

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

A Report on the Quality of Education in

**Ysgol Maes Owen
Morfa Avenue
Kinmel Bay
Conwy
LL18 5LE**

School Number: 6622110

Date of Inspection: 29 September 2008

by

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Ysgol Maes Owen 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 Maes Owen took place between 29/09/08 and 02/10/08. An independent team of inspectors, led by Merfyn Lloyd 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 **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. Ysgol Maes Owen, formerly known as Towyn Junior School, is located close to the border of Denbighshire but lies in the area administered by Conwy County Council.
2. According to the school, pupils come from mixed backgrounds with a significant number from backgrounds with social deprivation. It's within a 'Communities First' ward, serving a seaside community close to Rhyl. Nearly all the pupils have English as their first language and are of white ethnicity. Twenty three per cent of the pupils are entitled to receive free school meals, this is above the Wales average.
3. The school caters for pupils between the ages of seven and eleven years of age who live mainly in the immediate neighbourhood. At the time of the inspection there were 271 full-time pupils on roll, which is 23 fewer than at the time of the last inspection. The majority of the pupils transfer at the age of seven from Ysgol-y-Foryd infant school.
4. Pupils represent the full ability range but in general there is low attainment on entry. Eight pupils have a statement of special educational needs although there are fifty four pupils either on school action or school action plus for extra support. Attached to the school is a Learning Resource Centre that provides education for pupils who have specific learning difficulties. Admission to the Centre is determined by the Local Authority (LA). Six pupils receive support teaching in English as an additional language. Three pupils are looked after by the local authority. The pupils are arranged into ten classes.
5. There are a significant number of families who move temporarily into the area to work during the summer season. As a result, only around seventy-five per cent of the pupils in year 6 have been at the school for the full four years.
6. The school was last inspected in October 2002. The current head teacher has been in post since January 2005.

The school's priorities and targets

7. The school's main priorities and targets for 2008-09 include:
 - maintaining and raising standards of achievement in every curriculum area;
 - developing a civilised community that emphasises moral and humanitarian values; personal development and health, self respect and tolerance towards others;
 - developing pupils' ability to become bilingually confident;
 - setting foundations for ensuring effective learning and teaching;
 - enabling every individual to develop knowledge, attitudes and skills which are relevant to lifelong learning.

Summary

8. Ysgol Maes Owen is a school that is making good progress in all aspects of learning. It is a happy and caring school that provides a secure environment where pupils are keen to learn. The warmth of relationships between children and adults ensures a calm and ordered place of learning. The head teacher and members of staff are hard working and dedicated.
9. Overall, the school provides pupils with a good range of learning experiences both in and out of school and they make good progress in acquiring new knowledge, understanding and skills and in fulfilling their potential.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
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 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 3

10. In the lessons observed the standards achieved in the areas of learning and subjects inspected are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	68%	26%	0%	0%

11. HMCI of schools for Wales in his annual report for 2006/07 reports that the number of lessons achieving the top two grades (grades 1 and 2) was 77 per cent. The school's grades are slightly below this.
12. In the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
English	Grade 3
Welsh Second Language	Grade 3
Mathematics	Grade 3
Science	Grade 2
Design and Technology	Grade 2
Information and Communications Technology	Grade 2
History	Grade 3
Geography	Grade 3
Art and Design	Grade 2
Music	Grade 2
Physical Education	Grade 2
Religious Education	Grade 2

13. In 2008 end of key stage 2 teacher assessments, the percentage of pupils achieving level 4 or above compared favourably with the local authority (LA) and national averages, in English, mathematics and science. Results for the past four years have shown an upward trend in all core subjects. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50 per cent of schools for each core subject.
14. Pupils progress and standards in key skills, including bilingual competence have good features that outweigh shortcomings. Listening and communication skills are good, overall. Reading skills are developing well. There are limitations in pupils' writing skills, particularly in extended writing. Pupils do not make sufficient use of their numeracy skills to develop their work in a number of areas across the curriculum. Pupils' ICT skills are improving generally but they are not regularly used to support learning in other subjects.
15. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. However, their capacity to work with greater independence and their understanding of what they are doing however is underdeveloped.
16. The majority of pupils show a high level of motivation and demonstrate good and often very good attitudes towards their work and towards school life in general.
17. Nearly all pupils are well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school.
18. Overall, there are no significant or unexplained variations in attendance levels across the school or throughout the year. A main cause of pupil absence is holidays being taken during term time, a practice not supported by the school.
19. Across the school, pupils are making good progress in their personal, social and moral development. They show good moral values and demonstrate these in their work, their relationships and during activities in and out of school.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	58%	29%	0%	0%

21. These percentages are slightly below the national picture reported by HMCI in his annual report for 2006/07 where the quality of teaching was judged to be a grade 2 in 66 per cent of lessons and grade 1 in 14 per cent.
22. Where the teaching is good and very good, lessons are well planned and have clear learning objectives that are challenging and well suited to the needs of

all pupils. Lessons are well paced and pupils are actively involved in their learning. Good questioning skills are used to assess pupils' understanding. Interventions are appropriate and the effective involvement of classroom assistants in the learning process has a positive impact on pupils' learning.

23. Where there are shortcomings in teaching, the work is not sufficiently differentiated to meet the needs of all pupils. Sometimes, long introduction and over-direction by teachers' impacts adversely on the pace of lessons. Insufficient opportunities are given for pupils to take responsibility for improving their own learning.
24. Overall, the school successfully provides a wide range of interesting learning experiences that effectively meet the needs and abilities of all the pupils. The aims of the school underpin all aspects of the broad and balanced curriculum. The curriculum meets legal requirements, including those for religious education and collective worship. Sex education is provided in accordance with the school's policy.
25. All pupils are very well looked after. There is very good attention given by the school to pupils' care and guidance.
26. The quality of the provision for pupils with additional learning needs is outstanding. Support for those pupils who experience behavioural difficulties is outstanding.

Leadership and management

27. The quality of leadership shown by the head teacher since his appointment three years ago has been good. He has had a positive impact on how well learners achieve and has made measured and appropriate changes. The contribution made by staff with leadership and management roles is yet to impact positively on practice.
28. The co-operation and practical support given by governors in many aspects of school life are good. All statutory policies, documents and procedures have been adopted and implemented.
29. The head teacher, staff and governors are committed to maintaining and improving standards. The head teacher has a good understanding of the school's strengths and areas for improvement. The school recognises the need to be more systematic in the way it monitors and evaluates its provision for pupils' performance and how it uses this information to identify priorities in the school development plan. Currently the school development plan does not provide an effective tool for school improvement because there are too many priorities identified without clear and manageable actions and success criteria.
30. The school recognises that there are still shortcomings in resource provision in some areas and is actively addressing these. Taking account of the improvement in accommodation, resources and standards of pupils' attainment over the last three years, the school provides adequate value for money.

Recommendations

31. In order to improve the school in the areas inspected, the staff and governing body need to:
- R1 raise standards in those subjects where shortcomings are identified;
 - R2 improve the provision made for all key skills to ensure good standards in all areas;
 - R3 Improve pupils' bilingual competence;
 - R4 develop pupils' awareness of what they need to do in order to improve their work and provide more opportunities for them to take responsibility for their own learning;
 - R5 develop the monitoring role of subject co-ordinators with an emphasis on improving standards, continuity and progression and link the outcomes to priorities in the school improvement plan ensuring it sets out measurable success criteria;
 - R6 improve the level of resources to support teaching and learning.

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 3: Good features outweigh shortcomings

32. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report; there are shortcomings in some areas. The school awarded itself a grade 2 for this question.
33. In the lessons observed the standards achieved in the areas of learning and subjects inspected are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	68%	26%	0%	0%

34. HMCI of schools for Wales in his annual report for 2006/07 reports that the number of lessons achieving the top two grades (grades 1 and 2) was 77 per cent. The school's grades are slightly below this.
35. In the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
English	Grade 3
Welsh second language	Grade 3
Mathematics	Grade 3
Science	Grade 2
Information and Communications Technology	Grade 2
Design and Technology	Grade 2
History	Grade 3
Geography	Grade 3
Art and design	Grade 2
Music	Grade 2
Physical education	Grade 2
Religious education	Grade 2

36. In 2008 end of key stage 2 teacher assessments, the percentage of pupils achieving level 4 or above compared favourably with the local authority (LA) and national average, in English, mathematics and science. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50 per cent of schools for each core subject.
37. Results for the past four years have shown an upward trend in all core subjects. School records indicate that there are significant differences between cohorts due to the mobility of pupils moving in and out of the area, this was particularly the case in 2008. The inclusion of pupils from the Resource Centre in published results and the mobility of pupils impacts on the results.

38. There was no significant difference between the performance of boys and girls in mathematics and science but the girls performed better in English.
39. Overall, most pupils, including those with additional learning needs, those 'looked after' by the LA and those who receive support in English as an additional language, succeed regardless of their ability, gender or social background. The majority make good progress.
40. Statutory targets are set and records show that most pupils of all abilities make good progress towards these or have achieved them. They show clear progress in acquiring new knowledge, understanding and skills and in fulfilling their potential.
41. There are no differences in standards of achievement of pupils in terms of social background or race.
42. Pupils progress and standards in key skills, including bilingual competence have good features that outweigh shortcomings. Listening and communication skills are good, overall. Pupils listen well to teachers and to each other in lessons, across the schools. Many pupils speak clearly and can express themselves fluently.
43. Reading skills are developing well, in the main. There are limitations in pupils' writing skills, particularly in extended writing. Many pupils' handwriting and presentation skills are not yet fully developed. Pupils do not make sufficient use of their numeracy skills to develop their work in a number of areas across the curriculum. Pupils' ICT skills are improving generally but they are not regularly used to support learning in other subjects. Their independent research skills are underdeveloped, however, because too few opportunities are provided to extend these.
44. Standards in pupils' bilingual skills have good features that outweigh shortcomings. Their knowledge of the Welsh language and also Welsh Culture and heritage, *Y Cwricwlwm Cymreig*, is insufficiently planned for. As a result, pupils' understanding is limited.
45. Pupils' independence skills are developing well, in the main. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. However, their capacity to work with greater independence and their understanding of what they are doing however is underdeveloped.
46. Overall, all pupils show good features, which outweigh shortcomings in key skills and bilingual confidence.
47. The majority of pupils show a high level of motivation and demonstrate good and often very good attitudes towards their work and towards school life in general. They show interest and enthusiasm in their work, and concentrate effectively.

48. Nearly all pupils are well behaved, considerate and courteous. This contributes positively and constructively to the quality of life in the school. They demonstrate respect for each other, members of staff and the school environment. The majority of pupils enter and move around the school in a quiet, orderly and purposeful manner settling into their classrooms quickly. Their developing self-confidence helps them take an increasing degree of responsibility for their own attitudes and behaviour.
49. In discussion, most pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and very frequently rewarded. They respond appropriately to these expectations. There are very few reports of recent incidents of bullying or inappropriate behaviour with one temporary exclusion during the last year.
50. The average level of attendance over the last three full terms was 92.5 per cent. This is better than the average at the time of the previous inspection and is equivalent to the national average for schools with similar free school meals entitlement, but below the local authority and national averages for all schools.
51. Overall, there are no significant or unexplained variations in attendance levels across the school or throughout the year. A main cause of pupil absence is holidays being taken during term time, a practice not supported by the school.
52. With a very few exceptions, punctuality is good at the start of the school day allowing sessions to start promptly without interruption.
53. Across the school, pupils are making good progress in their personal, social and moral development. They show good moral values and demonstrate these in their work, their relationships and during activities in and out of school. Most pupils are considerate, co-operative and polite to each other, to staff and also to visitors around the school.
54. Pupils' awareness of issues related to equal opportunities and the differences between people in society are good. They show respect and understanding for the individual needs of other pupils. Through their studies and contacts with other countries, they have a good understanding of a range of other world religions and cultures.
55. Through their work across the curriculum and during activities in and out of school, pupils are developing a good understanding about the world of work and their place within the community. They take part in community activities during outside visits, and members of the School Council run their own tuck shop and stationary shop within school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	58%	29%	0	0

58. These percentages are slightly below the national picture reported by HMCI in his annual report for 2006/07 where the quality of teaching was judged to be a grade 2 in 66 per cent of lessons and grade 1 in 14 per cent.

59. Where the teaching is good and very good, lessons are well planned and have clear learning objectives that are challenging and well suited to the needs of all pupils. Lessons are well paced and pupils are actively involved in their learning. Good questioning skills are used to assess pupils' understanding. Interventions are appropriate and the effective involvement of classroom assistants in the learning process has a positive impact on pupils' learning.

60. Where there are shortcomings in teaching, the work is not sufficiently differentiated to meet the needs of all pupils. Sometimes, long introduction and over-direction by teachers impacts adversely on the pace of lessons. Insufficient opportunities are given for pupils to take responsibility for their own learning.

61. Generally teachers have good subject knowledge and understanding of the subject they teach and are aware of recent developments. However, not all teachers are as secure when it comes to teaching Welsh as a second language. The school recognises the need to update teachers' skills in this subject.

62. Teachers' use of incidental Welsh is improving and in the best practice promotes the development of pupils' bilingual skills well but this is not consistent across the school. There is generally insufficient regular use of Welsh to develop these skills progressively. This adversely affects pupils' confidence in the language.

63. Teachers have established good working relationships that foster learning. All children are valued and treated equally. Teachers and support staff are fully aware of the needs of individual pupils and provide good support. Pupils' achievements in a whole range of different aspects is recognised and celebrated. Pupils are very proud of these.

64. The clarity of the school's assessment procedures and the use made of assessment in planning and improving learning has good features, which outweigh shortcomings. Assessment procedures in the core subjects are well established. These also meet the statutory requirements for assessing and reporting on the National Curriculum. Various standardised and internal assessments also assist the process of building a picture of the pupil's progress. However, assessment and record keeping in the non-core subjects are not as well developed.
65. The majority of pupils are aware of their improvement targets and what they need to do in order to improve their work but the targets lack a focus on improving standards. Marking is undertaken regularly, where it is good, pupils are clearly informed on how to improve their work but there is a lack of consistency across the school. Overall, pupils are not sufficiently involved in the steps they need to take to plan for their own progress and improvement.
66. For those pupils with additional learning needs, assessment procedures and practice are exemplary. Relevant data for pupils transferring to local high schools is effective. It is informative and ensures a smooth transition for them, at the appropriate time.
67. Annual reports to parents meet the statutory requirements. They provide information for parents about their children's academic and personal progress. Opportunities are given for parents to visit the school to discuss their child's progress on parents' evenings.

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

Grade 3: Good features outweigh shortcomings

68. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report; there are shortcomings in some areas. The school awarded itself a grade 2 for this question.
69. Overall, the school successfully provides a wide range of interesting learning experiences that effectively meet the needs and abilities of all the pupils. The aims of the school underpin all aspects of the broad and balanced curriculum. The curriculum meets legal requirements, including those for religious education and collective worship. Sex education is provided in accordance with the school's policy.
70. Schemes of work for most subjects ensure that the needs of all pupils are met, although plans to improve pupils' proficiency in Welsh are not yet fully developed. A comprehensive published scheme of work to assist in teaching mathematics has recently been introduced. There is evidence that this scheme is having a positive impact on standards. Good liaison with the feeder infants' school and the main receiving secondary school ensures progression and continuity.

71. Opportunities for pupils to use their communication, numeracy and ICT skills are identified in all schemes of work and good progress has been made in providing pupils with opportunities to develop these skills. However, planning and opportunities for pupils to extend their speaking, reading and extended writing are underdeveloped.
72. Very good provision is made to broaden and enrich pupils' experiences through a wide range of visits, visitors and a very wide range of extracurricular activities. These activities offer all pupils the chance to take part in many sporting and musical activities, crafts, chess and cookery. These activities complement and extend the curriculum very well.
73. Very good arrangements are in place for pupils' moral, social, spiritual, health and citizenship education. Through good Personal and Social Education lessons and circle time, pupils are made to feel that their contribution to the life of the school and the community is valued. Numerous opportunities are provided to develop pupils' understanding of healthy and safe lifestyles, tolerance and emotional well being.
74. Pupils' cultural development is less well provided for. Although some opportunities are provided to develop pupils' understanding and knowledge of Welsh culture, this aspect is underdeveloped overall.
75. The school is an integral part of the 'community first' area and has links with parents who support organised school events and activities. Overall, the effectiveness of links with parents is minimal with few parents helping in school on a regular basis, despite repeated encouragement by the school. During the autumn and summer terms the parents meetings give parents/carers opportunities to discuss with teachers their child's progress. Newsletters are produced and distributed on an ad-hoc basis and provide parents with useful information about school activities and events. The school operates an open-door arrangement.
76. Trainee teachers from a college of higher education undertake placements at the school as part of an effective partnership.
77. The curriculum meets legal requirements, including those for religious education and collective worship. Sex education is provided in accordance with the school's policy.
78. Work-related education is good and well established throughout the school. Visits by the police liaison officer, the school nurse and others and visits to places of employment contribute well to pupils' awareness of the world of work. However, the school has no co-ordinated policy or strategy in place to develop pupils' understanding in this area. No teachers have recently undertaken visits to other organisations, so cannot use their experiences to enrich the curriculum.
79. Most schemes of work make reference to *Y Cwricwlwm Cymreig*, although the school acknowledges this is an area for development. Arrangements to

promote pupils' bilingual competence are not sufficiently effective. There are bilingual signs and Welsh displays around the school, but pupils are not routinely expected to engage in simple Welsh dialogue.

80. The school has an all-inclusive ethos. It has realistic expectations of its pupils and strongly promotes equality in everything it offers. Any incidence of stereotyping is promptly and effectively challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are consistently implemented by all members of staff.
81. Although the school has a policy for sustainable development; there are very few practical examples of promoting and encouraging pupils' involvement in aspects of sustainable development. Pupils are involved with paper recycling and are encouraged to adopt healthy lifestyles. Through the curriculum pupils are beginning to develop their understanding and appreciation of sustainable development. The school has not established an ECO committee. Promoting all aspects of sustainable development is an area of further development identified by the school in its development plan.
82. The promotion of pupils' knowledge and understanding of global citizenship is developing well through subjects such as geography and religious education, assembly topics, supporting international charities and establishing links with several schools or communities abroad.
83. Opportunities to develop pupils' entrepreneurial skills are limited. Developing pupils' buying, selling and marketing skills are areas for further development identified by the school.
84. As they progress through the school pupils are encouraged to be actively involved with community based activities. In discussion, pupils indicate they understand and appreciate the importance of adaptability and tolerance. Nearly all pupils respect and appreciate their surroundings, both locally and further afield.

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

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. All pupils are very well looked after. The school is providing a happy, safe and supportive environment in which pupils can learn. There is very good attention given by the school to pupils' care and guidance. There is a very well structured pastoral system with identified and trained staff leading by example, to provide high standards of support.

87. For those pupils who require additional levels of support, care arrangements are very good. Parents, outside agencies and pupils appreciate the high quality of care and guidance provided by specialist staff and others.
88. Relationships between pupils, staff, parents and the local community are good and friendly. Several events organised by the Parent Teachers Association helps raise valuable funds for the school.
89. The school operates an 'open door' policy and each year parents are invited to attend two parents' meetings to discuss their child's targets, progress and/or any other matter related to their education.
90. The school has a good home-school agreement for its pupils, which is well supported by nearly all parents/carers. A small minority of parents/carers volunteer to help with day to day school activities, for example reading or art work.
91. The School Council is in its second year and provides a voice for all pupils. Its members are elected democratically and a range of issues is discussed at their regular monthly meetings. Good arrangements are in place, which enables pupils in each year to bring matters to the attention of their elected members. Pupils who are not school council members report that they are kept well informed concerning matters, which are discussed by the Council.
92. The positive ethos, the caring atmosphere and the induction arrangements for pupils helps them settle into school life and routines quickly and happily.
93. The good links with the high school and the transfer arrangements for pupils moving from Year 6 to the high school are effective and pupils undertake curriculum link assignments as part of the process.
94. There is high quality personal support and guidance given throughout the curriculum. Pupils' individual needs are considered carefully in order to provide good care and protection for pupils. Personal and social education programmes are good and carefully planned to ensure that every pupil feels valued and looked after.
95. As a result, all pupils feel confident in asking staff for guidance. Their well being is a high priority and the school has been recognised for its' Healthy Schools initiative.
96. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for daily monitoring attendance and punctuality is robust and effective. Procedures for promptly following up lateness or unexplained absence are well established and effective. Links with the Local Authority's attendance team are frequent (weekly) and effective. The school takes appropriate account of the requirements of the National Assembly of Wales Circular 47/2006 that sets out the requirements for recording absence.

97. The school expects good standards of behaviour and does not tolerate inappropriate behaviour. All members of staff consistently implement the anti-bullying and behaviour related policies. Consequently, nearly all pupils understand and adhere to the school guidelines. The schools' effective systems for very frequently recognising good standards of behaviour, attendance and achievement are understood by all pupils.
98. The school takes appropriate account of the requirements of National Assembly of Wales Circular 47/2006 that sets out the requirements for recording absence.
99. The school has clear, documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments for trips and visits are undertaken and appropriately documented.
100. All members of the school staff are trained in emergency first aid. The schools personal social education programme contains 'health and safety' related topics, and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. Pupils indicate they are fully conversant with these procedures.
101. Child protection arrangements meet current good practice with designated named persons and a nominated governor. All members of staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.-
102. The quality of the provision for pupils with Additional Learning Needs in the Resource Base Unit is outstanding. Members of staff are very well trained and extremely effective. They provide precise and pertinent individual support for all pupils with a range of complex or Additional Learning Needs.
103. Identification and assessment of each pupil requiring support is undertaken using a range of procedures, including relevant testing and involvement from inter-agency personnel. Expert advice is considered invaluable and staff work closely with parents and carers whenever possible to ensure maximum guidance for each pupils with Additional Learning Needs.
104. The quality of the individual support for all pupils with Additional Learning Needs is very specific and effective. The range of need is wide and often challenging. Members of staff are dedicated to providing enhanced levels of support and to ensuring that pupils are fully included in all activities throughout the school. Complementing this support is well focussed advice and guidance from a range of outside agencies.
105. Support for those pupils who experience behavioural difficulties is outstanding. As a result, there are no barriers for any learners in accessing the curriculum, and most pupils feel valued and respond to any sanctions in a positive and responsible manner.

106. The school is an inclusive community in terms of the support and guidance it offers to all pupils, whatever their social, educational, ethnic and linguistic needs. All members of staff are very aware of the diversity of pupils' social and cultural backgrounds. They provide equal opportunities for everyone in their care and encourage pupils to participate in all aspects of school life. Individual plans are prepared well for learners requiring support, including looked after children, children who are learning English as an additional language and all other pupils identified as having Additional Learning Needs.
107. The school has an effective race equality policy and pupils' multi cultural education is well provided for. The school is beginning to provide a suitable range of activities, which enables pupils to develop a better understanding and appreciation of diversity within society.
108. Pupils are treated as individuals and are frequently encouraged to consider every other person as equal regardless of race, religion, culture or nationality.
109. Teachers effectively encourage pupils to report any incident oppressive or inappropriate behaviour promptly. The school's arrangements are appropriate. Most pupils and parents are confident that should any matter of bullying be made known to the school, it will be dealt with quickly and fairly.
110. There are appropriate arrangements to integrate pupils with disabilities into the school. With the exception of the stage in the main hall, the accommodation is readily accessible by those with physical disability. A clear disability accessibility plan is in place and the disability equality scheme recognises the need to review procedures regularly. The school makes good provision to ensure the inclusive education of all pupils regardless of their background and ability. The school complies with the Welsh Assembly Government's guidance on pupils' support and social inclusion.
111. The school provides a suitable range of activities, which enables pupils to develop a good understanding and appreciation of diversity within society.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

112. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school awarded itself a grade 2 for this question. The role of curriculum leaders in providing guidance and support in relation to the subject they are responsible for is underdeveloped.
113. The quality of leadership shown by the head teacher since his appointment three years ago has been good. He has had a positive impact on how well learners achieve and has made measured and appropriate changes. He is positive and is aware of what needs to be done to improve the work of the school. The contribution made by staff with leadership and management roles is yet to impact positively on practice.
114. The aims of the school are clear and focused on pupils' needs, and are implemented following discussion and approval by all members of staff and the governing body. The school's policies and procedures provide clear guidelines for promoting every aspect of school life and these are starting to have a positive impact. Due regard is given to promoting equal opportunity and all pupils have the opportunity to participate in all aspects of the school's life.
115. The school operates in an environment of mutual trust and understanding with good team work amongst all the teaching and non-teaching staff. There are effective management structures in place, which enable the school to function smoothly as an orderly and well organised community.
116. Realistic targets are set in English, mathematics and science based on the analysis of the previous year's results, trends, rate of progress and information about each cohort. On going target setting for these subjects is an integral part of classroom practice. They are questioned, challenged and finally confirmed with the Local Authority link adviser.
117. The school takes good account of national priorities and these are integrated into the daily life of the school. The receipt of the Basic Skills Quality Mark, the Investor in People Award and involvement with the Healthy School initiative are good examples of this. These initiatives are having a positive impact on pupils' learning and well being.
118. Performance management practices contribute well to the identification of staff professional development needs. Appropriate improvement targets are set which are regularly reviewed. The impact of these targets is yet to be measured. The school's procedures for performance management and teacher appraisal meet statutory requirements.

119. The co-operation and practical support given by governors in many aspects of school life are good. Governors, through their link subject responsibilities are becoming increasingly more knowledgeable and confident in identifying good practice and areas for development. Reports submitted by members of staff are carefully debated and considered. This helps them in determining the school's future priorities. Their role as a 'critical friend' is well established.
120. Governors meet regularly as a full governing body at least once every term and fully satisfies all statutory, legal and regulatory requirements. Appropriate committees have been established and they meet regularly. The proceedings at all governors' meetings are correctly recorded.
121. All statutory policies, documents and procedures have been adopted and implemented.

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

Grade 3: Good features outweigh shortcomings

122. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school awarded itself a grade 2 for this question. It is the view of the inspection team, that the school's self-evaluation report and the school improvement plan is not sufficiently focused on improving pupils' learning.
123. The head teacher, staff and governors are committed to maintaining and improving standards and a rigorous self-review process has been in place since the appointment of the current head teacher. The governing body was fully involved in discussing, commenting and challenging the findings of the self-evaluation report. As a result, the culture of self-review is increasingly becoming more established. However, there are no formal arrangements in place to seek the views of parents, pupils and other interested parties.
124. The head teacher has a good understanding of the school's strengths and areas for improvement. Detailed self-evaluation has been carried out by all curriculum co-ordinators; these are based on looking at examples of pupils' work, some classroom observations and the use of assessment results. However, the link between the self-evaluation document and the priorities listed in the school development plan is not always evident.
125. There are no regular arrangements in place for teachers to observe each other through direct classroom observation. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to identify priorities in the school development plan.
126. The school development plan targets for 2008-2010 are too numerous and do not focus sufficiently on pupil achievement, what needs to be improved and

specific performance indicators by which progress can be measured. As a result the plan does not provide an effective tool for school improvement.

127. Members of staff are given every opportunity to undertake professional development and training and, when deemed appropriate, share their experiences with other staff. This has a positive impact on the quality of provision.
128. The quality of the self-evaluation report prepared for the inspection fails in a number of areas to judge accurately the impact of practice on teaching and learning. The inspection team's judgements differ to that of the school's in 5 out of the 7 key questions. With the exception of key questions 2 and 4 the inspection team awarded a lower grade.
129. Good progress has been made in addressing a number of key issues in the last inspection report particularly in raising standards in those subjects deemed to have had shortcomings but there are still areas to be further developed in relation to increasing opportunities for pupils to develop independent investigative skills, monitoring, resources and assessment.

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

Grade 3: Good features outweigh shortcomings

130. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report; there are shortcomings in some areas. The school awarded itself a grade 2 for this question.
131. The school employs a sufficient number of qualified and experienced teachers to teach all aspects of the curriculum. The contribution of classroom assistants in supporting teachers and pupils throughout the school day is very effective. The school's administrative staff ensures the efficient day-to-day running of the school. Other support staff such as the caretaker, mid-day supervisors, canteen staff and cleaners makes a valuable contribution to the life of the school
132. There has been significant investment in resources for ICT in recent years. The computer suite and interactive whiteboards are well used to support pupils' learning. There are shortcomings in resources in some subjects, notably those for teaching mapping skills in geography and enquiry skills in history and the number and range of fiction and non-fiction books for pupils. These shortcomings, limit pupils understanding and interpretation of maps, their ability to become familiar with a wide range of different authors and their ability to develop research skills.
133. Overall, there are a sufficient number of classrooms for the total number of pupils on roll. However, many of the classrooms are small, restricting the teachers' ease of movement around the room to monitor and assess pupils'

work. These small sized classrooms significantly restrict pupils' participation in practical activities, for example design and technology and art.

134. All external doors to the school buildings are locked during the school day and people entering and leaving the building is well managed and supervised. The colourful displays around the inside of the school enhance and provide a stimulating learning environment. However, very few of the displays reflect the culture of Wales.
135. Pupils' toilets have been recently decorated and are in overall fairly good condition. No dedicated changing room facilities are available to pupils.
136. The buildings and grounds are maintained to a very good standard – a compliment to the efforts of the caretaking and cleaning staff.
137. Access to the school premises for those with physical disabilities is very good, with toilet and shower facilities available for them. Apart from access to the school stage, the school is fully Disability Discrimination Act compliant.
138. The head teacher controls finance well, and the governing body monitors spending regularly. The school development plan is used well as a tool for financial planning for the future. The school carries forward a reasonable sum, which is within an acceptable range of the school's budget.
139. Staffing levels are carefully matched to available funding and are regularly reviewed. Good use is made of training budgets and external grants in developing staff. Effective arrangements are established for teachers to plan, prepare and assess their pupils' work, these are starting to have a positive impact on standards of achievement. The school takes full account of workforce remodelling requirements.
140. Taking account of the improvement in accommodation, resources and standards of pupils' attainment over the last three years, the school provides adequate value for money.

Standards achieved in subjects and areas of learning

English

Grade 3: Good features outweigh shortcomings

Good features

141. Pupils throughout the key stage listen attentively to the teacher and to other pupils' contributions. The great majority respond appropriately to questions, showing interest and understanding. By the end of the key stage, many pupils recall successfully, information and facts introduced to them previously.
142. The majority of pupils read independently at levels appropriate to their age and ability. A few, read fluently, accurately and with good expression. They describe a character and predict the possible development of the plot. The more able pupils respond well to questions about the text and characters.
143. The majority of pupils write in different forms and for different purposes including stories, poems and letters. As they progress through the key stage, they use basic punctuation with increasing accuracy. The more able pupils use appropriate vocabulary and accurate syntax to write at length to a good standard. Throughout the key stage pupils develop an increasing awareness of grammar and punctuation conventions. They make good use of dictionaries to correct spelling.
144. The majority of pupils make appropriate progress in planning, drafting and re-drafting their written work. Many make good progress with handwriting skills.

Shortcomings

145. A minority of pupils do not speak confidently when responding to questions.
146. When reading, a good number of pupils lack good decoding and self-correcting skills.
147. Pupils do not read a sufficiently broad range of books and this limits their knowledge of different types of books and authors.
148. Many pupils' use of extended writing is limited.

Welsh second language

Grade 3: Good features outweigh shortcomings

Good features

149. The majority of pupils listen well and show understanding of short items spoken by the teacher and respond successfully by means of short phrases. As they progress through the school, the more able use Welsh appropriately to answer simple questions and their pronunciation improves.

150. Younger pupils recognise simple and familiar words that are within their experience and begin to show an interest in written materials by reading some simple sentences. They show an understanding of what they have read by responding orally, they respond well to Welsh texts on the interactive whiteboards. As pupils progress through the key stage, they read simple texts fairly clearly, responding with some understanding.
151. In lower key stage 2, most pupils write short basic sentences, using suitable and familiar vocabulary and patterns to express simple factual and personal information, which is within their experience.
152. In upper key stage 2, they use suitable vocabulary and phrases, vary patterns and produce basic sentences that are fairly accurate. They spell correctly most words and are beginning to use punctuation appropriately.

Shortcomings

153. Pupils generally speak hesitantly and are too reliant upon prompting by teachers.
154. Pupils lack the confidence to choose reading materials independently to enhance their reading skills.
155. Many pupils lack the confidence to begin to write independently.

Mathematics

Grade 3: Good features outweigh shortcomings

Good features

156. Most pupils across the key stage make good progress in line with their ability. In the lower key stage they begin to develop good mental strategies for adding and subtracting two and three digit numbers.
157. In the lower key stage most pupils can use the 5x and 10x tables well and the majority have a good understanding that repeated addition is equivalent to multiplication, and that division is the inverse of multiplication.
158. Older pupils use their understanding of place value to multiply and divide numbers by multiples of 10 well. They understand that a decimal point is a marker between whole numbers and decimal fractions, and can add and subtract decimals. More able pupils learn to use decimal fractions when multiplying and dividing.
159. In the upper key stage pupils successfully use their knowledge of fractions and percentages to perform calculations. Through drill and practice, pupils practise skills and begin to develop their own strategies for solving increasingly complex problems.

160. Pupils' knowledge of the names and properties of simple 2-D and 3-D shapes develops well through the key stage. They can sort polygons according to their parallel and perpendicular sides.
161. Most pupils in the upper key stage understand and correctly explain reflective and rotational symmetry in 2-D shapes.
162. Skills at drawing and interpreting graphs develop well throughout the key stage. Pupils at the lower key stage competently gather data on birthdays and carefully present it in a table and as a bar chart or pictogram. At the end of the upper key stage, pupils successfully collect discrete data in a tally chart or frequency table. They know that grouped data is the most appropriate way of checking the number of pages in books on a shelf.

Shortcomings

163. Many pupils' recall of multiplication tables and addition and subtraction facts is not sufficiently confident.
164. Many pupils are not sufficiently able to develop their own strategies for investigating number patterns and solving problems.

Science

Grade 2: Good features and no important shortcomings

Good features

165. The majority of pupils in lower key stage 2 understand why experiments have to be fair. They communicate their findings well to others in their groups as they look at key scientific concepts and consider why the earth moves and not the sun. Many pupils record their work with accuracy and precision. Their use of scientific language is good. A few pupils use very good scientific vocabulary when discussing their work, and share their ideas with others spontaneously.
166. There is now good evidence of independent learning taking place and extended time is given which has resulted in a marked improvement in pupils' ability to improve their enquiry skills.
167. Older pupils in key stage 2 show they understand interdependence and adaptation skills well. They make very good predictions on fertiliser use in an inspiring lesson on how plants make food. All pupils communicate their findings very well in this lesson. They make their classroom into a lively laboratory as every pupil takes an active part in orally presenting their work to an avid audience.
168. Across the school, pupils achieve consistently well over time. Most pupils discuss their own areas of strength and what they are hoping to improve when they talk to visitors. Most pupils show good progress in reaching accurate conclusions in their scientific links with recycling.

Shortcomings

169. There are no important shortcomings.

Information and Communications Technology
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Grade 2: Good features and no important shortcomings

Good features

170. Pupils develop their skills well through regular use of computers for a good range of purposes. Pupils in the lower key stage make good use of digital still and video cameras to record their experiences and make short animated films.
171. Pupils use appropriate graphics packages and other programs well to support their work in other subjects. Younger pupils use word-processing software well to produce pieces of written work. Most develop good skills in using the mouse to change font and insert and move images. Pupils begin to learn useful keyboard shortcuts. They make good progress in opening, editing and saving text and printing items of work.
172. Younger pupils correctly use simple databases to create graphs. They successfully represent data in pictograms while older pupils create good bar graphs and pie charts.
173. At upper key stage 2, pupils have a good understanding of computer modelling and simulation, such as the filling and emptying of an on-screen bath to learn about Archimedes' principle. They explore the use of spreadsheets well, entering data and testing the effect of changing values. They use databases carefully to refine a range of information before manipulating the data to create different graphs.
174. Pupils have very good word processing skills when presenting their work in other subjects. Older ones make good use of desktop publishing to record features of school life. Most pupils vary the font and size of print competently and copy and paste information fluently. They produce very good PowerPoint presentations, which combine linked pages containing text, images and sound.
175. Pupils understand that Internet searches need to be specific and learn to use specific keywords when using a search engine to find information about a topic.

Shortcomings

176. There are no important shortcomings.

Design and Technology

Grade 2: Good features and no important shortcomings

Good features

177. As pupils progress through the key stage, they make good progress through a wide range of activities. Standards of achievement in their knowledge and understanding of design technology, and their designing and making skills are good.
178. In lower key stage 2, pupils are fully aware of what they are making, who they are making it for, what materials will be needed and how to improve their work.
179. Older pupils in upper key stage 2 understand how simple mechanisms can be used to produce movement and incorporate these successfully into their designs. They make good progress and extend their expertise, investigating, planning, making and evaluating materials and construction techniques. They have a good recall of previous work and have a good understanding of what has been learnt.

Shortcomings

180. There are no important shortcomings.

History

Grade 3: Good features outweigh shortcomings

Good features

181. In lower key stage 2, the majority of pupils show suitable awareness of the difference between present and past in their own and other people's lives. They are developing a fair sense of chronology by using terms associated with the passing of time.
182. They demonstrate good knowledge of aspects of life of the past and some of the main events, which they have studied. They answer questions confidently and accurately about the past by making observations from historical sources.
183. Throughout the key stage, pupils' use phrases and terminology associated with the passing of time appropriately.
184. As pupils progress into upper key stage 2 they have an increased understanding of chronology. They understand that the past can be divided into different periods of time and they discuss with confidence similarities and differences between these periods.
185. Pupils' work shows good knowledge and understanding of aspects of the history of Wales and Britain. They describe accurately the characteristics of past periods and how changes have occurred over the years. They are beginning to carefully select and combine information from historical sources.

Some of the more able pupils explain accurately how events from the past have been represented and interpreted in different ways.

Shortcomings

186. A minority of pupils' knowledge and understanding of historical periods needs further development.
187. A majority of pupils have limited skills to select and organise historical information and in communicating their ideas.

Geography

Grade 3: Good features outweigh shortcomings

Good features

188. It was not possible to observe any geography lessons. Judgements were made following the scrutiny of pupils' books, discussion with pupils about their work, scrutiny of teachers' planning, assessment and the scheme of work.
189. There is now good evidence that pupils across the school are beginning to have a better understanding of sustainable development through their recycling and care for their local environment. In discussion, most pupils know how important it is to protect wildlife and show good understanding of physical and human geography in their local area.
190. The majority of pupils know the common features of the countries they are studying. Many are now beginning to develop a good sense of location when they look at the geography of Wales and Snowdonia, in particular. Most know the common features of areas they study and many are developing a good sense of location.
191. Younger pupils are developing their geographical vocabulary well. They are beginning to benefit from the updating of new topics and look at the rivers of Wales with interest. Older pupils are becoming more aware of what it means to be a global citizen as they look at developing countries and their own environment. They then compare and contrast different lives and environments with better understanding.
192. In discussing an ordinance survey map of Snowdon with pupils a few correctly identified Snowdon National Park in an atlas and most could mark an outline of Wales accurately.

Shortcomings

193. Pupils' knowledge, understanding and interpretation of different maps, atlases and globes are underdeveloped.

Art and Design

Grade 2: Good features and no important shortcomings

Good features

194. Pupils confidently explore a range of materials, tools and techniques. They successfully experiment with lines, tones, colours, patterns and textures to produce interesting creative effects.
195. In the lower key stage, pupils use pastels and paint to emulate the work of Andy Warhol and Henri Rousseau. They show increasing skill in controlling pencils and paint brushes when they carefully record images of sea shells and pebbles from observation. Older pupils develop their ideas of human proportions and study how to represent movement when drawing figures well.
196. In the upper key stage pupils work creatively on developing a theme by collecting and arranging natural objects in the style of Andy Goldsworthy. They study the styles and techniques of other artists and take these as inspiration for their own work.
197. When sketching landscapes older pupils begin to develop their ideas of perspective.
198. Pupils use paper, card, and clay and recycled materials imaginatively to make interesting 3-dimensional models of containers and Welsh love spoons.

Shortcomings

199. Although there are no important shortcomings, pupils' knowledge of the work of Welsh artists and craftsmen is limited.

Music

Grade 2: Good features and no important shortcomings

Good features

200. Most pupils in the school achieve good standards in music. In musical performances and events, a few are achieving exceptionally well. All pupils are actively involved in performing, composing and appraising music. Throughout the school, all pupils show immense pleasure and enjoyment when singing or performing to music. Many show good pitch, dynamics and diction. There is good knowledge generally of musical terms and many pupils can use them accurately when describing their musical tastes.
201. Younger pupils show good understanding of different rhythms as they recreate musical patterns to represent animals. They all have a good understanding that tempo is important when they distinguish between different musical elements. With practice, most pupils can clap an ostinato rhythm successfully, as they perform 'Jelly on a Plate.'

202. Most older pupils make excellent progress in lessons on how different musical patterns fit together. They create class performances that demonstrate superb listening, anticipation and composition skills, as many pupils complete their complex sequences in Calypso style. Other older pupils perform well, and then evaluate their musical compositions as they play, sing and record their African greetings. A few pupils show outstanding improvisational skills in their lessons, which electrify the atmosphere as they perform as musicians.
203. A few pupils are reaching very good standards in their individual instrumental sessions. They then perform well in the school band and at various whole school performances and events.

Shortcomings

204. There are no important shortcomings.

Physical education

Grade 2: Good features and no important shortcomings

Good features

205. All pupils dress appropriately for lessons and work physically hard during the session. They demonstrate a good understanding of the importance of warming up, stretching and cooling down before vigorous exercise. They clearly explain the effects of exercise on the heart and lungs and show an understanding of the benefits of exercise on the body.
206. Pupils follow instruction carefully and move lightly and safely on their feet making good use of space. They show good body control as they move at different speeds changing directions quickly. The progress pupils make in gymnastic activities through the key stage is very good.
207. Pupils improve their performance through practice. Throwing and catching skills develop well during games lessons with individuals playing as members of a team very enthusiastically.
208. Pupils in the upper key stage show good body control as they balance on various parts of the body and create short sequences of rolls and balances. They demonstrate good technical knowledge of the requirements of quality movements and make good progress during lessons.
209. During games lessons, pupils in the upper key stage show good agility and high levels of fitness during their work. They work well in pairs and groups and display good sporting behaviour, praising others' success without criticising their mistakes. Their collaborative work is a very good feature. They make good use of cameras in appraising and improving the quality of their work.

210. The progress pupils make in swimming and water safety during the key stage is very good. By the end of the key stage many pupils can swim with good technique for long distances.

Shortcomings

211. There are no important shortcomings.

Religious education

Grade 2: Good features and no important shortcomings

Good features

212. The majority of pupils talk with clarity about the importance of understanding and respecting other people's beliefs. Most pupils are developing a secure knowledge of three major faiths: Christianity, Islam and Hinduism, as required in the locally agreed syllabus.
213. Most younger pupils understand how Muslims prepare for prayer. They have a good understanding that there is a special mat which is used for prayer. They handle artefacts in a careful and reverent manner.
214. Older pupils take immense pride in their book making, as they successfully interpret the Creation Story from the bible. The majority of pupils show good awareness of current events, as they respond eloquently to questions on giving, caring and sharing in society.
215. All pupils are benefiting from a range of visits and visitors to enhance their understanding of world religions and issues. They celebrate their own and others achievements in lessons, and are good ambassadors for the school during whole school and class assemblies.

Shortcomings

216. There are no important shortcomings.


School's response to the inspection

The head teacher, staff and governors of Ysgol Maes Owen would like to thank the inspection team for their professional, sensitive and courteous manner throughout the inspection process. We welcome the findings of the inspection and consider the report to be a fair and accurate appraisal of the stage of development of the school at the time of the inspection. It provides a positive and constructive reflection of the hard work and dedication of all those connected with the school.

We are pleased to note the many positive elements of the report. We are proud of our children and are extremely pleased to note that the inspectors found that our pupils have positive attitudes to work and that their behaviour is good.

The inspection has clearly reinforced our strengths as well as identifying the areas that require further development. The recommendations for developing the school are appreciated and we will incorporate them into our school development plan and act upon them in a balanced manner in order to achieve the highest standards possible.

The report is a reflection of and a worthy tribute to the dedication of all members of our school family.



Appendix 1

Basic information about the school

Name of school	Ysgol Maes Owen
School type	Community Primary School
Age-range of pupils	7-11
Address of school	Morfa Avenue Kinmel Bay Conwy
Postcode	LL18 5LE
Telephone number	01745 353721

Head teacher	Mr Brynmor Charles
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr Gareth Parry
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	29 th September-2 nd October 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	0	0	0	0	70	60	71	70	271

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	5	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.4
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	26.5
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	n/a	n/a	92.4
Spring 2008	n/a	n/a	91.9
Summer 2008	n/a	n/a	93.1

Percentage of pupils entitled to free school meals	23
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		70		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	24	60	13
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	4	25	55	16
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	4	23	49	24
		National	0	0	0	0	0	2	12	53	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	62%
In Wales	74.1%

- 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

A team of four inspectors and a peer assessor inspected the school over a period of 13 inspector days.

The head teacher was the nominee and he played an extensive role during the inspection.

Forty one lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Four parents attended the meeting held prior to the inspection, and the parents' responses (51 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr. Merfyn Lloyd Jones Registered Inspector	Context Summary and recommendations key questions 1, 2, 5 and 6	English, Welsh Second Language, History and Design and Technology.
Mr. Chris Dolby Team Member	Key question 3 and 7; and contributions to key questions 1 and 2	Mathematics, Information and Communications Technology, Art and Design and Physical Education.
Mrs. Colette Gribble Team Member	Key question 4 + contributions to key questions 1 and 2	Science, Music, Geography and Religious Education.
Mr. Kerry Jones Lay Inspector	Contributions to key questions 1, 3, 4, 5 and 7	
Mrs. Alison Mathias Peer Assessor	Contribution to all key questions	
Mr. Brynmor Charles Nominee	Contributions to all questions by providing information	

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, pupils and parents/carers for their co-operation during the inspection.