



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Llandrillo yn Rhos
Elwy Road
Rhos on Sea
Conwy
LL28 4LX**

Date of inspection: February 2011

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



**INVESTORS
IN PEOPLE** | Gold

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Llandrillo yn Rhos is situated in the outskirts of Colwyn Bay. Most pupils come from the immediate area. The school admits children to the nursery class at the age of three. Nearly all pupils attend pre-school provision.

The school opened in 1995 following the amalgamation of the previous junior and infant schools. The school is on two separate sites which are divided by a road. There are currently 330 full-time and 43 part-time pupils on roll. They are organised into 14 classes and two part-time nursery classes. Pupil numbers have stabilised after a fall in recent years. The classes are taught by the 14 full time and five part-time teachers, with six full-time and 23 part-time support staff.

Pupils come from a variety of backgrounds. The school describes the area it serves as neither advantaged nor disadvantaged. Approximately 18% of pupils are entitled to free school meals. This is lower than local and national averages. Currently, there are three pupils who are being "looked after" by the local authority.

English is the predominant language for most pupils. At present there are 11 pupils receiving support for English as an additional language. Six percent of pupils speak Welsh at home.

Baseline indications show that, for most pupils, attainment on entry to the school is at or above the expected level. Approximately 15% of pupils are identified as having additional learning needs. No pupil has a statement of special educational need. One pupil received a fixed-term exclusion in the last year.

Since the last inspection in 2005 there have been important changes to the management structure and senior leadership of the school with the appointment of a new deputy headteacher and an assistant headteacher. The current headteacher retires at the end of the summer term 2011.

The 2010-2011 individual school budget per pupil for Llandrillo yn Rhos Primary School is £3,062, which compares with a maximum of £9,816 and a minimum of £2,909 for primary schools in Conwy. The school has the 55th highest budget per pupil out of the 61 primary schools in Conwy.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The overall judgement on the current performance of the provider is good because:

- most pupils make at least the expected progress, particularly in key stage 1;
- pupils' standards of reading are very high;
- nearly all pupils behave very well and have positive attitudes to learning; and
- most teaching is effective and engages the pupils.

Prospects for improvement

The overall judgement on the prospects for improvement of the provider is adequate.

The school has:

- a well-organised management structure and supportive governing body;
- effective systems based on first hand evidence to identify how the school is performing; and
- a culture of professional development for teaching staff.

It has also made improvements since the last inspection, especially in reading and bilingualism.

However, the current headteacher retires in summer 2011 and the school does not:

- prioritise areas for improvement based on a rigorous analysis of data;
- consistently challenge underperformance; or
- evaluate sufficiently the impact of improvements in teaching and learning on the standards pupils achieve.

Recommendations

- R1 Raise standards in areas where trends identify that pupils' standards of achievement are falling.
- R2 Develop greater consistency in challenging more able and talented pupils.
- R3 Develop more rigorous and accurate end of key stage 1 assessments, especially for the higher level 3.
- R4 Use data and outcomes from monitoring to identify priorities for improvement that will have the greatest impact on pupils' learning.
- R5 Use the outcomes from evaluation procedures to set higher expectations for teaching and learning.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills that are at or above the level expected. In key stage 1, they make very good progress, especially in reading. Progress in key stage 2 is generally good, but is not as strong as the progress made in key stage 1. Almost all pupils engage well in their learning. They recall previous knowledge well, apply this appropriately to new situations and develop their skills effectively. Pupils' work does not always show clear evidence of more able and talented pupils working at higher levels. When considering local and national averages, pupils in key stage 1 attain better than pupils in similar schools. End of key stage 1 assessments for mathematics and science place the school in the upper 50% of schools with a similar percentage of free school meals, and in the top 25% for English and the core subject indicator (this is the expected performance in English or Welsh, mathematics and science in combination).

Compared to its family of schools, the proportion of pupils who achieve the expected level 2 is above average. However, performance at the higher level 3 places the school well below the average, especially in mathematics and science. Trends in the school's performance over the past four years remain constant in mathematics, show improvement in line with the family in English, and show a fall in science.

In 2010, pupils' attainment at the end of key stage 2 is above the local authority and all-Wales averages. However, when compared to schools with a similar percentage of free school meals, the school is in the lower 50% for all subjects and the core subject indicator.

Compared to that of its family, performance is near to average for the expected level 4, but is above for the higher level 5, especially in English where the school is ranked first in the family. However, four-year trends show that, whilst performance in the core subject indicator is constant, performance in mathematics at level 4, English at level 5 and science at both levels is falling. Pupils with additional learning needs and 'looked-after' children make good progress. Many achieve the expected levels in end of key stage assessments. Pupils in receipt of free school meals achieve better in English and science than in mathematics. Overall, they make less progress than similar children within the school's family. This is more evident in key stage 2 than in key stage 1. In many areas, particularly in key stage 1, there is very little difference in performance of boys and girls.

In both key stages, many pupils have very good standards of reading and these standards are rising. Many younger pupils make rapid progress. They enjoy reading, have a good awareness of phonics, use contextual clues well and talk confidently about what they have read. Many older pupils read widely for pleasure and information. They use a range of strategies to help them understand what they are reading; they can identify key points of a passage and discuss these points with confidence.

Over the past four years, standards of writing are rising in key stage 1, but are falling slightly in key stage 2 as boys do not perform as well as girls especially at the higher level. Many younger pupils quickly learn to write in full sentences. Many older pupils write at length for a range of audiences and purposes. In the very best examples of their work, they write with confidence and fluency using a wide and imaginative vocabulary. Most pupils listen well and respond well to adults when questioned, but pupils in a minority of classes lack the confidence to contribute to discussions in class.

Many pupils use information and communication technology very well in a wide range of subjects and for a range of purposes. They do not always use their numeracy skills well. Pupils accurately use an increasingly complex range of measures, but do not develop their data handling skills in areas such as science. Many pupils do not interpret data well enough and few use graphs other than simple bar charts.

Pupils make good progress in Welsh second language. In the Foundation Phase most pupils respond appropriately to instructions and use simple phrases correctly and with enthusiasm. By the end of key stage 1, most pupils clearly understand the vocabulary they use, speak with confidence, and read and write simple sentences in Welsh. In key stage 2, most pupils use Welsh confidently in the classroom.

Wellbeing: Good

Nearly all pupils say that they feel safe in school. Through their choice of meals and participation in a range of physical activities, they demonstrate a clear appreciation of the importance of healthy lifestyles and keeping safe.

Almost all pupils are enthusiastic, work well and take an active part in lessons. They show care, respect and concern for others. Most pupils are self-confident and show increasingly mature attitudes as they move through the school. A minority take on additional responsibilities such as becoming members of the school or eco-council, or acting as playground 'buddies'.

High standards of behaviour are a feature of the school. Little bullying occurs and staff deal with occasional incidences promptly.

Many pupils work well independently, in groups or teams, and at solving problems. Many are aware of their individual learning targets and of what they need to improve their work, but they do not yet regularly contribute to planning what they learn.

Many pupils are often involved with the community through recycling events, sporting events and fundraising activities for organisations such as St David's Hospice, Operation Christmas Child and Barnardos.

The school council plays an active part in the life of the school. Its members are confident that their voice is being heard and they are effectively engaged in planning school improvements. Recent initiatives include improving re-cycling, making improvements to the anti-bullying policy and providing benches and play equipment for the younger pupils.

Pupils' attendance is almost 94%. Over the last four years it has been consistently above average when compared to that of similar schools. Most pupils are punctual.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Staff provide a broad range of suitable learning experiences that support and engage most pupils effectively. They work well together to provide consistency of learning experiences across the Foundation Phase, Year 2 and key stage 2.

Most learning activities engage pupils and cater for the needs of most pupils. In a few lessons, more able and talented pupils are not sufficiently challenged.

The school has introduced a range of effective provision to raise standards in reading. The introduction of a structured reading programme for younger pupils has had a significant positive impact on their early reading development. Staff listen to all pupils read on a regular basis and they provide useful comments in pupils' reading records to identify how pupils can improve their skills.

Provision for numeracy and information and communication technology skills is clearly identified in planning. However, these skills are not always developed progressively and pupils do not make consistent progress.

Teachers develop pupils' Welsh language skills effectively. Pupils take part in the annual Eisteddfod, and regularly hear, see and use Welsh across the school. Teachers plan Y Cwricwlwm Cymreig into many learning activities and this has a positive impact on the standards pupils achieve.

The school arranges a good variety of extra-curricular opportunities, such as educational visits to venues such as Pentrellyncymmer Outdoor Centre, Llandudno, and Conwy Castle. These visits and invited visitors to school enhance the pupils' learning experiences.

The school has appropriate provision for education for sustainable development. It has a well established Eco-committee, which has undertaken improvements in aspects such as recycling and saving energy. The school has developed a productive link with a school building project in Liberia, which has given pupils a greater awareness of global citizenship and the challenges of life in a less developed country.

Teaching: Good

Most teaching is of a high standard. In the few cases where teaching is outstanding, lessons have fast pace and all pupils are very engaged and motivated. In these lessons staff challenge and inspire pupils and have high expectations of them, so that pupils make very good progress.

Many lessons have good pace, are well planned and have clear objectives. Teachers in these lessons offer pupils a good range of approaches, activities and

resources that stimulate their learning. Support staff are used effectively. They work alongside teachers providing pupils with well focussed support and feedback in relation to their learning experiences. Staff consistently manage pupils' behaviour well.

In a few lessons, where teaching is less effective, the pace is slow and there is insufficient challenge, particularly for more able and talented pupils. In these lessons, the activities planned do not engage and motivate pupils and they make little progress.

The school has an effective tracking system to monitor pupils' progress and this is used well to diagnose pupils with additional learning needs and to place pupils in teaching groups. Staff provide good oral feedback to pupils, but at times marking does not always focus clearly on what pupils need to do next to improve their work.

The end of key stage 2 assessments are robust and accurate. However, the end key stage 1 assessments do not consistently follow national guidelines for the higher level 3.

Parents and carers are well informed about their children's achievements, wellbeing and development.

Care, support and guidance: Good

The school has effective arrangements to support pupils' health and wellbeing, including their moral, social, cultural and spiritual development. Staff actively encourage pupils' involvement in sporting and cultural activities. The school values the achievements of all pupils. Most pupils and their parents or carers feel able to approach the school for advice and guidance.

Provision for pupils with additional learning needs is good. Staff identify pupils' learning difficulties early and provide appropriate and timely support. There are effective links with a wide range of support services, such as speech and language support and the educational psychologist. Individual education plans are evaluated regularly and parents are kept well informed and fully involved in procedures. Specialist agencies including the police and school nurse provide valuable support and guidance for pupils.

The school has an appropriate policy and procedures for safeguarding.

Learning environment: Good

The school has a friendly, welcoming environment. It is an inclusive community and treats all pupils fairly and with respect. There is equal access and opportunity for all. There are good arrangements in place for ensuring that pupils with disabilities do not receive less favourable treatment. Pupils show pride in their school.

The school makes good use of the accommodation available and keeps it well maintained. Despite the difficulties in the design of the infant building, staff adapt teaching and learning very effectively to ensure that pupils receive the full range of

activities. Staff use outdoor areas effectively for learning activities, especially in the Foundation Phase. There are plenty of resources that are well matched to pupils' needs.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Leadership provides a sense of purpose and strategic direction for the school. The school has clear and well-understood priorities for improvement. There are appropriate values and aims that are well understood and influence the life and work of the school. The school is well organised and has effective communication systems, and there is a strong sense of teamwork.

The effective management structure ensures that responsibilities for the key aspects of the school, such as English and mathematics, have high prominence. Staff are clear about their roles and responsibilities, and discharge their duties effectively. They meet regularly in various groups to discuss issues and developments, and this keeps them well informed and up-to-date. Performance management arrangements are carried out efficiently. Targets and professional development activities are reflected in the school development plan. Leaders and managers identify underperformance well through these processes.

Governors provide good support to the school and are active in setting the strategic direction of the school. They fulfil their statutory duties well, and have a secure understanding of the school's strengths and weaknesses. They are aware of the performance of the school in relation to other schools.

The school takes appropriate account of local and national priorities. It has made good progress in implementing the Foundation Phase, and in improving pupils' reading and Welsh language skills.

Improving quality: Adequate

The school has a systematic and coherent approach to self-evaluation based on the collection of first-hand evidence through lesson observations and the scrutiny of pupils' books. Subject co-ordinators have a clear and detailed understanding of how subjects are being taught across the school and produce annual accounts of progress in their subject.

The school development plan builds on a well-organised sequence of activities that involves all staff. It identifies the main priorities for development and the resources needed. However, the priorities in the plan are mainly concerned with improving provision and are not based enough on accurate self-evaluation. Leaders and managers do not consistently or effectively evaluate subject reports, or analyse performance data or the standards pupils achieve. On occasions, judgements are overly positive or insufficiently challenging, or fail to focus clearly enough on where improvements really need to be made. Consequently, underperformance is not addressed with rigour and consistency.

The school has a culture of continuous learning. Staff regularly undertake professional development activities and share their skills, and this has contributed well to improving their teaching approaches. Training activities are evaluated carefully, but there is not enough focus on assessing their impact. Training for non-teaching staff is not planned carefully enough.

There are effective networks of professional practice with other schools. The school collaborates on developing assessment materials and has taken a lead role in training other schools in the development of early reading and writing skills.

The school has a sound track record of making improvements, particularly in improving standards in reading and Welsh. It has made appropriate progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school has a wide range of partnerships that have a beneficial impact on provision, especially on learning resources and pupils' experiences. There is a well-established partnership with parents. Communication is good and many parents feel generally well informed about the school's activities or how their child is progressing. A number of parents and grandparents regularly support classroom activities, for example by listening to readers and helping with craft activities. An active 'Friends of the School' group has helped to improve resources. These resources contribute to improved pupils' standards in reading and ICT.

The school works well with other local schools in moderating the standards of pupils' work at key stage 2 and there are well-established arrangements to ensure that pupils' transition to secondary schools is effective.

Resource management: Good

The school manages resources well. Spending is well planned, used to support development priorities and closely monitored. The school deploys staff effectively and there are suitable arrangements to support professional development, especially for teachers. There are plenty of appropriate learning resources.

The school provides good value for money because standards and teaching are good, and spending is well planned and aligned to meeting identified priorities.

Appendix 1

Stakeholder satisfaction report

Pupil questionnaires

Just over 100 pupils in key stage 2 completed the questionnaire. Almost all feel safe in school and believe that the school deals well with any bullying. Nearly all think that they are well supported in school, especially having someone to talk to if they are worried or upset. Almost all feel that they are doing well at school, believe there are enough resources to enable them to learn well and think that homework is of value to them. There is widespread agreement that the school helps pupils to live healthy lifestyles.

A few pupils feel that other pupils do not always behave well in class.

Parental questionnaires

There were 20 completed responses to the questionnaire. Overall, parents expressed positive views about the school. In particular, almost all are pleased with the school and say their children like being there. They feel that their children are making good progress and are safe at school. Most parents think the school is well run, find staff approachable if they have any questions or concerns, and believe that they are kept well informed about their children's progress.

A few parents are unsure of the school's arrangements for dealing with complaints or that pupils behave well. Additionally, a few do not think that their children are always given homework that builds well on what they are learning in school, or that the school provides appropriate additional support in relation to any particular individual needs. A minority of parents do not believe that the school has a good range of activities, including trips or visits.

Appendix 2

The inspection team

Richard Hawkley	Reporting Inspector
Nigel Vaughan	Team Inspector
Andrew Brazier	Lay Inspector
Janet Rowlands	Peer Inspector
Liam Maloney (Headteacher)	School Nominee

Copies of the report

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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