The manner in which the head manages the performance of teachers and promotes their professional development is outstanding. All teachers have a booklet relating to Performance Management matters, where they record their evaluative comments relating to their annual objectives. Interviews with individuals are held to discuss matters relating to their professional development.
146. The school involves itself well with certain initiatives fostered locally or nationally; as yet, other initiatives have not been implemented sufficiently. Amongst the more successful projects are the fostering of pupils' bilingual abilities, the activities that promote pupils' understanding of global matters and the work relating to the Eco-school and Healthy School Projects. Strategies for encouraging healthy eating and pupils' fitness, as well as pupils' experiences of enterprise, are as yet insufficiently developed.
147. The governing body meet its statutory needs, and various sub-panels meet as the needs arise before reporting back to the full body. They also produce an annual report to parents on their work and provide parents with an updated version of the school prospectus.
148. The governing body is very supportive of the school and its activities and the members co-operate well with the school's management team. Although some members visit school and discuss curricular matters with the relevant coordinators, they do not, as yet, monitor the provision with any degree of formality. They do not have a sufficient awareness of school performance in relation to benchmarking comparisons.
149. The governing give careful consideration to the school's development priorities and keep a watchful eye on a tight budget, ensuring that any underspend is well within the Audit Commission's recommendations.

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

151. The findings of the inspection team agree with the school's judgements in relation to all seven of the key questions, which suggest that the school's self-evaluation processes and their implementation are valid.
152. Monitoring processes, based on a purposeful time-table, have been established. The evaluation of standards is constantly undertaken, with reference to external criteria, such as Quality Mark and Investors in People accreditation, as guidelines for success. The school considers the self-evaluation process to be an essential aspect of its work, and regards the recently produced self-evaluation report as a key instrument that offers a basis for further improvement.
153. This latest report displays a sound knowledge of the school and its provision. It includes a thorough analysis of the current state of the curricular aspects, including the provision for children under five. A specific strategy is used for noting strengths, sound aspects and aspects for further development. However, the report does not include sufficient evaluation of the provision for pupils with Additional Learning Needs, and does not consider relevant data, such as school's performance in comparison with similar schools.
154. The curricular co-ordinators are aware of their responsibilities involving planning, ensuring consistency of practice, advising fellow teachers and monitoring standards within their specific subjects. Some co-ordinators, but not all, have presented their findings to individual members of the governing body, or at a meeting of the whole governing body. These reports are the result of seeking the opinions of fellow teachers, regarding the strengths and shortcomings of the curricular aspects. In general, it is the head and the deputy who undertake observation of the teaching and learning.
155. A short questionnaire for parents was recently distributed, inviting parents' views on matters mainly pertaining to pupils' welfare and pastoral care. The results were analysed and parents' views were considered.
156. The current SDP is for period 2005-08. It contains an overview of the school's context, an evaluation of the priorities for previous years and a list of priorities for the current year. It is an effective working document, and its well-ordered format makes it facilitates its use.
157. The governing body considers the various options put forward by the head, in order to finance the development priorities. They have also been involved with the school's most recent self-evaluation report, discussing certain matters in full, such as the grades awarded to key questions.
158. It is judged that the school has made good progress in relation to the four key issues noted in the last Inspection, held in January, 2002. Of the subjects that received attention in the present inspection, it is judged that standards have improved in history, music and physical education in key stage 2. Pupils' key skills are developing well, although there remains some inconsistency in their planning. The self-evaluation process has been developed effectively, with an enhanced role for curriculum co-ordinators in the monitoring of the subjects for which they have responsibility. The monitoring role of the governing body is not, as yet, fully developed.
159. The current organisation of teams of teachers across both key stages has ensured consistency in planning and in the quality of teaching. Teaching

methods have allowed increasing opportunities for pupils to develop their independence as learners.

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

Grade 2: Good features and no important shortcomings

160. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
161. The school employs a sufficient number of teachers who possess suitable and varied qualifications. A good number of them have gained further qualifications during their career. All teachers take responsibility as curriculum leaders for specific subjects.
162. Good use is made of teachers' expertise in certain aspects, such as music, where classes are exchanged
163. A good number of classroom assistants are employed, and they cooperate effectively with the teachers. A number of volunteers come to school weekly to assist by listening to pupils read; their contribution is valued by the school.
164. The school has a good supply of resources, which are accessible to pupils and staff within the school. A suitable location exists for the use of the ample ITC resources by key stage 2 pupils. The school currently prioritises the acquisition of further interactive whiteboards for all classes. The school library is small, limiting its use to a small number of pupils at a time.
165. The school's accommodation provides a good setting for teaching and learning. The building and the grounds are kept clean. A section of the boundary fencing is currently under repair but, for the most part, the school is well-maintained and secure.
166. The school has begun preparations for the implementation of the Foundation Phase by providing a suitable external play-area for the pupils.
167. Teachers' 'planning, preparing and assessing' time is used purposefully; the school employs a teacher and a higher level teaching assistant to release teachers during these periods. A convenient room is used for these periods. The head and the teachers are of the opinion that this arrangement contributes well towards the raising of standards.
168. Extremely attractive displays adorn the school walls, both within the classrooms and along the corridors, reflecting the work done by various classes. This is a rich visual stimulus that engages the interest of pupils and visitors.
169. The governing body attends diligently to its responsibility concerning the school's budgetary allocation, and gives careful consideration to staffing issues. The school provides good value for money.

Standards achieved in subjects and areas of learning

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

170. Pupils in key stage 1 respond well, with a significant number of them displaying keenness and enthusiasm in contributing oral comments. They contribute with confidence when discussing aspects of their work. The more able express themselves clearly, using purposeful vocabulary.
171. Their reading skills develop appropriately, the majority of pupils conveying suitable expression. A good number respond to punctuation marks when reading aloud. A number of lower-ability pupils recognise rhymes within their reading texts, and can offer further examples.
172. Many pupils can compose detailed descriptions of a spaceman with effective detail and imagination. They use adjectives well in their creative work.
173. A good number of the older pupils develop their cursive handwriting neatly and legibly.
174. Many key stage 2 pupils listen to instructions well and intently, and respond appropriately and promptly. They show confidence in relating personal experiences, using appropriate vocabulary and tone of voice. They are aware of audiences and they adapt their presentations as needed.
175. A vast number of pupils are able and fluent readers, using a clear voice and appropriate expression. They can discuss the content of a book accurately, expressing an opinion on various aspects of the story they have read.
176. The more able pupils use the context well to predict the meaning of a hidden word within the text. A great number of lower ability pupils develop well the skill of recognising letter sounds and their blends.
177. The pupils can compose effective acrostic poems on specific topics, such as 'The Iron Man' or the local town. They also compose good fantasy poems, on themes such as dragons, and use suitable similes in their creative work.
178. The pupils recognise well the differences between features of a story and a script. They can identify dialogue within texts and can adapt this meaningfully in the form of a script.
179. A good number of pupils can write short and clear reports in the form of a newspaper report, on specific events within their locality. Most of them use exclamation marks, quotations and commas correctly within personal pieces.

Shortcomings

180. A significant number of pupils at key stage 1 are over-dependent on phonic strategies when reading, and do not have sufficient knowledge of other means of decoding unfamiliar words.
181. Spelling weaknesses impair the progress of a minority of pupils at key stage 2 in their written work.

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

182. At key stage 1, the majority of pupils can use a number line and a hundred square with confidence. They can count on and backwards in stages and can solve simple mathematical problems, and they can distinguish between odd and even numbers.
183. They can measure correctly in centimetres and can estimate the dimensions of various objects accurately. They can also differentiate, for example, between 'longer than/shorter than, wider/widest, taller than/tallest'.
184. The more able pupils in key stage 1 have ordered and successful strategies to obtain answers for mental arithmetic problems, and their answers are correct and reasonable.
185. When working with simple three-dimensional shapes, they have a good knowledge of their features from the point of view of surfaces, sides and methods of movement.
186. Most of the pupils can differentiate between analogue and digital time when recording time on the hour and on the half hour.
187. At the lower end of key stage 2, pupils can see patterns in numbers and can count in tens intelligently. They are able to use the four rules and adapt them to various situations. They can explain how addition and subtraction and multiplication and division are contrasting processes.
188. When collecting data and transferring it to block graphs, pupils in Y4 are able to come to intelligent and valid conclusions to follow their investigations. They can explain their conclusions confidently and sensibly.
189. Year 5 pupils can deal with coordinates intelligently and can also identify the different symmetrical lines in various shapes.
190. Year 5/6 pupils deal intelligently with mathematical problems, and can reason soundly when solving those problems meaningfully.
191. By the end of key stage 2, they have good awareness of different kinds of angles and triangles and are able to distinguish between them and name them correctly. Year 6 pupils can use the appropriate equipment to measure angles of various sizes. They are able to calculate the area and perimeter of various shapes.
192. When drawing three-dimensional shapes, Y6 pupils can reason intelligently when discussing their work, displaying a thorough understanding of the features of the shapes. They are also ready to offer reasoned responses to a mathematical problem.
193. Pupils at both key stages use a mathematical computer program confidently and independently within lessons.

Shortcomings

194. A minority of key stage 1 pupils lack confidence when mentally subtracting smaller numbers from larger numbers.

Design technology

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

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

195. Key stage 1 pupils can elaborate on the stages of the 'making' process, noting the skills they were developing. They make choices in relation to materials and methods of assembling and joining, when creating a soft toy, such as a fish.

196. When evaluating their models, they can express an opinion on what they feel has been most successful and what they can do to improve it.

197. They can create models with moveable parts, displaying effective skills of drawing, colouring, cutting and joining.

198. They relate their work to another curricular aspect, such as history or science, when investigating levers, in order to find weaknesses in certain kinds. They record the stages of the work on relevant worksheets.

199. Pupils in key stage 2 understand well the stages of the process, in relation to the early ideas, the planning, the making and the evaluating of the product. They use the Web to investigate different kinds of Tudor houses, as well as observing, in detail, houses in their own village.

200. They take full advantage of opportunities to be involved in a workshop in Denbigh Technology Centre to create a merry-go-round out of Lego, and they record effectively how they can programme it to vary both its levels and its speed of orbit.

201. They can adapt materials in order to make a model of a dog's kennel that includes a lighting system worked by an electrical switch and a pneumatic device for opening the door. They use a commercial kit purposefully to create trucks, varying the methods of assembling the components.

202. When evaluating work undertaken on Indian foods, pupils are aware of hygiene and safety issues. They can evaluate the stages of the process undertaken, noting the aspects of planning, the investigating of recipes and the making. They express an opinion on the various foods.

Shortcomings

203. In key stage 2, there is a tendency for the pupils' evaluations of their work to be superficial, such as '*It was difficult to make it*', rather than detailing the aspects that were difficult. They find it hard to think of methods of improving or adapting products.

204. There is a lack of refinement to the finishing of certain products made by key stage 2 pupils, due to lack of care in skills of cutting and joining different materials.

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

205. Key stage 1 pupils make effective use of primary and secondary sources, such as post cards and photographs, to glean information about historical matters. A good number of them evaluate the information collected intelligently, when comparing the methods and customs of specific periods in the past to the way we live today.
206. Many pupils make effective use of visits to places of historical interest, such as visiting the village of Llangernyw, and noting the various materials, buildings and features of Victorian Times seen there. They use this evidence well to interpret how they think people lived in the village over a hundred years ago.
207. Most pupils have a good knowledge of important Welsh personalities and their contribution to specific aspects of history, such as Betsi Cadwaladr and Gruffudd Jones of Llanddowror.
208. A good number of key stage 2 pupils display a good understanding of history by undertaking careful investigative methods, and interpreting the findings intelligently, conveying their meaning clearly and orderly.
209. Most of them can refer to the features of a specific period, such as a house in Stone Age times, and can explain the significance of artefacts used in those times. They can compare well the way these were probably used to similar implements used today.
210. Most pupils can compare the life of a Roman soldier to the life of a child in modern Wales, relating the features to personal aspects. They also make similar comparisons through identifying the advantages and disadvantages of the life of a British child with the life of a native child during the time of the British Empire in India. The more able pupils can identify racist aspects in aspects of Indian life during this period, and explain them intelligently.
211. Pupils create effective posters to persuade people to join Francis Drake's around-the-world voyage. They use relevant terms and facts within the appropriate context. Less able pupils display outstanding ability when arranging the main events on Drake's voyage in the correct chronological order.

Shortcomings

212. 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

213. In key stage 1, pupils can choose untuned instruments and use them to copy and repeat simple rhythms as accompaniment for a familiar song. They begin to understand how to improve their performances.

214. They can use a musical computer program independently and confidently in music lessons.
215. Pupils can listen to short pieces of music and understand and use terms such as *slow*, *fast*, *silent* and *strong* to describe them. They can create a simple sound-story, using a variety of untuned instruments.
216. In Y1/2, pupils create their own instruments and can distinguish between shaking, scratching, blowing and plucking, when producing sound from them. They also understand how sound is created by certain real instruments.
217. Pupils in Y3/4 succeed in creating short pieces of music in groups, on themes such as Animals. They understand the meaning of a pentatonic song and can use voice and instruments to present it with polish and zest.
218. Pupils in key stage 2 who receive lessons in violin, guitar, clarinet, flute and recorder achieve good standards of achievement. They also have a strong awareness of traditional Welsh instruments, following a visit by an expert in the field. Through studying African music, they can create rhythms in this style, using various percussion instruments
219. Pupils in key stage 2 can interpret a specific theme musically and creatively, creating a refined and disciplined finished product.
220. Pupils in Y5/6 can discuss the main features of a piece of music and convey the feelings revealed in it.
221. Pupils in Y5/6 can use the correct terminology to describe the features of a calypso and can sing it in unison, harmonise it and add instruments when presenting it.

Shortcomings

222. The pitch of the singing is not consistent and certain in unaccompanied performances at key stage 2.

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

223. At key stage 1, pupils dress appropriately for physical education lessons. They can reason well about the importance of warming-up the body.
224. They use the floor space effectively for their movements, while working as individuals or in pairs.
225. The great majority display good progress in their skills of handling a small ball, succeeding in throwing and catching, bouncing and catching, with dexterity.
226. They show good progress when mastering a new skill, and when practising their skills while moving.
227. They show a good ability to concentrate diligently while developing the skill of controlling their ball with the feet, while moving and changing direction.

228. In dance lessons, pupils are imaginative and disciplined when displaying physical shapes on specific postures. They succeed in combining a series of shapes in a meaningful way when responding to music.
229. Key stage 2 pupils understand well about the importance of warming-up and loosening muscles before undertaking energetic physical activity. They understand the need to ensure safety while working.
230. In gymnastic lessons, they increase their understanding of appropriate techniques when moving and when displaying a variety of shapes. They display effective physical control when combining a series of shapes, using different parts of the body to maintain a balance well. They can use the floor effectively, when displaying performances at different physical levels. They learn from each other when given opportunities to observe peer performances.
231. In ball skill lessons, pupils at key stage 2 cooperate successfully in pairs, while practising their passing and catching skills with large balls. They are able to intensify the technique as they increase the tempo of the activity. They understand the need to move and to change positions in order to facilitate skill of passing and to avoid opponents.

Shortcomings

232. At key stage 1, a small number of pupils are uncertain of the need to adapt movements and physical posture in order to receive a ball successfully.
233. Pupils at key stage 2 tend to be noisy while practising as individuals, failing to concentrate effectively.

School's response to the inspection

We wish to thank the Inspectors for their thorough work during their visit. They gained a good insight into Ysgol Glanwydden, as we see them referring to the school as one 'that provides a balanced education, offering a wide experiences to the range of pupils.'

We thank them for identifying the support and importance of the role played by the parents and the wider community in the life of the school. We are also proud of the comment made about the pupils' special behaviour and their maturity and the respect they show towards each other. As a staff, we are pleased that there is reference to the healthy relationship that exists between teachers and pupils. We believe that this relationship is a foundation stone in our daily involvement with them within the school, and is a positive element towards the raising of standards.

It is good to know that our committed staff succeed in delivering lessons of a high quality, which exceed the Welsh Assembly Government's data for the whole of Wales.

We believe that the report places the correct emphasis on the important features that are relevant to our school, in that we are a happy school that offers equal opportunities for all pupils, by developing their self-confidence, their independence as learners and their awareness of citizenship and responsibility.

It is pleasing to note that the inspectors' findings concur with the school's judgement on all seven of the key questions, confirming that we have a good, accurate knowledge of the situation in the school

As staff and governors we will act upon the recommendations, thereby ensuring even higher standards.

Appendix 1

Basic information about the school

Name of school	Ysgol Glanwydden
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Ffordd Derwen Bae Penrhyn CONWY
Postcode	LL30 3LB
Telephone number	01492 540798

Headteacher	Mrs Elfrys Roberts
Date of appointment	April 2005
Chair of governors	Mrs B A Hutchings
Registered inspector	Len Jones
Dates of inspection	4-6 March 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	16.5	37	27	30	41	31	37	33	252.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21.6
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	92.4%	96%	95.3%
Summer 2007	91.2%	95.2%	94.5%
Autumn 2007	95.9%	94.2%	94.9%

Percentage of pupils entitled to free school meals	4%
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 2007			Number of pupils in Y2:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	2.4	17.1	58.5	22
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	2.4	51.2	29.3	17.1
		National	0	2	15	60	22
En: writing	Teacher assessment	School	0	2.4	14.6	63.4	19.5
		National	0	5	14	69	0
En: speaking and listening	Teacher assessment	School	0	2.4	4.9	68.3	24.4
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	2.4	7.3	58.5	31.7
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	4.9	73.2	22
		National	0	2	9	65	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	80.5%	In Wales	80.6%

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 2007			Number of pupils in Y6		26						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	11	48	41
		National	0	2	2	0	1	4	15	46	31
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	26	67
		National	0	0	2	0	0	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	4	26	70
		National	0	0	2	0	0	2	11	51	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	89%	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

- The inspection was undertaken by a team of four inspectors, who were present in the school for 10 'inspection days'.
- Pre-inspection meetings were held with the parents, where there were 14 parents present, and with the governing body, to discuss the life and work of the school.
- Thirty-seven parent questionnaires were returned, and these were carefully analysed.
- Discussions were held with the head and the teachers.
- School documentation was examined.
- Thirty-six lessons or parts of lessons were observed.
- A sample of pupils was heard reading, in both languages.
- A sample of pupils' work was examined in each year group.
- Discussions were held with pupils on aspects of the life of the school and on their work.
- Pupils' behaviour was observed during play-time, lunch-time and at the beginning and end of the school sessions.
- Inspectors were present during collective worship sessions.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered inspector)	Context and priorities; Summary and recommendations; Key questions 1, 5, 6; design & technology and physical education
Glyn Griffiths (Team inspector)	Key questions 3 and 4; English and history
Linos Mary Jones (Team inspector)	Key questions 2 and 7; mathematics and music
Dylan Jones (Lay inspector)	Contributing to key questions 1, 3, 4 and 7
Mrs Elfrys Roberts	Nominee

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection

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