

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

A Report on the Quality of Education in

**Ysgol T. Gwynn Jones
Llanelian Road
Old Colwyn
Conwy
LL29 9UA**

School Number: 6622108

Date of Inspection: 06 May 2008

by

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Ysgol T. Gwynn Jones 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 T. Gwynn Jones took place between 06/05/08 and 08/05/08. An independent team of inspectors, led by Margaret Elizabeth Morgan 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 **short** 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 Babanod T Gwynn Jones is situated in the coastal village of Old Colwyn near to Colwyn Bay in Conwy. The school is a pilot setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is being implemented in the under-fives classes. Since the time of the previous inspection in 2001, the school has undergone some remodelling and it has also created enclosed outdoor areas as extensions of the classrooms.
2. At the time of the inspection, there were 231 pupils on the school roll including 58 part-time nursery children. This number is a decrease of 14 pupils from the time of the previous inspection. The school is situated in an area of mainly owner occupied homes but pupils come from a wide range of backgrounds including a significant number from single parent families. Nursery children are admitted to the school on a part-time basis in the September following their third birthday. Pupils begin full-time education in the September before their fifth birthday. Cadwgan Playgroup, catering for pre-school children is also housed on the school site.
3. Over 98 per cent of pupils come from English speaking homes. No pupils come from Welsh speaking family backgrounds. Approximately two per cent of pupils come from a mix of other ethnic groups and mainly speak Cantonese or Bangladeshi at home. Two pupils receive support for learning English as an additional language. In the current academic year, approximately 23 per cent of pupils are entitled to receive free school meals. This is above both Local Education Authority (LEA) and national averages.
4. Pupils' ability on entry is generally similar to the LEA average, especially in language development. Approximately 18 per cent of pupils have been identified as having special educational needs (SEN) including two who have statements of SEN. This is below the national average. The National Curriculum has been modified for one pupil. Two children are 'looked after' by the local authority. No pupils have been excluded from the school recently.
5. There are the equivalent of 8.8 full-time teachers, including two who work on a part-time basis. Sixteen teaching assistants are on the staff and also two administrative assistants. Five teachers have been appointed to the school since the last inspection. The school has received the Investors in People Award and Basic Skills Quality Mark. It has also successfully completed the first phase of the Healthy Schools project.

The school's priorities and targets

6. The main aim is to 'provide each child with a happy, secure, well-disciplined, equal opportunities environment in a positive ethos which reflects our school's commitment to high achievement, effective teaching and learning and good relationships'.
7. Shorter-term priorities outlined in the School Improvement Plan include:
 - Foundation Phase Pilot Project.
 - Self-evaluation.
 - Literacy.
 - Music.
 - More Able and Talented.
 - Healthy Schools.
 - Family Learning Developing New Curriculum Holders.
 - RAISE Project.
 - Monitoring.

Summary

8. Ysgol T Gwynn Jones is a good school overall and there are some outstanding features in certain aspects of its work, for example, provision for pupils with special educational needs (SEN). The school has made good progress since the time of the previous inspection and is working hard and has successfully implemented the Welsh Assembly Government's Foundation Phase Pilot in nursery and reception classes.

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

9. Pupils enter Ysgol T Gwynn Jones with ability levels that are similar to the LEA average. The overall quality of provision for children in the Foundation Phase is good. It meets children's needs and they are making good progress.
10. The results of on-going assessments show that the vast majority of pupils regardless of their social, ethnic or linguistic background make good and sometimes very good progress in many areas of the curriculum. In the core subjects of English, mathematics and science, the majority of pupils meet their targets and by the end of key stage 1, results are above both the local and LEA averages.
11. Pupils with additional learning needs, including those with SEN or those learning English as an additional language achieve at least as well as would be expected taking account of their specific need or ability. However, a small minority of more able pupils do not always achieve as well as they could but generally, pupils make good progress towards meeting their potential and are keen and ready to move on to the next stage of their learning.
12. Pupils achieve good and sometimes outstanding standards in the use of their key skills. An outstanding feature is the way that pupils are highly skilled communicators in English. In Foundation Phase classes, children's numeracy and information and communication technology (ICT) skills are equally impressive. Pupils' numeracy and ICT skills continue to develop well in years 1 and 2. Pupils develop good bilingual skills.

13. Children in Foundation Phase classes are extremely organised as they try to solve problems. Throughout the school, pupils are creative individuals who are mature and have well developed personal and social skills. Their knowledge of the heritage and culture of Wales '*Y Cwricwlwm Cymreig*' is developing well. In addition, pupils have a thorough knowledge and understanding of their own learning and what they need to work on to improve further.
14. In this popular school, several new pupils arrive in each year group. Never the less, when compared with schools that have similar numbers of pupils entitled to receive free school meals, end of key stage 1 statutory assessment results have been consistently in the upper 50 per cent for the last three years and often in the top 25 per cent. Pupils did not perform quite as well in 2007 because there was a higher than average proportion of both SEN pupils and also boys.
15. Pupils' behaviour is good. It is very good in Foundation Phase classes; they are friendly towards each other and adults. In discussions pupils say they are confident in their relationships in school. They show respect for equal opportunities issues and diversity. Pupils' spiritual, moral, social and cultural development is good.
16. The overwhelming majority of pupils make effective use of their time in lessons, are well motivated and really enjoy learning. The impact of the Foundation Phase pilot has had a significant impact on pupils' positive attitudes to their work.
17. The average level of attendance, over the last three full terms, is relatively stable at 92.8 per cent. This is marginally better than the national average for schools with similar free school meals entitlement but below the local education authority and national average figures for all schools.

The quality of education and training

18. During the inspection, grades for the quality of teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

19. The overall quality of teaching across the school compares favourably with the national picture reported by Her Majesty's Chief Inspector in the latest annual report. The number of lessons where teaching is Grade 2 or better is above the Welsh Assembly Government's target for 2010 that 80 per cent of teaching should be Grade 2 or better.
20. Teachers present interesting lessons that successfully motivate pupils especially in early years classes. Throughout the school, relationships between pupils and adults are outstanding and are characterised by mutual

respect. Teachers and teaching assistants work very closely together. There is a good, purposeful working atmosphere in all classes.

21. Where teaching is outstanding adult support is very well managed and learning resources are very closely matched to pupils' needs. The minor shortcomings in teaching mainly relate to the occasional ineffective use of teaching assistants to support learning, resources being too cluttered, which does not allow pupils or staff direct access to them and inappropriate pace of lessons.
22. Support for more able and talented pupils is at an early stage of development and this has been recognised by the school. The school's assessment procedures are good and meet statutory requirements for assessing, recording and reporting pupils' progress.
23. The school provides a broad, balanced, interesting and relevant curriculum, which is fully accessible to all pupils and complies with legal requirements. The learning experiences provided effectively meet the needs of most learners.
24. The school promotes pupils' personal, moral, social and cultural development very well. This is a real strength in Foundation Phase classes. Another strength is the way the school promotes pupils' social development throughout the school.
25. The extent to which learning experiences respond to the needs of employers and the wider community has good features and no important shortcomings. Links with local businesses are established and generally effective.
26. Support arrangements are carefully planned and managed. Pupils are well cared for, guided and supported and arrangements to ensure their well-being whilst in the school's care are good. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Teachers identify and react constructively to individual pupils' needs at an early stage and the deployment of the available teaching assistants is organised with the aim of meeting these needs and requirements.
27. The provision for pupils with special educational needs who require additional support is good with outstanding features and fulfils the requirements of the Special Needs Code of Practice. The school has developed some extremely good and comprehensive procedures for the identification of pupils with additional needs. There are very good relationships with all the agencies involved in supporting pupils and teachers monitor and track pupil progress very carefully.
28. Policies and procedures to ensure equal opportunity, racial equality and to eliminate any form of oppressive behaviour are appropriate. The positive ethos of the school reflects the policies' very successful implementation.

Leadership and management

29. The quality of leadership and management of the school has many good features. The head teacher provides strong positive leadership. A deep commitment to lifelong learning and equality for all is evident in the rich variety of teaching methods used, the enthusiasm pupils show for learning, the parenting classes the school offers and the stimulating environment that staff and pupils have created within the school. All staff work together as a close team with high expectations and a sense of purpose.
30. The head teacher encourages governors to become more involved with the school's operations and progress. Governors, several who have been appointed in the last year, are not yet fully effective in contributing towards setting the strategic direction of the school or monitoring provision. Governors meet regularly several times each term as a full cohort or in committees. They satisfy all regulatory and legal requirements.
31. The head teacher is continually looking for methods to raise standards in all aspects of the school's work. She is fully supported by other members of the staff. A strong culture of reflection and self-evaluation is firmly established throughout the school. A range of thorough self-evaluation processes is central to the school's success. Comprehensive, rigorous monitoring procedures are well understood and agreed by everyone involved in them.
32. The self-evaluation report provides an honest assessment of where the school considers itself to be. It clearly identifies good features and areas for further development. The inspection team agreed with the school's grading in two of the seven key questions and allocated one grade lower in the remainder. Neither the school nor the inspection team identified sufficient outstanding features to merit the grade ones initially allocated.
33. The school is extremely well staffed and has benefited from being involved in the Foundation Phase Pilot and this is an outstanding feature. All have attended training courses, which contribute effectively to developing their expertise. Day to day administrative procedures are smooth and effective. Resources are generally well matched to the needs of pupils especially in Foundation Phase classes. In some classes, too many resources are on display thus inhibiting pupils' access to them.
34. The head teacher and governors manage the available resources effectively and ensure that spending is linked to priorities identified in the school improvement plan. They review and monitor the use of resources in accordance with identified priorities and the school offers good value for money.

Recommendations

35. In order to maintain and improve the current good standards, staff and governors should:
- R1 Ensure that all pupils identified as being more able and talented maximise their potential. **
 - R2 Make maximum use of teaching assistants so that they play a full and active part in pupils' learning at all times.
 - R3 Organise resources logically so that they are fully accessible to staff and pupils.
 - R4 Further develop the role of the governors so that they are fully involved in monitoring provision and play a key role in planning the strategic direction of the school.

** The school has identified this as an area for improvement in its current school improvement plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

36. The inspection findings match the school's self-evaluation of this key question.
37. Pupils enter Ysgol T Gwynn Jones with ability levels that are similar to the LEA average. The school is working hard to successfully implement the Foundation Phase for the Welsh Assembly Government in under-fives classes. The overall quality of provision for children in the Foundation Phase is good. It meets children's needs and they are making good progress. Children quickly overcome any difficulties and become self-assured and are confident learners.
38. The results of on-going assessments show that all pupils make good progress in many areas of the curriculum as they move through Foundation Phase classes. In the core subjects of English, mathematics and science, the majority of pupils meet their targets and by the end of key stage 1, results are above both the local and LEA averages.
39. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make good and sometimes very good progress. Pupils with additional learning needs, including those with SEN or those learning English as an additional language achieve at least as well as would be expected taking account of the ability and specific needs. However, a small minority of more able pupils do not always achieve as well as they could, but generally pupils make good progress towards meeting their potential and are keen and ready to move on to the next stage of their learning.
40. Pupils achieve good and sometimes outstanding standards in the use of their key skills. An outstanding feature is the way that pupils are highly skilled communicators in English. They are exceptionally good speakers and are very confident writing for a range of purposes such as when recording their science experiments. In Foundation Phase classes, children's numeracy and information and communication technology (ICT) skills are equally impressive and they use a range of ICT equipment imaginatively, for example floor robots, tape recorders and interactive whiteboards, to enhance their learning in other areas. Pupils' numeracy and ICT skills continue to develop well in years 1 and 2.
41. Pupils develop good bilingual skills and often use Welsh words and phrases throughout the school day. They enjoy being 'Helpwr Heddiw' and take pride in their responsibilities issuing instructions in Welsh for example. There is good progression from the nursery to the end of year 2 in the development of pupils' bilingual skills. For example, in year 2 pupils respond to each other using complete sentences.
42. Children in Foundation Phase classes are extremely organised as they try to solve problems; they suggest ideas and devise strategies quickly to try to work out solutions.

43. Throughout the school, pupils are creative individuals who are mature and have well developed personal and social skills. Their knowledge of the heritage and culture of Wales '*Y Cwricwlwm Cymreig*' is developing well through subjects such as art, music, geography and history.
44. Pupils have a thorough knowledge and understanding of their own learning and what they need to work on to improve further. From the reception year onwards, a strength is the way pupils make simple evaluations and record the progress they have made at the end of lessons about how they have progressed towards meeting individual targets they have been set.
45. In this popular school, several new pupils arrive in each year group. Never the less, when compared with schools that have similar numbers of pupils entitled to receive free school meals, end of key stage 1 statutory assessment results have been consistently in the upper 50 per cent for the last three years and often in the top 25 per cent. Pupils did not perform quite as well in 2007 because there was a higher than average proportion of both SEN pupils and also boys.
46. Girls tend to do better than boys in the end of key stage statutory assessments and in 2007, fewer pupils than average achieved the high level 3 in any of the core subjects. Pupils do best at science.
47. Pupils make good progress in developing their personal, social, moral and learning skills. Pupils' behaviour is good. It is very good in the Foundation Phase classes; all pupils are friendly towards each other and adults. The vast majority play and get along with each other very well. In discussions pupils say they are confident in their relationships in school. They show good respect for equal opportunities issues and diversity.
48. The overwhelming majority of pupils make effective use of their time in lessons, are well motivated and really enjoy learning. The impact of the Foundation Phase pilot has had a significant impact on pupils' positive attitudes to their work. The vast majority of pupils demonstrate good levels of initiative. They work independently and co-operate well in pairs or group work. They make good progress in developing the skills necessary to maintain lifelong learning.
49. The average level of attendance, over the last three full terms, is relatively stable at 92.8 per cent. This is marginally better than the national average for schools with similar free school meals entitlement but below the local education authority and national average figures for all schools. The main cause of pupil absence is holidays being taken during term time, particularly during the summer term. There are no significant or unexplained variations in attendance levels across the school or throughout the year.
50. With the exception of a very small number of pupils, punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

51. The inspection findings match the school's self-evaluation of this key question.
52. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

53. The overall quality of teaching across the school compares favourably with the national picture reported by Her Majesty's Chief Inspector in the latest annual report. The number of lessons where teaching is Grade 2 or better is above the Welsh Assembly Government's target for 2010 that 80 per cent of teaching should be Grade 2 or better.
54. Teachers present interesting lessons that successfully motivate pupils especially in early years classes. Most lessons are well structured, conducted at a good pace and give suitable time limits for the completion of tasks. There is generally a good level of challenge in the tasks provided especially to promote co-operative and independent learning.
55. Throughout the school, relationships between pupils and adults are outstanding and are characterised by mutual respect. Teachers and teaching assistants generally work very closely together. Pupils like their teachers and teaching assistants and they know that they are valued. All members of staff have clear expectations for pupils' behaviour, which they communicate effectively to pupils. There is a good, purposeful working atmosphere in all classes.
56. Where teaching is outstanding adult support is very well managed and learning resources are very closely matched to pupils' needs. The minor shortcomings in teaching relate mainly to occasional ineffective use of teaching assistants to support pupils learning, resources being too cluttered, which does not allow pupils or staff direct access to them and inappropriate pace of lessons.
57. Teachers have good subject knowledge and keep up-to-date with developments in their areas of expertise. Members of staff who work with the under fives have a very good understanding of how young children learn. They provide a well planned mix of adult-directed and child-led activities, including good opportunities for children to learn both through play and direct experience which promote both co-operative and independent learning.

58. Teachers' planning is very good ensuring consistency between the classes in the same year. Teaching assistants are fully involved in the planning process. Key skills are well planned. Resources, carefully matched to learning objectives, are well prepared by teachers. Lessons have clear objectives, which teachers share with pupils so that they know what is expected of them. Teachers are often skilled at starting lessons imaginatively in order to stimulate pupils' curiosity and interest. Lessons build well on pupils' previous learning and end of lesson carpet sessions recap learning objectives effectively. A range of homework activities is used well. Some activities are set to specifically encourage independent learning.
59. A good range of different teaching strategies, grouping arrangements and resources is generally used effectively including interactive whiteboards. These varied approaches successfully maintain pupils' interest and engagement in lessons, especially in the Foundation Phase classes.
60. Teachers effectively promote equality of opportunity. All pupils are treated equally and sensitive planning and support ensure they have access to all learning experiences within and outside the school.
61. Good opportunities for pupils to use their creative and problem solving skills are also provided. Teachers encourage good discussion so that speaking and listening skills are frequently practised.
62. Teachers develop pupils' bilingual skills well. They ask pupils questions and encourage them to respond in Welsh. They use Welsh incidentally throughout the day, thus increasing pupils' confidence in their understanding and use of the language.
63. Teaching assistants for pupils with SEN are well briefed so that they effectively support the needs of pupils to ensure that these individuals participate fully in lessons. Members of staff working with the under fives plan extremely effectively to meet children's individual needs. They adapt their use of language very well to match children's level of understanding. However, support for more able and talented pupils is at an earlier stage of development and this has been recognised by the school.
64. The school's assessment procedures are good and meet statutory requirements for assessing, recording and reporting pupils' progress.
65. Pupils are assessed when they enter the nursery and when they start in the reception year. Very good use is made of these assessments in order to plan for teaching and learning. For the children in the Foundation Phase classes a good system of "post it" notes on achievement feeds into individual children's records of each area of learning. Pupils also receive good verbal feedback on the quality of their work and how to improve.
66. In reception and key stage 1 classes, adults ensure that pupils are aware of their targets and they sensibly discuss how these are met. Teachers regularly assess pupils' progress. The school's marking policy of "Two stars and a

wish” is systematically implemented. Teachers' marking of specific pieces of work is constructive and clearly identifies points for improvement.

67. Individuals' performance is reviewed every half term and information gathered is used effectively to provide additional support when necessary. For example a 'Catch up' scheme is in place, which effectively raises reading ability. In key stage 1, teaching groups are based on ability so that pupils receive better matched learning activities.
68. Parents are invited to discuss their children's progress once a term. Detailed notes of these are kept in pupils' individual folders. In addition parents feel they have good access to teachers at other times.
69. Annual written reports are detailed and give a clear picture of children's strengths. They include an indication of the next steps for improvement. Targets for the coming year are noted and useful guidance is provided on how parents can help their children achieve them.

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

70. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The inspection team did not identify sufficient outstanding features to merit a grade 1.
71. The school provides a broad, balanced, interesting and relevant curriculum, which is fully accessible to all pupils and complies with legal requirements. The learning experiences provided effectively meet the needs of most learners and the school is in the early stages of addressing the needs of the more able and talented pupils. Pupils with SEN are very well catered for and are given support to access all learning opportunities in and out of school.
72. Policy documents and detailed schemes of work ensure progression in pupils' learning in the early years modified to the needs of the Foundation Phase and good coverage of National Curriculum subjects in key stage 1. They include clear learning objectives, suggested activities and resources and support the school's practice well.
73. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and covers each area of learning in a progressive manner, closely following the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines. Teachers and support staff in this part of the school channel much time and energy into ensuring that the curriculum is not only skill based, broad, balanced and relevant, but exciting and interesting to motivate children well both indoors and outdoors.

74. Good opportunities are identified for pupils to use the key skills of speaking and listening, reading and writing, in the Foundation Phase classes these opportunities are outstanding; key skills are clearly identified in medium term plans. Teachers maximise opportunities for discussion resulting in pupils' very good speaking and listening skills. Planning ensures opportunities for pupils to apply their numeracy and ICT skills in subjects such as science and art.
75. Extra-curricular activities effectively broaden and enrich pupils' learning experiences. The school provides after school clubs one afternoon per week. They are run by teachers and teaching assistants. Clubs include a cooking club and an athletics club. These clubs further develop pupils' personal and social skills.
76. Pupils' learning experiences are also very effectively enhanced by visits to places of educational interest (e.g. the local laundrette or the RSPB reserve at Conwy) and by visitors to the school such as the local fire service.
77. The school promotes pupils' personal, moral, social and cultural development very well. This is an outstanding feature in Foundation Phase classes. Another strength is the way the school promotes pupils' social development throughout the school. Teachers provide frequent, worthwhile opportunities for pupils to share ideas, work co-operatively and take responsibility. Opportunities for spiritual reflection, however, are not promoted as frequently. The PATHS curriculum supports pupils' moral development well.
78. Parents and carers of pupils in the school make a good contribution to the learning experiences of their children, by helping in the classroom. The parent teacher friends association raises a substantial amount each year to provide additional resources and experiences for pupils. Involvement with the parish community also has a very positive impact on pupils' spiritual, moral and social development.
79. The school has strong links with the receiving junior school, Ysgol Iau Hen Golwyn. There are good transition arrangements and liaison between year 2 and year 3 teachers. Also the pupils have already been to the junior school to work in their computer suite. This is a very good arrangement. The governing bodies of both schools work closely together and some governors sit on both governing bodies.
80. Recently the Cadwgan Playgroup has moved to the school site. There are close relations between the playgroup and the school ensuring smooth transition from the playgroup to the nursery. The recent integration of The Cadwgan Playgroup with Flying Start, the established Family Learning, Language and Play and Number and Play projects are all initiatives, which provide a valuable way for school to address and support parents. Good relations are fostered further as these are run by two teaching assistants from the Foundation Phase team.

81. The school welcomes trainee teachers, nursery nurses and teaching assistants, as well as work experience students, for the additional ideas and experiences they bring to the school.
82. Pupils' bilingual skills are promoted well. Commands and vocabulary are displayed prominently in all classes and used effectively. Good attention is paid to *Y Cwricwlwm Cymreig*. The school ensures that pupils develop a good understanding of their cultural heritage through traditional Welsh tales such as the story of Mary Jones' journey.
83. Topics contained in the schools' personal and social education (PSE) programme, visitors to the school, visits to local commercial sites and opportunities provided by Careers Wales provide good opportunities to broaden and enrich pupils' understanding of the world of work. Links with local businesses are established and generally effective. However, opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing in a purposeful way are underdeveloped. No teachers have recently undertaken industrial placements and used this experience to enhance the curriculum.
84. The school has realistic expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is appropriately challenged.
85. Through the curriculum, pupils are beginning to increase their understanding and appreciation of sustainable development. There is no documented policy for sustainable development. However, there are a few practical examples of promoting and encouraging pupils' involvement in aspects of sustainable development. Pupils are involved with paper recycling and are generally encouraged to adopt healthy lifestyles. Overall, promotion of the education for sustainable development is in the early stages of development.
86. The promotion of pupils' knowledge and understanding of global citizenship is developed through subjects, such as geography and religious education, assembly topics and supporting international charities.
87. As they progress through the school pupils are encouraged to take more responsibility for their own learning, and 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

88. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. Even though the inspection team identified some

outstanding features, especially in the provision for special educational needs, there were insufficient to merit a grade1 overall.

89. Support arrangements are carefully planned and managed. Pupils are well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school, and they are satisfied with the help and guidance provided for their children.
90. Teachers identify and react constructively to individual pupil's needs at an early stage and the deployment of the available support staff is organised with the aim of meeting these needs and requirements. A wide range of available external support services and agencies is used appropriately and very effectively.
91. Relationships between staff, parents, members of the local community and nearly all pupils are strong and constructive. The school has an 'open door' policy and parents are invited to attend three formal parents' meeting each year to discuss their child's progress or any other matter related to their education. The good links that exist with parents ensure that the school clearly understands their views about many aspects of school life. Parents' views are occasionally sought via the use of a questionnaire, and are taken into account.
92. The monthly newsletters inform parents about the dates for school events, activities and pupil achievements. The school has a good home-school agreement for its pupils. The majority of the small number of parents who returned their questionnaire feel they are well informed about events in the school and their child's achievements.
93. The active parents', teachers' and friends' association (PTFA) is supportive in raising valuable sums of money to support educational provision, in particular transport for pupil visits.
94. There are extremely close links with the local playgroup, Cadwgan Playgroup, which is housed on the school site and school and playgroup staff work very closely together to ensure a smooth introduction into school. The positive ethos, the family atmosphere and the established induction arrangements for pupils helps them settle into school life and routines quickly and happily; this is an outstanding feature.
95. The good links with the junior school and the transfer arrangements for pupils moving from Year 2 to Year 3 are effective. The 'moving up day' arrangements and the weekly visits to the junior school computer suite help allay pupils' concerns about moving to a school and a new teacher.
96. Health education related topics are contained within the school's good Personal and Social Education programme, which is based on the required guidelines.

97. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are frequently 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 generally very effective. Links with the educational welfare officer/social worker (EWO/ESW) are relatively infrequent and less effective. The school's involvement with the 'school matters' project is beneficial in helping to improve levels of attendance.
98. The school expects good standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour related policies, consequently pupils understand and adhere to the school rules. The school's effective systems for regularly recognising good standards of behaviour, attendance and achievement are appreciated by pupils.
99. The school has clear and well documented arrangements which appropriately contribute to pupils' well being when in its care. It provides a safe and secure environment for pupils to learn and play and appropriately undertakes risk assessments for both on-site and off-site activities. Staff and pupils have an appropriate awareness of Health and Safety and relevant policies are in place and implemented.
100. Effective procedures to meet the needs of pupils who are unwell or who have suffered an injury whilst at school are well established. However, only one member of staff is fully first aid trained and two others have recently received basic emergency aid training. The school has not provided first aid training for any of the mid-day supervision staff.
101. The school is part of the healthy schools initiative and has achieved the first stage of the award. However, the promotion of healthy living is undermined by the provision of a 'treats' tuck shop each Friday. Virtually all items for sale at this tuck shop, for example chocolate bars and sweets containing high levels of sugar and additives, have been barred from most schools.
102. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Complaint and appeal procedures are in place.
103. The provision for pupils with special educational needs who require additional support is good with outstanding features and fulfils the requirements of the Special Needs Code of Practice. As a result, pupils make good progress at their level of development. The identification of tasks for the more able pupils is less well developed and is recognised by the school as an area to be addressed.
104. The school has developed some extremely good and comprehensive procedures for the identification of pupils with additional needs; these are outstanding features. There are very good relationships with all the agencies

involved in supporting pupils and their various needs including the Educational Psychologist. Teachers monitor and track pupil progress very carefully. There is close liaison between teachers and the Special Education Needs Co-ordinator who is the head teacher and she is well informed about pupils' needs. Pupils with SEN receive good support from their class teacher and teaching assistants.

105. The individual education plans contain specific learning targets that correspond to the needs of individual pupils. The staff keep a very close eye on the development of pupils not on the SEN register but who are targeted for extra support; this is an outstanding feature. These pupils take part in the 'Catch Up' and 'RAISE' programmes, which are very effective at raising mathematical, reading and spelling standards.
106. There is an excellent relationship with the LEA Behaviour Support Team. Where needed, a few pupils' needs are met with a comprehensive Individual Behaviour Plan.
107. The school provides ample scheduled and additional opportunities for parents to contribute towards reviewing targets on their children's individual education plans on a regular basis. The individual education plans include good suggestions on how parents may support their children effectively at home.
108. The school supports any pupils for whom English is an additional language well so that they are quickly integrated.
109. Policies and procedures to ensure equal opportunity, racial equality and to eliminate any form of oppressive behaviour are appropriate. The positive ethos of the school reflects the policies' very successful implementation.
110. All pupils have equal access to school life, visits and activities. A clear Action Plan to address the statutory requirements of the Disability Act has been submitted to the Local Education Authority. The school recognises and respects diversity. Policies such as Race Equality, Equal Opportunities, Collective Worship and schemes of work effectively promote equality and diversity through all aspects of school life.

Leadership and management

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

Grade 2: Good features and no important shortcomings

111. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The inspection team did not identify outstanding features to merit a grade 1.
112. The quality of leadership and management of the school has many good features. The head teacher provides strong positive leadership and an experienced deputy head teacher ably supports her. Due to several recent changes of staff, a framework for other senior managers has been agreed but is not yet fully implemented. The school has been successful in promoting the Foundation Phase Pilot in early years classes. The main school aim is achieved successfully but none of the aims are summed up into one core belief or principle.
113. A deep commitment to lifelong learning and equality for all is evident in the rich variety of teaching methods used, the enthusiasm pupils show for learning, the parenting classes the school offers and the stimulating environment that staff and pupils have created within the school. All staff within the school work together as a close team with high expectations and a sense of purpose. The school is also involved in national initiatives such as Basic Skills courses and the promotion of bilingualism.
114. The school's policies and strategies are thorough and members of staff have been involved in LEA initiatives and working groups. The head teacher has a vision to develop the Foundation Phase Pilot throughout the school and also has the skills necessary to develop appropriate structures for successful implementation. She nurtures and empowers, so that the confidence and expertise of staff at all levels are appropriately developed.
115. Those teachers who are subject co-ordinators or who have responsibility for areas such as the Foundation Phase or assessment work conscientiously to promote high standards.
116. A range of realistic but challenging targets is set for individual pupils, cohorts of pupils and teachers through the appraisal process and also in the school development plan. The majority of targets set are achieved.
117. Appropriate performance management and appraisal procedures are in place for all teachers and there are plans to extend the processes to all members of staff on a more formal level. Newly qualified teachers have an assigned mentor and receive good levels of support. Less experienced teachers are teamed with more experienced teachers in order to help develop their professional expertise. A good range of training is provided that is relevant to the needs of the individuals involved and the school as a whole.

118. Governors are supportive of the school and meet regularly. However, the minutes of the governing body meetings are extremely brief and do not fully detail the proceedings.
119. The head teacher encourages governors to become more involved with the school's operations and progress and for each meeting provides them with a report that details relevant information. Governors, several who have been appointed in the last year, are not yet fully effective in contributing towards setting the strategic direction of the school or with monitoring and evaluating the quality of learning and teaching, and the standards pupils achieve. As a consequence the governors' involvement as effective 'critical friends' is at the early stages of development. Governors fully satisfy all regulatory and legal requirements. 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 2: Good features and no important shortcomings

120. The inspection findings do not match the school's self-evaluation of grade 1 for this key question. The inspection team did not identify outstanding features to merit a grade 1.
121. The head teacher is continually looking for methods to raise standards in all aspects of the school's work. She is fully supported by other members of the staff. A strong culture of reflection and self-evaluation is firmly established throughout the school.
122. A good range of thorough self-evaluation processes is central to the school's success. Comprehensive, rigorous monitoring procedures are well understood and agreed by everyone involved in them. Leaders and managers are well informed through a variety of monitoring activities that give them first hand evidence of the school's performance in their areas of responsibility. For example, curriculum leaders, supported by members of the LEA, monitor the quality of standards and teaching in a supportive, but constructive way according to priorities identified in the school improvement plan. Class teachers undertake a half-termly evaluation of standards in their classes.
123. Occasional questionnaires are issued to parents but as yet there is no formal method of ascertaining pupils' views about the life and the work of the school. Teaching assistants feel they have a voice in the school but do not formally contribute to self-evaluation and school improvement issues.
124. The school's systems of planning for improvement are effective. The School Improvement Plan (SIP) is a detailed document that effectively aids the future direction of the school. It takes due account of school, local and national initiatives. Members of the teaching staff are familiar with its content. It is

reviewed appropriately and resources are provided to ensure that targets set are achieved.

125. Positive outcomes from the self-evaluation process and school improvement planning are evident in the school. Examples of such outcomes include the continued good standards in end of key stage assessments, the success of the Foundation Phase Pilot and the implementation of bilingualism. The school has also made good progress in addressing the key issues for action identified at the time of the previous inspection.
126. The self-evaluation report provides an honest assessment of where the school considers itself to be. It clearly identified good features and areas for further development. The inspection team agreed with the school's grading in two of the seven key questions and allocated one grade lower in the remainder. Neither the school nor the inspection team identified sufficient outstanding features to merit the grade ones initially allocated.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. Even though there are some outstanding features, there are insufficient to award grade 1.
128. The school is extremely well staffed and has benefited from being involved in the Foundation Phase Pilot and this is an outstanding feature. All have attended training courses, which contribute effectively to developing their subject knowledge and their teaching skills. Teachers together with their teaching assistants make good use of their planning, preparation and assessment time for effective shared planning. Day to day administrative procedures are smooth and effective.
129. Resources in the Foundation Phase classes are outstanding and extremely well matched to young children's needs. Resources in the remainder of the classes are generally well matched to the needs of pupils. In some classes, too many resources are on display thus inhibiting pupils' access to them. Recently acquired 'interactive white boards' in each classroom are well used as a teaching tool. The school makes good use of sharing a computer suite in the junior school in order to develop pupils IT skills and good use is made of the computers in the classrooms to assist with learning across the curriculum through using graph, art and word processing programmes. There is a small library that includes a range of fiction and non-fiction books, which is used weekly by classes.
130. The school makes good use of the available accommodation both indoors and outdoors. Each class has an outdoor area that is used effectively as an extension of the classrooms. Attractive displays enhance the learning environment. The classrooms are of adequate size and the school makes

effective use of the hall for assemblies, as a dining area and for physical education. One classroom area has been made into a resource room to be used by staff for planning purposes as well as for group work and parents' meetings. The way in which the resources are stored in this room constricts its use.

131. The head teacher and governors manage the available resources effectively and ensure that spending is linked to priorities identified in the school improvement plan. Owing to the school being a pilot of the Foundation Phase there have been greater demands on financial management but the governing body successfully review available resources and finances.
132. Workload initiative funding is used to provide support for teachers and to reduce their administrative load. There is a suitable framework in place for workforce remodelling which is to be implemented shortly. When teaching assistants are directed and managed effectively they maximise pupils' learning experiences, for example in Foundation Phase classes. Sometimes they are not actively involved so there is more limited input into teaching and learning.
133. Subject leaders audit and monitor resources in their subject areas and information gathered is fed into the school improvement plan. The head teacher and governing body review and monitor the requirement in accordance with identified priorities. The school offers good value for money.

School's response to the inspection

The staff and governors are pleased that the findings of the inspectors recognise that Ysgol Babanod T. Gwynn Jones is a good, popular school offering good value for money and that, throughout the school, relationships between pupils and adults are outstanding and characterised by mutual respect.

We appreciate that the inspectors recognise that the school is extremely well staffed and that it has benefited from its involvement in the Foundation Phase Pilot. It is particularly gratifying that they deem this to be “an outstanding feature”.

The skills, knowledge and dedication of the teachers and teaching assistants have been acknowledged as has the strong, positive leadership of the head teacher and the support of the staff in raising standards in all aspects of the school’s work.

The inspection recommendations will complement the school’s acknowledged commitment to providing a broad, balanced, interesting curriculum, which is fully accessible to all pupils and the strong culture of reflection and self-evaluation which is in place to raise standards in all aspects of the school’s work.

A copy of the school’s action plan, which responds to the recommendations of the report, will be sent to all parents. The Annual Governors’ Report to Parents will report on the progress being made in implementing the plan.



Appendix 1

Basic information about the school

Name of school	Ysgol T. Gwynn Jones
School type	Nursery and Primary
Age-range of pupils	3 – 7 years
Address of school	Llanelian Road, Old Colwyn, Conwy
Postcode	LL29 9UA
Telephone number	01492 516594

Head teacher	Mrs Margaret de Cordova
Date of appointment	January 1997
Chair of governors/ Appropriate authority	Mrs Pat Roberts
Registered inspector	Margaret E Morgan
Dates of inspection	May 6 – 8 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	29	53	58	62					202

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.7:1
Pupil: adult (fte) ratio in nursery classes	29.1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.8
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	88.2	92.4	91.4
Autumn 2007	90.3	92.9	93.3
Spring 2008	89.5	93.2	92.6

Percentage of pupils entitled to free school meals	22.5%
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:		56		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4	7	75	14
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	2	9	73	16
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	4	9	80	7
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	2	9	71	18
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	13	77	11
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	4	82	14
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.9	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection.

The head teacher acted as Nominee.

A Peer Assessor was also a member of the inspection team.

Inspectors visited:

- 18 lessons or part lessons.
- All classes.
- Acts of collective worship.
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- The Local Education Authority, senior managers, teachers, members of the support staff and groups of pupils during the inspection.

The team also considered:

- The school's self-evaluation report.
- 20 responses to the parents'/carers' questionnaire of which 99 per cent were supportive of the school.
- A comprehensive range of documentation.
- A range of pupils' work.

The inspection team also held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Registered Inspector	Summary Recommendations Appendices Key Questions 1, 5 and 6
Mrs Buddug Bates Team Member	Key Questions 2 and 7 Contributions to Key Questions 3 and 4
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Margaret de Cordova Nominee	Provision of information and attendance at Team Meetings
Ms A Diamond Peer Assessor	Contributions to all Key Questions at the time of the inspection

Contractor

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Acknowledgements

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