

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

A Report on the Quality of the Education in

**Ysgol Nant y Coed
Rhodfa Ronald
Llandudno Junction
Conwy
LL31 9EU**

School Number: 6622117

Date of Inspection: 06/02/07

by

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Nant y Coed 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 Nant y Coed took place between 06/02/07 and 08/03/07. An independent team of inspectors, led by Dorothy Morris 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y 1 | Y 2 | Y 3 | Y 4 | Y 5 | Y 6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y 7 | Y 8 | Y 9 | Y 10 | Y 11 | Y 12 | Y 13 |
| 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

Nature of the provider

1. Ysgol Nant y Coed is located in the small town of Llandudno Junction in the county of Conwy. There are 191.5 pupils [full-time equivalent] aged between 3 and 11 years on the register. The school admits pupils to the Nursery class in the September following their third birthday. Pupil numbers have remained stable over recent years.
2. The school does not consider its natural catchment area to be prosperous or suffering from economic disadvantage. Sixteen per cent of the pupils are entitled to receive free school meals; this figure is similar to the county average but slightly lower than the national average.
3. The school admits pupils from the full range of ability. Thirty nine (20%) of them have been identified as having additional learning needs [ALN], including five pupils who have a statement of special educational needs. This percentage is higher than the national average. Additional support is provided for the pupils with ALN in daily sessions with the ALN teacher.
4. English is the main medium of the life and work of the school and is also the main language spoken in the pupils' homes. Welsh is taught as a second language in the school. A small number of pupils from countries overseas are occasionally admitted to the school.
5. The school has received the Basic Skills Agency Quality Mark and has succeeded in achieving accreditation as an 'Investor in People'.
6. The current head teacher was appointed to his post in September 1999. The school was last inspected in June, 2001.

The school's priorities and targets

7. The school's aims include:
 - establishing a happy and disciplined environment which enables pupils to develop positive attitudes to learning;
 - ensure that every pupil is given equal opportunities by providing a balanced and broad curriculum;
 - helping the pupils to develop into confident individuals, aware of the needs of others and become responsible members of society.
8. The school's main priorities and targets for 2006-2007 include:
 - developing the structure for assessing all the National Curriculum [NC] subjects;
 - developing the scheme of work for Welsh;
 - improving the provision for information technology;
 - developing the self-evaluation procedures.

Summary

9. This school succeeds in its aim of creating a caring and supportive environment for pupils. All members of staff co-operate effectively to create a disciplined environment in which good quality experiences promote pupils' learning and development. The school has maintained good standards since the last inspection in the vast majority of the subjects inspected, and there is a strong sense of commitment to ensure further improvement among all the school's partners. The school offers good value for money.
10. The self-evaluation report, written by the head teacher, the governing body and the teachers prior to the inspection, is clear and coherent. In the case of five of the key questions inspected the findings of the inspection team match those of the school. A lower grade was awarded to the other questions because some aspects, in the opinion of the inspectors, require further attention.

Table of grades awarded

| Key question | Table of grades awarded |
|--|-------------------------|
| 1 How good are pupils' achievements? | 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 2 |
| 4 How well are the 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 3 |
| 7 How efficient are leaders and managers in using resources? | Grade 2 |

11. In the lessons observed, pupils' standards of achievement were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 83% | 17% | 0% | 0% |

12. The pupils' standards of achievement are higher than the targets set by the Welsh Assembly Government [WAG], namely that 98% of lessons should be satisfactory [Grade 3] or better by 2007, and 65% should be good [Grade 2] or better.

The Early Years

13. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades and standards in the subjects inspected

14. In key stage 1 [KS1] and key stage 2 [KS2] pupils' standards of achievement in the subjects inspected are as follows:

| Subject | Key Stage 1 | Key Stage 2 |
|-----------------------|-------------|-------------|
| English | Grade 2 | Grade 2 |
| Mathematics | Grade 3 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| Art | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |

15. In the subjects inspected, the pupils make good progress in acquiring new skills, knowledge and understanding and achieve the agreed learning objectives.
16. The pupils with ALN make good progress both educationally and socially. They achieve the targets set for them.
17. Over the years, the results of the baseline assessments show that children under five have a wide range of ability when they are admitted to the school. They make good progress and achieve good standards in the skills of listening, speaking, reading, writing, numeracy and in the use of information technology. The development of their personal and social education skills and their creative skills is also good.
18. In both key stages, good features outweigh shortcomings in pupils' standards and progress in the key skills of literacy, numeracy and ICT. Overall, pupils' listening, speaking, reading and writing skills in English are good. In a small minority of classes, pupils make good use of their numeracy and ICT skills in other subjects. In general, pupils do not develop and improve these skills consistently across the curriculum.
19. The pupils are making good progress in their bilingual competence. Pupils of all ages communicate accurately and with good understanding in English. They communicate with increasing confidence and fluency in Welsh.
20. In the National Curriculum (NC) assessments for 2006, KS1 pupils' attainments, based on the teachers' assessments, are lower than the county and national averages in English, mathematics and science. Taken as a whole, the school's results are lower than the national and county averages. In comparison with similar schools in Wales, based on the number of pupils receiving free school meals, these results place it in the lowest 25%.

21. In the NC assessments for 2006, KS2 pupils' attainments, based on the teachers' assessments, are higher than county and national averages in English and science. They are lower in mathematics. The school's results, as a whole, are also higher than the county and national averages. In comparison with similar schools in Wales, based on the number of pupils receiving free school meals, these results place it in the lower 50%. Trends in pupils' attainment show continuous improvement particularly in English and science.
22. The vast majority of pupils are well motivated and make appropriate progress towards achieving their potential.
23. Pupils co-operate well and make excellent progress in the development of their personal and social skills.
24. The pupils' creative skills develop well across the school. The investigative and problem solving skills of the children under five are good. In KS1 and KS2, pupils' skills develop effectively particularly in subjects such as science and design and technology.
25. The children under five and the pupils with ALN have personal targets to strive for. The other pupils do not have personal targets. Nevertheless, the pupils, and most especially those at the upper end of the age range, have a secure understanding of their strengths and weaknesses and of what they need to do to achieve higher standards.
26. Pupils' attitudes to their work, the interest they show and their ability to concentrate are good. They work hard during lessons, are eager to participate in the activities provided for them and have an enthusiastic approach to their tasks.
27. Pupils' behaviour is excellent. They have a clear understanding of what is expected of them and are considerate and courteous.
28. During the three terms preceding the inspection, the average attendance was 93%. This figure is below the target set by the school. Pupils arrive in school punctually and the daily timetable operates smoothly. The registration procedures comply with the statutory requirements.
29. The pupils' knowledge about community life in their locality is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, the pupils have a general awareness of the world of work in their area. Their entrepreneurial skills have not been sufficiently developed.

The quality of education and training

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 12% | 66% | 22% | 0% | 0% |

31. The good and outstanding features in the teaching include high expectations of all pupils across the curriculum, stimulating presentations, clear exposition and effective interaction between teachers and pupils. Where there are shortcomings in the teaching, the tasks provided do not always match the wide range of learning needs in every class. On occasion, there is a lack of pace in the teaching and learning.
32. The good features in the assessment procedures outweigh the shortcomings. The school has a wide range of assessment procedures and methods of assessing and recording pupils' progress. Nevertheless, teachers do not make consistent use of the information acquired in planning future teaching and learning. The annual reports to parents conform with the statutory requirements.
33. The school responds well to the learning needs of its pupils and they are all given equal opportunities to benefit from a broad curriculum. The teachers are aware of the need to ensure that all the pupils acquire competence in the key and basic skills. Nevertheless, the planning of key skills is insufficiently structured to ensure that pupils' skills are developed and extended consistently across the school.
34. The learning experiences provided successfully promote pupils' spiritual, moral, social and cultural development. Pupils' awareness of equal opportunities is good.
35. The partnerships with parents and the community are good. A number of adults from the local community attend the school to listen to the pupils reading and they promote pupils' skills and confidence very effectively. The partnerships with schools and other agencies are also good.
36. The provision for pupils with ALN is good and meets the requirements of the Code of Practice.
37. There is good attention to pupils' well being. Effective policies and clear procedures for child protection have been produced. The school has an appropriate health and safety policy which provides clear guidance for the staff.

Leadership and management

38. The school is led and managed effectively by an experienced head teacher. The staff, governors and parents are aware of his sound values, and these are clearly reflected in the work of the school. All staff members co-operate well and there is a strong sense of mutual support for the purpose of promoting pupils' education and development.
39. The school development plan [SDP] sets realistic objectives and targets that are based on the needs of the school. The budget is managed with care and expenditure is closely matched to the school's targets. The school makes good progress towards achieving its main priorities.

40. The head teacher, staff and governors are committed to improving standards and a useful monitoring programme has been produced. Nevertheless, a number of self-evaluation procedures, such as the role of the subject co-ordinators, are insufficiently extended.
41. The Governing Body is very supportive, well-informed and makes a full contribution to the life and work of the school. Its members contribute well to the strategic planning and are developing their role in monitoring the quality of the provision and pupils' standards effectively. The statutory requirements are given appropriate attention in the school's documentation.
42. The school has made good progress since the last inspection and has taken successful action with regard to the vast majority of the key issues noted in the report.
43. Although parts of the school building have been well maintained, there are other sections which require attention, with wooden panels which are deteriorating and roofs which are leaking. The school has been pressing the Local Education Authority [LEA] to deal with these deficiencies. A promise to address the problems, over a period of five years, has been secured.
44. The number of teachers and support staff required to fulfil the work of the school is good. Resources for all the subjects are sufficient, of good quality and used effectively. The head teacher and Governing Body regularly review the resource requirements, ensuring good value for money.

Recommendations

The school needs to:

- R1. continue to improve standards in mathematics in both key stages;
- R2. extend the good features of the teaching, the learning and assessment across the school;
- R3. provide consistent opportunities for the pupils to develop and extend their key skills across the curriculum;
- R4. develop its self-evaluation procedures, including the role of the curriculum co-ordinators.

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

45. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. Although there are good and outstanding features in the pupils' personal and social development, aspects of the development of pupils' key skills and standards of attainment are uneven.
46. Pupils' standards of achievement in the lessons observed are as follows:

| Standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------------|---------|---------|---------|---------|---------|
| | 0% | 83% | 17% | 0% | 0% |

47. The school achieves the WAG targets for 2007 that standards of achievement are at least satisfactory (Estyn grade 3) in 98% of the classes inspected. It also achieves the target which expects standards to be good or very good (Estyn grades 1 and 2) in 65% of the classes inspected.

The Early Years

48. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades in the standards for the subjects inspected

49. In KS1 and KS2, standards of achievement in the subjects inspected are as follows:

| Subject | KS1 | KS 2 |
|-----------------------|---------|---------|
| English | Grade 2 | Grade 2 |
| Mathematics | Grade 3 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| Art | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |

50. In the subjects and areas of learning inspected, the pupils achieve good standards in their knowledge and understanding. Pupils make appropriate progress towards achieving their potential and achieve the agreed learning objectives. The pupils with ALN make good progress in keeping with their targets.

51. Over the years, the results of the baseline assessments show that children under five have a wide range of ability when they are admitted to the school. They make good progress and achieve good standards in acquiring the skills of listening, speaking, reading, writing, numeracy and in the use of ICT across the curriculum. The development of their personal and social education skills and their creative skills is also good.
52. In KS1 and KS2, good features outweigh the shortcomings in the development of pupils' key skills in literacy in English, numeracy and ICT across the curriculum. Overall, pupils' speaking and listening skills are good. They listen attentively to adults and to the contributions of other pupils. The vast majority of pupils speak clearly and confidently and the more able pupils use an extended vocabulary with understanding. In accordance with their age and ability, pupils make effective use of their reading skills across the subjects. The pupils write for a variety of purposes and the quality of their writing is good.
53. In a small minority of classes, pupils achieve good standards as they use their number and ICT skills across the curriculum. Nevertheless, the pupils generally do not develop and extend these skills consistently.
54. In the 2006 NC assessments, the attainments of KS1 pupils, according to teachers' assessments, are lower than the county and national averages in English, mathematics and science. In comparison with similar schools across Wales, based on the number of pupils receiving free school meals, pupils' attainments are in the lowest 25% in all the subjects. The proportion of pupils who achieve the higher level, namely level 3, in the core subjects is lower than the national average in English and mathematics and at an equivalent level in science. There is no significant difference between the performance of boys and girls. When compared with the results in similar schools across Wales, the average results of the school over the last three years place the school in the lowest 25%.
55. In the 2006 NC assessments, KS2 pupils' attainments, according to teachers' assessments, are higher than the county and national averages in English and science, but they are lower in mathematics. There is a distinct improvement in pupils' attainments in English and science. There is no significant difference between the performance of boys and girls. In comparison with similar schools across Wales, on the basis of the number of pupils receiving free school meals, the pupils' attainments are in the highest 25% in English, in the highest 50% in science and are in the lower 50% in mathematics. The proportion of pupils who achieve the higher level, namely level 5, is lower than the national average.
56. In comparison with the results in similar schools across Wales, based on the number of pupils receiving free school meals, the school's average results over the last three years place it in the lower 50%. Trends in pupils' attainment show continuous improvement particularly in English and science.
57. The Early Years' children's investigative and problem solving skills are good. In KS1 and KS2, the pupils' skills develop effectively particularly in subjects such as science and design and technology. The development of pupils' creative skills is good across the school.

58. Pupils' bilingual competence is developing well. Pupils of all ages communicate fluently in English. They communicate with increasing fluency and understanding in Welsh.
59. The pupils' development in their personal and social skills and in their ability to co-operate is excellent. Pupils of every age co-operate effectively in teams, as pairs and in groups.
60. The pupils' positive attitudes to learning, the interest they show in their work and their ability to concentrate are marked and pleasing aspects of the life of the school. There is a sound work ethos here and pupils respond enthusiastically in their classes.
61. Most pupils develop the skills to work independently. Where the practice is at its best, pupils assume responsibility for aspects of their learning and organise their own work effectively. For instance, the children under five develop to become independent and confident learners.
62. Personal targets for their further development have been set for the pupils with ALN and the children under five. In KS1 and KS2, other pupils do not have personal targets to aim for. Nevertheless, the pupils, and most especially the older ones, discuss the strengths and weaknesses of their work and know what steps they need to take to improve its quality.
63. Pupils' spiritual, moral, social and cultural development is good. They succeed well in developing a spiritual and moral awareness by leading and participating in collective worship. In accordance with their age, they show that they have concern for others and empathy in relation to them. They are aware of the importance of fairness, social justice and equal opportunities. This is made apparent by the manner in which they collect substantial sums of money for good causes. They make good progress in their cultural development through their involvement in Urdd activities. Through subjects, such as art, music and history, they learn about the artists and other famous individuals who have been prominent in the history of Wales.
64. Pupils are familiar with other traditions and cultures. They visit a synagogue as part of their religious education. Older pupils' awareness of foreign countries has been developed effectively through the school's involvement in the European Union Comenius project.
65. Through their studies across the curriculum, pupils have a good awareness of issues concerning conservation and sustainability.
66. Pupils are given a variety of responsibilities in the life of the school such as leading morning services, helping in the classrooms and collecting litter. The school council has made some valuable suggestions which are being implemented by the school. Membership of the school council enables pupils to develop valuable social skills and also acquire an understanding of citizenship.

67. Pupils' behaviour is excellent. They are courteous with staff and welcoming to visitors. Pupils of every age play together happily. They move in an orderly manner from one activity to the next and understand and respect the high expectations of the school.
68. The average attendance of the whole school during the period preceding the inspection was 93%. This is a decrease of about 2% in comparison with the percentage from the previous three years and is below the target set by the school. A significant number of the absences are unauthorised. Attendance levels would be higher but for the fact that a number of parents take their children on holiday during school terms. In the context of the latest WAG statistics, absence levels are higher than those of schools in the same free meals group and are higher than the county and national average. The school is aware of this and has taken appropriate steps, such as communicating regularly with pupils' homes and the county schools welfare officer, to secure improvement.
69. Pupils arrive at school punctually. The school monitors and records pupils' attendance with great care and in accordance with WAG circular 3/99.
70. Pupils' knowledge about the community life of their area is good and they contribute to many local functions. Links with the local community and frequent visits to the locality effectively develop pupils' identification with its history and culture and their environment. Through these visits and those made to the school by visitors, such as members of the police force, pupils are familiar with the world of work in their area. Their entrepreneurial skills are insufficiently developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgment made by the school in the self-evaluation report.
72. In the lessons observed, the quality of the teaching was as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 12% | 66% | 22% | 0% | 0% |

73. The teachers and all the other staff members treat pupils equally, irrespective of their age, nationality, race or ability. The good relationships between teachers and pupils promote effective learning. The teachers establish a positive learning ethos in their classrooms.
74. The teachers' knowledge of the NC, religious education and the Desirable Outcomes for Children's Learning is good. This is reflected in the planning and preparation of lessons. The teachers use a range of teaching methods and suitable resources that are appropriate to the activities they plan.

75. Pupils' bilingual competence is promoted effectively. Full advantage is taken of opportunities that arise during the school day to enhance pupils' Welsh vocabulary. The Welsh dimension is developed successfully in a number of subjects such as art, history and geography.
76. The outstanding features of the teaching observed include the following:
- teachers have high expectations of all pupils which ensures that tasks consistently challenge and extend their learning;
 - excellent interaction between teachers and pupils enable pupils to investigate issues in increasing depth;
 - a particular ability to integrate various aspects of the subjects across the curriculum.
77. The good features of the teaching observed include the following:
- lessons with clear aims which are shared with pupils;
 - effective direct teaching and good questioning;
 - differentiated tasks for specific purposes well matched to pupils' abilities;
 - good use of pair and group work.
78. The most common shortcomings in the teaching include:
- a lack of pace in the teaching and learning;
 - tasks which are insufficiently challenging, mainly for the most able pupils;
 - overuse of copying tasks;
 - inconsistent opportunities for pupils to develop and extend their key skills.
79. Good features outweigh the shortcomings in the quality of the procedures for assessing, recording and reporting on pupils' progress. The school has a wide range of assessment procedures and appropriate use is made of them to analyse the standards of achievement in pupils' work. Nevertheless, consistent use is not made of the information collected in the planning of future teaching and learning.
80. The statutory requirements for assessing and reporting on the NC are met. The baseline assessments on entry to school are carried out accurately, and appropriate targets are set to ensure children's further learning. The assessments for the pupils with ALN are good. The school has established appropriate methods for identifying their needs and effective individual education plans (IEPs) are produced for them.
81. Pupils' progress in the core subjects is assessed regularly in both key stages. Regular use is made of standardised tests to measure reading levels, spelling and number. The results are recorded for tracking pupils' progress across the school. The results of tests and the teachers' assessments are analysed appropriately. Nevertheless, the school is aware of the need to continue to develop this aspect, most especially collaborative assessment methods, including marking.
82. In the early years and KS1, effective use is made of county guidelines to record pupils' progress. More formalised arrangements have recently been adopted for KS2 so that a clearer picture can be gained of pupils' progress across the

curriculum. The subject portfolios of levelled work which are being developed offer teachers greater guidance on the levels pupils should achieve. This is a good development.

83. Pupils are generally aware of their strengths and weaknesses and of what they need to do to improve the standard of their work. Nevertheless pupils generally are not sufficiently involved in the process of setting and reviewing personal targets.
84. Pupils' work is marked regularly, frequently in the presence of the pupils. In the best practice, the teachers' written comments effectively support pupils' efforts to improve the quality of their work. At times, the marking is insufficient and the written comments designed to support pupils are inconsistent.
85. The annual reports to parents conform with the statutory guidelines. They include details about pupils' achievements and skills in every subject and suggestions for improvement. Nevertheless, the written statements are not always clear enough to offer pupils guidance about the ways in which they can improve the standard of their work. Parents welcome the opportunities provided for them to discuss their children's development and progress.

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

86. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
87. The school responds well to pupils' learning needs and interests and provides equal access to a broad and balanced curriculum. The curriculum conforms with the requirements of the NC, religious education and the Desirable Outcomes for children's learning.
88. There are clear policy documents and schemes of work for all subjects and areas of learning. The best examples are well structured to meet the specific needs of the school.
89. The short term planning ensures that appropriate tasks are planned for pupils. In the Early Years and during the withdrawal sessions for pupils with ALN, the provision accords well with the pupils' needs and stage of development. Nevertheless, in both key stages, the provision does not consistently match the needs of pupils of different abilities within classes.
90. The teachers are aware of the need to ensure that every pupil achieves competence in the key and basic skills. Nevertheless, the planning is not sufficiently well structured to ensure that pupils' key skills are developed and extended consistently across the school.

91. The school offers good opportunities for out-of-school activities, which enhance and extend the curriculum. These include visits to places of educational interest, the contribution of visitors, clubs, homework and other suitable activities. The Urdd branch in the school provides opportunities for pupils to perform and compete in sports and eisteddfodau and thus fosters their confidence as they perform in public.
92. A significant contribution to the development of pupils' spiritual and moral development is made by the whole school collective acts of worship. The school ensures that pupils learn to respect principles such as justice and truth. The pupils are very ready to undertake responsibilities within the school and show respect for their peers and for adults. The oldest pupils care for their fellow pupils by accepting responsibility for the younger children on the school yard and during out of school visits.
93. The pupils' personal and social education [PSE] is developed appropriately through aspects of the curriculum, circle time and teaching sessions that focus on this aspect. Good attention is given to aspects such as developing pupils' awareness of caring for those who are less fortunate than themselves. Money is regularly collected for good causes. The school council gives pupils good opportunities to influence matters that are linked to their daily lives as well as developing their understanding of citizenship. Pupils' awareness of international affairs is fostered effectively through links which promote co-operation and friendship between children in different countries.
94. The school places good emphasis on promoting pupils' bilingual skills. Regular use is made of Welsh in the school's day-to-day routines and the pupils make appropriate efforts to use Welsh outside the lessons. The attention given to the Cwricwlwm Cymreig in the work of the school is good. The heritage and culture of Wales are studied effectively through subjects such as history, art and music, and through extra-curricular activities associated with the Urdd.
95. The school operates in a sustainable manner and pupils have a good awareness of related aspects. This is promoted appropriately through subjects, such as geography and science, and activities such as PSE lessons.
96. There are good links with parents, the community, schools and other establishments. The parents praise the work of the school although some of them would like to receive more information about what is taught. The vast majority find it easy to communicate with the school and the home/school agreements are completed appropriately. The Teacher/Parents Association raises significant funds for the school and these are used to purchase additional resources. Members of the community come to the school to listen to the pupils reading and they promote the pupils' confidence and skills very effectively.
97. Pupils settle in quickly in the nursery class and there are appropriate academic and curricular links with the secondary school to which the majority of pupils transfer at the end of Year 6 [Y6]. Students from teacher training colleges, further education colleges and secondary schools benefit from the work

experience opportunities provided by the school. There is close co-operation with the county council's education officers.

98. Although pupils' knowledge of the world of work is fostered through visits and aspects of the curriculum, there is no whole school strategy to ensure that regular use is made of the world of work and business to enrich the curriculum. The provision to develop pupils' enterprise skills is underdeveloped.

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
100. The school is a caring community in which pupils feel they are given care and support. There are good relationships between the pupils and teachers and other adults. The school supports and leads learners effectively, giving consideration to their social, educational, ethnic and linguistic background.
101. The school's youngest pupils settle in quickly and transfer readily from the nursery to the reception class. They feel secure and safe in school and are given good support by the teachers and assistants.
102. The school co-operates well with parents, carers and the LEA's support services in matters which concern the well-being of the pupils.
103. The provision for pupils with ALN is good and conforms with the statutory requirements of the Code of Practice. There are 39 pupils on the ALN register. Five pupils have a statement of special educational needs, 20 are on the school action stage and 14 at the school action plus stage.
104. The provision for pupils with ALN is co-ordinated well by the head teacher and the ALN teacher. The school ensures that pupils with ALN have full access to the curriculum and to all the school's activities. They make good progress relative to their stage of development.
105. Pupils' needs are identified at an early stage and their progress scrutinised in detail. The school co-operates well with the local authority's agencies, with the parents and with the relevant secondary schools.
106. The additional support provided for these pupils in the withdrawal sessions is good. Tasks are well matched to their learning needs and the ALN teacher supports them very effectively. The ALN teacher and class teachers are well-informed about the needs of these pupils and co-operate closely. During the morning sessions, additional provision is made for some individuals with ALN in a nearby school. These pupils are integrated effectively back into their own classes in the school for the afternoon sessions.

107. Individual education plans [IEP] have been prepared for every pupil on the ALN register and the arrangements for reviewing these plans are appropriate. The IEP's contain details of suitable targets to be achieved and contain details about the small steps in the learning which the pupils are expected to master. The behaviour and daily diaries provide an effective means of communication between pupils, the teachers and the parents.
108. The member of the Governing Body with responsibility for ALN is fully aware of her responsibilities and she has a very good understanding of the school's arrangements.
109. The school conforms with the requirement to appoint a member of staff and a governor to be responsible for child protection issues. The policy and guidelines for child protection have been recorded effectively and all members of staff are aware of the protocols which must be followed. The requirements relating to pupils cared for by the LEA are fulfilled appropriately.
110. The school conforms in full with the registration requirements, differentiating appropriately between different kinds of absences. The LEA's schools' welfare officer assists when necessary. The governors aim to reduce absence to 5% over the next three years.
111. The policies and procedures for first aid, sex education and racial equality are implemented and all members of staff are familiar with them. The school has adopted suitable arrangements for dealing with complaints and appeals.
112. The school pays appropriate attention to health and safety matters. The electrical equipment and fire extinguishers are inspected regularly. A representative of the police force visits the school to talk about welfare and safety issues with the pupils. A number of staff members have a current first aid qualification.
113. The school acknowledges and respects diversity. The acts of collective worship promote understanding, tolerance and friendship towards all backgrounds, races and beliefs. Within the family ethos which exists in the school, all the pupils are respected and treated fairly. The pupils visit a synagogue as part of their religious education studies and collect large sums of money for good causes. The pupils are given effective guidance to enable them to challenge stereotyping and to think about the choices they make.
114. Good procedures have been established to prevent bullying and threatening behaviour. The school council has helped to produce a leaflet dealing with bullying. The pupils and parents praise the school's prompt and sensitive response to any instances of intolerant behaviour. The school seeks the assistance of the county behavioural unit to ensure that good standards of behaviour are maintained.
115. The school has taken appropriate steps to ensure that pupils with physical disabilities, from the standpoint of the opportunities and the support they are given, are not treated in a less favourable manner than pupils who are physically

able. The school has current equal opportunities policies, including one on accessibility which identifies specific measures to allow access to every part of the school for a person with a physical disability.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team match the judgement made by the school in the self-evaluation report. The firm leadership provided by the head teacher and Governing Body ensures that the shared values relating to the quality of the educational provision and standards of achievement are promoted effectively. The staff are aware that pupils' standards of attainment in the NC assessments are uneven when compared with similar schools but there is clear evidence that the planning to enhance aspects of teaching and assessment have secured improvements particularly in the attainments of pupils at the end of KS2.
117. The head teacher's leadership and management are good and provide a clear sense of direction for the work of the school. His sound values are well known to the staff, governors and parents and are clearly reflected in the work of the school. The pupils feel that they are valued and are given equal opportunities to succeed, irrespective of their ability, race or sex. The deputy head teacher provides effective support and is a good role model for colleagues.
118. Staff members co-operate well and a good sense of mutual support is nurtured to promote the educational development of all the pupils. The arrangements regarding implementing the national agreement on tackling workload have been planned with care and are implemented effectively.
119. The school has given national priorities, including the Healthy Schools Initiative, bilingualism and PSE, good attention. The school has succeeded in raising standards in literacy and numeracy and has gained the Basic Skills Agency Quality Mark. The scheme provides specific support for pupils with ALN during the withdrawal sessions and ensures that they progress well in their educational and social development. The Early Years staff are implementing the principles of the Foundation Stage effectively. The attention given to staff development is good and the school has gained the 'Investor in People' accreditation.
120. The partnerships with local schools and agencies are good. The school co-operates well with a number of partners, including the primary and secondary schools in the area, on initiatives such as staff training, transfer bridging arrangements and curricular activities.
121. The implementation of the performance management policy and procedures is good. The procedures include appraisals of the contribution of staff members, which in turn contribute effectively to their professional development and to the development of the SDP. The targets set are regularly reviewed, with good support and appropriate in-service training made available to improve staff performance.

122. Effective processes have been established for setting targets for pupils at the end of both key stages. The targets are based on the likely performance of each pupil, and, in general, they are realistic and achievable. The staff analyse the school's results in the NC assessments in the context of local and national outcomes in detail and are aware of the need to give further consideration to the pupils' standards of attainment in comparison with those of similar schools. Evidence indicates that arrangements such as the procedures established for tracking pupils' progress, providing specific support for pupils with ALN and developing subject portfolios, are achieving improvements in pupils' standards of attainment, especially in KS2.
123. The Governing Body meets regularly and fulfils its regulatory and legal responsibilities effectively. During the meetings of the Governing Body and its sub-committees, all aspects of the work of the school are thoroughly discussed. Members have adopted appropriate management policies and they attend the training courses arranged by the LEA to further their own understanding. They receive good guidance from the head teacher and the LEA's education officers on professional matters.
124. Members monitor the quality of provision appropriately by receiving reports from the head teacher and subject co-ordinators on specific matters, liaising with relevant staff, and visiting the school to discuss issues further. The management workload is shared by arranging for individual members to lead on issues such as ALN, staffing, buildings and finance. There is good use of the professional skills and experience of individual members in determining areas of responsibility.
125. The governors have adopted all the requisite policies. The school handbook conforms in full with the current requirements but there is one omission in the contents of the Governors' annual report to parents.

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

Grade 3: Good features outweigh shortcomings

126. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report. The head teacher, staff and governors are clearly committed to raising standards. Nevertheless, the inspection team is of the opinion that the evaluation procedures, including the role of the subject co-ordinators, have not been formalised sufficiently to consistently improve pupils' standards of achievement.
127. A detailed curriculum development programme has been established and the school ensures that the monitoring of the core and foundation subjects is an essential part of it. Although appropriate monitoring reports about curricular provision and pupils' achievements are produced, they do not contain enough detail about the monitoring of the teaching and learning in the classes.

128. Subject development responsibilities have been shared amongst the teaching staff and they fulfil their planning, advisory and support functions effectively. Nevertheless, their monitoring role has not been formalised sufficiently to ensure that there are comprehensive procedures that provide a reliable overview of pupils' standards of achievement across the school.
129. The self-evaluation report, produced by the school, is comprehensive and clear. The document is based appropriately on the inspection framework and the comments it contains are based on suitable evidence such as the school's procedures, records and documentation. The inspection team agrees with the judgement of the school in five of the seven key questions. In each instance where there is a difference, the inspection team has awarded a lower grade than that awarded by the school. In the opinion of the inspectors, further attention needs to be given to aspects of the provision within these key questions.
130. Through discussions and questioning, the staff and governors have contributed fully to the school's self-evaluation report. Nevertheless, no formal arrangements have been made to enable the parents and pupils themselves to express their opinions and to offer suggestions.
131. The head teacher carries out a detailed analysis of the results of NC assessments and school tests to identify strengths and weaknesses and to compare them with local and national outcomes. With the assistance of the LEA's education officer, appropriate targets are set for improvements as a result of this analysis.
132. The SDP, which covers a three-year period, is an effective planning document. The priorities noted in it are current and a number of them have already been achieved. Appropriate processes are used to set suitable targets and the head teacher and Governing Body analyse the implementation of the action plans effectively. Consistent progress is made in addressing the main targets set, and improvements can be seen in areas such as ALN, bilingualism and in extending the curriculum. Nevertheless, the links between the findings of the self-evaluation process and the priorities in the SDP are not specific enough.
133. The SDP action plans contain details of general costings, timetables and criteria for measuring success. The budget is managed with care and there are close links between expenditure and the school's main priorities.
134. The school has given good attention to the main key issues for action noted in the 2001 report. The subject schemes of work and the agreed syllabus for religious education have been brought up to date. There has been an effective response to the requirement to develop the Governing Body's monitoring role. There is still a small omission in the content of the Governing Body's annual report to parents.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgment made by the school in the self-evaluation report.
136. Pupils are well supported by sufficient, suitably qualified and experienced teachers. The teachers and support staff attend frequent training courses which contribute effectively to developing their subject knowledge along with their teaching skills.
137. The classroom assistants and all the other ancillary staff make a good contribution to the quality of the learning, the administration and ethos of the school. The school has been awarded the Basic Skills Agency Quality Mark and has been designated an Investor in People.
138. The arrangements for providing teachers with periods during which they plan, prepare and assess are implemented effectively. Experienced staffs, working to specific contracts, are used to release the class teachers. The school meets the requirements and the arrangements are managed effectively.
139. The quantity and quality of the available resources is good and they are easily accessible for pupils to use. In general, effective use is made of them. The school is aware of the need to extend pupils' use of computers to assist them with their learning across the curriculum. Outside the school building, the pupils benefit from the educational markings on the hard surfaced play area, and the school garden promotes their understanding of the world of nature.
140. Although the school is located in the middle of a housing estate, it stands in extensive and pleasant grounds. The classrooms are adequate both in number and size. The school hall is spacious and is used as a refectory for school lunches, with the food being served from an adjacent kitchen.
141. There is a flat roof to each of the classrooms. Although some areas of the school have been maintained in good order, other parts are in a poor condition, with rotting wooden panels and leaking roofs. The governors have been pressing the LEA, over a long period of time, to rectify these deficiencies, and an undertaking has been given that this will be done over a five-year period. Access to parts of the building for those with physical disabilities is more limited. The inside and outside of the building are maintained in a clean and tidy condition.
142. The displays on classroom walls and in the school entrance make an effective contribution to the creation of an ethos that acknowledges pupils' work and celebrates their achievements.
143. The day to day management of the school is good and effective use is made of the Governors' specialist knowledge to support the school.
144. The Governing Body, with the effective support given by the LEA finance officer, reviews and monitors the resource requirements in accordance with the priorities in the SDP. The expenditure on resources reflects the school's

priorities. A substantial sum of money is kept in reserve but detailed plans have been produced to spend money on schemes such as maintaining staffing levels and ensuring that further improvements are made to the educational provision. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

145. In KS1, pupils listen very well to teachers' presentations and to each other. They respond well when answering questions and a number of individuals offer extended comments. They speak clearly, using appropriate vocabulary, and express their ideas and opinions confidently.
146. Pupils' reading standards are good. The younger pupils recognise words and phrases and read simple books accurately. By the end of the key stage, pupils read fluently and accurately. They describe and respond to the characters in their books expressing simple opinions about what they have read.
147. The pupils write for a variety of purposes. They write their own news independently and with reasonable accuracy. They use a variety of sentence patterns and punctuate appropriately. By the end of the key stage, the vast majority complete reading and comprehension exercises accurately and they re-write familiar stories, spelling with a good degree of accuracy.
148. In KS2, pupils' listening skills are very good. They listen attentively to their teachers and peers and concentrate for extended periods. Their recall is good. They exchange opinions effectively, using appropriate language forms.
149. Reading standards are good across the key stage, with some individuals achieving high standards. The majority read fluently using good intonation and expression when reading aloud. Individuals have their favourite authors and discuss the work of these authors confidently. The vast majority of pupils know which sources to use in their search for information.
150. Pupils produce a variety of written work for differing purposes. The spelling of a good number of the pupils is good. They punctuate their work appropriately and make suitable use of dictionaries to improve their writing. They show an interest in writing poetry on a variety of topics. They use imagery, comparisons and rhymes very effectively. The more proficient writers produce extended pieces of writing which are interesting and imaginative. The vast majority of the pupils have developed a neat handwriting style.

Shortcomings

151. In KS1, pupils' ability to write creatively is undeveloped.
152. In KS2, a small number of pupils lack confidence when they are expressing themselves orally and some individuals do not pay attention to the punctuation marks when they are reading. The spelling and punctuation in the written work of some individuals is inconsistent.

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|--------------------|
| Mathematics |
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Key Stage 1: Grade 3: Good features outweighing shortcomings

Key Stage 2: Grade 3: Good features outweighing shortcomings

Good features

153. In KS1, pupils add and subtract figures up to 20 and show that they have a firm grasp of the number bonds, such as $12+8$. They double and halve simple numbers with ease and identify number sequences, including odd and even numbers. The more able pupils in Y2 count on and count back in steps of different sizes, showing that they have a firm grasp of number patterns. The more able pupils' understanding of the value of individual numbers in a larger number is good.
154. The pupils identify and classify two-dimensional shapes and describe their characteristics correctly. They know the value of various coins and use them accurately to calculate small sums of money. In measuring, they use standard and non-standard measures, such as cube lengths, appropriately.
155. In KS2, pupils' understanding of place value, when using figures with up to four digits, is secure. The vast majority deal with the addition, subtraction, multiplication and division processes effectively on paper. They have an appropriate understanding of fractions and the most able have a secure understanding of the links between fractions, percentages and decimals.
156. Pupils identify the features and attributes of the more familiar two and three-dimensional shapes correctly. They choose which units of measurement they need to use in different contexts accurately and solve problems involving the passage of time correctly.
157. In a minority of classes, pupils gather data for a variety of purposes and record it in a well-organised manner, using tables and block graphs. In the best work, they analyse and interpret data effectively,
158. A significant majority of pupils use mathematical vocabulary accurately when recording their work.

Shortcomings

159. In the two key stages, a significant minority of pupils' skills and knowledge about shape, measurement and data handling is insufficiently extended.
160. In the two key stages, a significant minority of pupils are lacking in confidence when explaining the methods they have used to solve mental number problems.
161. In KS2, pupils do not apply their skills sufficiently to solve mathematical problems.

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|------------------------------|
| Design and technology |
|------------------------------|

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

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

Good features

162. In KS1, pupils work with an appropriate range of materials and components to construct objects and models. They produce effective plans, selecting suitable materials for their products.
163. Pupils record the steps they have followed to make their products methodically. They evaluate their products simply, noting the improvements that could be made to them. Their making skills are good.
164. In KS2, pupils have a secure understanding of the design and make process. They work with a suitable range of materials and equipment to produce a variety of products.
165. Pupils produce appropriate diagrams and designs to explain their ideas. They follow instructions and record the steps that are to be followed clearly. They cut and join materials in different ways and do so with care.
166. The pupils make good use of their subject knowledge in subjects such as science and art to help them with their tasks. Their work involving the making of torches is a good example of this.
167. The pupils research appropriately to find information about different kinds of products. In the best practice, they make effective use of a range of sources to help them in their investigation of musical instruments.
168. When discussing their products, pupils offer explanations about the materials they have used and how they set about their tasks. They offer sensible evaluations of their finished products.

Shortcomings

169. In both key stages, the ability of a small minority of pupils to evaluate their work and to offer suggestions about how it could be improved has not developed sufficiently.

| |
|------------|
| Art |
|------------|

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

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

Good features

170. In KS1, pupils use a good range of resources and media and produce work of a good standard. They have a good degree of control over a number of techniques as they draw and paint from their observations and from memory.

171. Pupils mix colours confidently when producing new shades. They investigate natural materials and experiment well with a range of media to produce a variety of effects.

172. Pupils co-operate well to produce an interesting collage as they emulate the work of a famous artist. They use a good range of materials in their work and include two and three-dimensional elements. Their final work is of good quality.

173. In response to a stimulus, pupils produce interesting masks of good quality. The pupils discuss this work enthusiastically.

174. There is further development in KS2 as the pupils observe, experiment and create using a variety of media. They control a variety of materials, equipment and techniques skilfully to achieve a range of outcomes. Their understanding and handling of line, texture, tone and shape, is good.

175. Pupils make regular use of sketchbooks and apply their knowledge appropriately when they are involved in their tasks. They make detailed observations when producing still life paintings and portraits.

176. The pupils derive valuable and enriching experiences from working with a resident artist. As a result of this co-operation, interesting murals and individual pieces of work are produced. Suitable resources for the tasks are chosen and a variety of techniques are used skilfully.

177. The older pupils in the key stage have visited a nearby gallery and can discuss their impressions appropriately. They show that they have a great deal of confidence as they discuss their work and have some original ideas about aspects of art.

178. Pupils in both key stages are aware of the work of famous artists, including artists from Wales. They emulate the style of some of these artists in their own work effectively.

179. In both key stages, pupils use their skills in art in other aspects of the curriculum and the work produced is of a good and very good standard.

Shortcomings

180. In both key stages, pupils' ability to use the terminology of art is not well developed.

Physical education

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

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

During the inspection, one dance lesson in KS1 and a gymnastics lesson in KS2 were inspected.

Good features

181. In both key stages, pupils understand the importance of warming the body at the beginning of an exercise period and relaxing the body after exercise.

182. Pupils work hard in both key stages, exerting themselves physically. They listen attentively to the teachers' instructions and show a good awareness of the use of space.

183. In both key stages, pupils have a good appreciation of the need to work safely during lessons. KS2 pupils can explain the beneficial effect exercise has on health.

184. KS1 pupils perform movements and set patterns well when practising traditional Welsh dances. The vast majority of pupils work effectively in pairs and in larger groups.

185. In KS2, pupils can effectively create a sequence of movements using apparatus. They demonstrate good control of their bodies, and are able to maintain their balance consistently. Pupils show that they have good jumping and landing techniques when using a variety of apparatus.

186. The pupils evaluate and offer constructive opinions about their own work and that of their peers. They use appropriate vocabulary when discussing their performance.

Shortcomings

187. In KS1, the ability of a significant minority of pupils to evaluate their performances has not developed sufficiently.

Religious education

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

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

Full use is made of the scheme of work of the local Standing Advisory Committee on Religious Education.

Good features

188. In KS1, pupils have a good knowledge of familiar Bible stories. They recall and re-tell them orally, in pictures and in writing. The pupils know that the Bible is the Christians' special book.
189. Pupils are aware of the main church festivals and of the significance of important days. Their understanding of religious symbols is developing well.
190. The pupils are aware of the celebrations in other religions. They can talk with interest about Hindu celebrations such as the Diwali.
191. The pupils have a good understanding of principles, such as those underlying friendship, and discuss them sensibly.
192. In KS2, the pupils have a good understanding of Christian values and beliefs. They talk about their visit to a local church and explain the significance of a Christian service. They refer to and understand the significance of special features such as the pulpit.
193. The pupils know that worship is important in every religion and write sensitive prayers to contribute to periods of collective worship.
194. KS2 pupils are also aware of the importance of the Bible as the Christians' special book. They retell stories from the Bible and know about some of the characters from the Old Testament along with stories about the life of Jesus.
195. The older pupils know about the purpose of rules and the results of breaking them. They know about the rules relevant in the school, their homes and the highway. They understand that protecting the environment is important and are aware of the significance of families and communities.
196. The pupils are familiar with elements of other religions, such as Judaism and the Muslim faith. Y5 pupils, for instance, talk knowledgeably about the traditions and teachings of the Jewish faith.
197. With the support provided for them in a caring community, pupils feel a sense of responsibility for those less fortunate than themselves and talk sensibly about the need to respect the opinions of others.

Shortcomings

198. In both key stages, the ability of a significant minority of pupils to discuss stories from the New Testament has not developed sufficiently.

The school's response to the inspection

I would like to take this opportunity to thank the inspection team for the manner in which the inspection was carried out at Ysgol Nant y Coed. As staff, governors, parents and pupils we felt that the team was professional, thorough and always approachable before, during and after the actual inspection of the school.

Generally we were satisfied with the outcome of the inspection with a few exceptions. I do, however, hope that the findings reflect how the school operates on a day-to-day basis.

We cannot be complacent and we are aware that there are areas that need to be addressed so that improvements can be made. I am grateful to the team for drawing our attention to these areas and we will endeavour to rectify any shortcomings that were mentioned.

Appendix 1

Basic information about the school

| | |
|---------------------|--|
| Name of school | Ysgol Nant y Coed |
| Type | Nursery and Primary |
| Age range of pupils | 3-11yrs |
| School Address | Rhodfa Ronald Cyffordd Llandudno Conwy |
| Postcode | LL31 9EU |
| Telephone number | 01492 581900 |

| | |
|----------------------|--------------------|
| Head teacher | Mr A H Roberts |
| Date of appointment | September 1999 |
| Chair of governors | Mr D Durrington |
| Registered Inspector | Miss D Morris |
| Inspection Dates | 6-8 February, 2007 |

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 | 10.5 | 20 | 21 | 28 | 29 | 21 | 28 | 34 | 191.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full time | Part time | Full time equivalent (fte) |
| Number of teachers | 8 | 2 | 9 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20.1:1 |
| Pupil: adult (fte) ratio in nursery classes | 10.5:1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average class size, excluding nursery and special classes | 25.8 |
| Teacher (fte): class ratio | 1.12:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of School |
| Spring 06 | 91.3 | 92.7 | 91.0 |
| Summer 06 | 95.0 | 92.3 | 93.2 |
| Autumn 06 | 91.2 | 92.2 | 92,6 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 16% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

| National Curriculum end of KS1 Assessments 2006 | | | Number of pupils in Y2 | | 28 | | |
|---|--------------------|----------|------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | N | R | 1 | 2 | 3 |
| English: | Teacher Assessment | School | 0 | 0 | 28 | 59 | 14 |
| | | National | 0 | 4 | 12 | 64 | 20 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 28 | 52 | 21 |
| | | National | 0 | 2 | 10 | 63 | 24 |
| Science | Teacher Assessment | School | 0 | 0 | 24 | 52 | 24 |
| | | National | 0 | 2 | 9 | 65 | 24 |

Percentage of pupils achieving at least level 2 in mathematics, science and English or Welsh [first language] according to teacher assessments

| | | | |
|---------------|-----|----------|-----|
| In the school | 65% | In Wales | 81% |
|---------------|-----|----------|-----|

D Pupils disapplied from the statutory arrangements
W Pupils working towards Level 1

National Curriculum Assessment Results End of Key Stage 2:

| National Curriculum end of KS2 assessments 2006 | | | Number of pupils in Y6 | | | | 34 | | | | |
|---|--------------------|----------|------------------------|---|---|---|----|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 64 | 28 |
| | | National | 0 | 0 | 1 | 0 | 0 | 4 | 15 | 47 | 32 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 68 | 12 |
| | | National | 0 | 0 | 1 | 0 | 10 | 0 | 15 | 47 | 32 |
| Science | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 84 | 12 |
| | | National | 0 | 0 | 1 | 0 | 0 | 2 | 11 | 51 | 35 |

Percentage of pupils achieving at least level 4 in mathematics, science and either English or Welsh [first language]

| | | |
|---------------------------------|-----|----------|
| According to teacher assessment | | |
| In the school | 76% | In Wales |
| | | 74% |

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

Appendix 4

Evidence base of the inspection

- The inspection was carried out by a team of four inspectors who were present in the school for 10 inspection days. The school's nominee was part of the inspection team.
- Pre-inspection meetings were held with the parents and Governing Body to discuss the life and work of the school.
- Thirty-six completed parents' questionnaires were returned and analysed carefully.
- Discussions were held with the staff, the staff members with designated responsibilities and with the support staff.
- The school's documentation was inspected.
- Thirty-two lessons were observed as well as parts of other teaching sessions.
- Pupils from the whole range of ability in each age group were heard reading in English.
- Discussions about aspects of the life of the school and their work were held with pupils.
- Pupils' behaviour was observed during break times, the lunch hour and at the beginning and end of the school day.
- The inspectors attended sessions of collective worship and extra-curricular activities.
- Post-inspection meetings were held with the staff and Governing Body to share the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

| Team Member | Responsibilities |
|---------------------------------------|--|
| Miss D Morris Registered Inspector | Context, Summary and recommendations Key Questions 1, 2 [Teaching] 5, 7 Appendices Religious education, physical education |
| Mrs R Huws-Roberts Team Inspector | Key Questions 3, 6 English, art |
| Mrs B Bates Team Inspector | Key Questions 2 [Assessment], 4 Mathematics, design and technology |
| Mr J Roberts Lay Inspector | Contributions to questions 1, 3, 4 and 7 |
| Mr A Roberts Head teacher | Nominee |

Acknowledgement

The inspectors wish to thank the governors, the head teacher, the staff and the pupils and their parents for their co-operation and courtesy throughout the inspection

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