



*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 Deganwy  
Park Drive  
Deganwy  
Conwy  
LL31 9YB**

**Date of inspection: October 2012**

**by**

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



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:

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 18/12/2012**

## Context

Ysgol Deganwy is located in the town of Deganwy, and is maintained by Conwy local authority. Most pupils live in the town or its outlying area. The school's catchment area is neither particularly advantaged nor disadvantaged.

Currently, 298 pupils attend the school, including 35 who attend nursery on a part-time basis. Pupil numbers have increased slightly over the past few years. The school is organised into 11 classes, including a language unit. Four classes have mixed age groups. Very few pupils speak Welsh as their first language and 10 speak English as an additional language. Four per cent of pupils come from an ethnic-minority community.

Thirteen per cent of pupils are entitled to free school meals. This figure is substantially lower than the local authority and all-Wales average. The school identifies around 13% of its pupils as having additional learning needs, which is lower than the local authority average. A very few pupils have a statement of special educational needs.

The headteacher has been in post since September 2009.

The individual school budget per pupil for Ysgol Deganwy in 2012-2013 means that the budget is £3,665 per pupil. The maximum per pupil in the primary schools in Conwy is £12,262 and the minimum is £3,081. Ysgol Deganwy is 45th out of the 60 primary schools in Conwy in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils achieve good standards in many aspects of their work;
- the overall quality of teaching is good;
- nearly all pupils are well behaved, relate well to others and have an enthusiasm for learning;
- the curriculum is well planned and offers a good range of interesting learning experiences;
- there is an excellent caring ethos within the school, with all staff providing exemplary support and guidance for pupils; and
- the support for pupils with additional learning needs is excellent.

### Prospects for improvement

The school's current prospects for improvement are good because:

- the headteacher is a very effective leader who has established a culture that focuses clearly on improving standards;
- the headteacher is well supported by a committed team of teaching and support staff;
- analyses of performance data from a range of different sources have a very positive impact on improving standards; and
- self-evaluation procedures identify strengths and areas for improvement accurately.

## Recommendations

R1 Further improve pupils' use of numeracy across the curriculum.

R2 Continue to raise standards in pupils' investigative skills in key stage 2.

R3 Ensure that pupils use their knowledge of the Welsh language throughout the school day.

### What happens next?

The school will draw up an action plan, which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The analysis of data and the school's detailed monitoring show that most pupils make good progress from their starting points. The achievement and progress of most pupils in lessons are good. They have a sound recall of previous learning and apply their learning in new situations confidently.

Pupils' communication skills develop well across the school. In the Foundation Phase, pupils make good progress in developing their speaking and listening skills. As they move through the school, pupils develop the ability to listen carefully and attentively to staff and each other. By the end of key stage 2, nearly all pupils speak very confidently. Many provide thoughtful and often lengthy responses, using suitable terms and vocabulary.

Many pupils in the Foundation Phase talk enthusiastically about books and their favourite stories. They handle books well and the more able read simple texts accurately. They make good use of their knowledge of sounds to help them read words they encounter for the first time. By the end of key stage 2, many pupils are self-motivated and confident readers. They use a wide range of reading strategies. Many read with fluency and expression, paying good attention to punctuation. All talk knowledgeably about a range of authors and the types of books, which they have read.

In the Foundation Phase, pupils' writing develops well and, by the end of Year 2, many pupils write independently with increasing fluency. Most pupils make steady progress in developing their handwriting and use of basic punctuation. They make good use of their knowledge of letter sounds to spell simple words correctly. Pupils in key stage 2 make good progress in developing the content of their writing. They organise and present imaginative and factual writing in different ways. All ability groups produce lively and thoughtful work. Many pupils use interesting vocabulary and their presentation of work, including their handwriting, spelling and use of punctuation, is developing well.

Nearly all pupils use their literacy skills very well to support their work across the curriculum. Most have developed good thinking skills and these are having a positive impact on their learning and the standards they achieve. Many pupils have well-developed numeracy skills; however, they do not consistently use them effectively in other subjects

Many pupils in the Foundation phase use their investigative skills well. However, in key stage 2, a minority of pupils do not use them confidently. For example, in science, a minority of pupils find it difficult to draw accurate conclusions from their investigations.

Pupils identified with additional learning needs achieve very well against the targets in their individual education plans. The individual tracking of pupils' progress shows that boys and girls achieve equally well, relative to their starting points. All pupils entitled to free school meals achieve well. More able pupils achieve very well.

Across the school, nearly all pupils make good progress in developing their speaking and listening skills in Welsh. Most pupils can follow a range of instructions and respond appropriately to questions. By the end of key stage 2, most pupils speak confidently to convey personal information and achieve good standards when writing a range of simple sentences in Welsh. Older pupils read simple texts confidently in Welsh, with good pronunciation and understanding. However, many pupils do not use their knowledge of Welsh confidently outside of the formal classroom situation.

In 2012, results of the Foundation Phase are good. The school's performance generally compares well with that of similar schools at the expected and higher levels.

Over the last four years the proportion of pupils achieving the expected level (level 4) in English, mathematics and science in key stage 2 has been variable. Results in 2012 were better than the average for similar schools. The higher than expected level (level 5) results in English were slightly lower.

When compared with the relative performance levels of those schools with a similar proportion of pupils entitled to free school meals, the school's outcomes at the end of the Foundation Phase are good. In key stage, 2 results have improved over the last four years in English.

In 2012, the proportion of pupils with additional learning needs and of those transferring into the school towards the end of key stage 2 adversely affected the school's results.

### **Wellbeing: Good**

Nearly all pupils understand the need for regular exercise and the importance of a healthy lifestyle. Nearly all pupils feel happy and safe in school and are confident that any concerns are treated seriously and acted upon quickly and fairly. Nearly all pupils speak with enthusiasm about school life and demonstrate high levels of involvement. Most pupils are attentive, take an active role in their own learning and display pride in their work.

Members of the school council canvass opinion and present and act appropriately on their findings. They fully represent their peers. The school council is proactive and has provided a valuable link between teachers and pupils. The eco committee has been influential in achieving eco awards. Other pupils take on suitable additional responsibilities, for example as monitors and school yard buddies.

Behaviour in classes and around the school is very good. Most of the pupils are respectful and courteous towards one another and adults. Pupils' personal, social, spiritual and cultural development is developing well.

Attendance has improved recently following the implementation of new initiatives.

The 2010-2011 attendance figures at just over 95% are better than the local authority, family and all-Wales averages.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

Learning experiences stimulate pupils' interest successfully and build effectively on their prior learning. Most older pupils enjoy increasing opportunities to research aspects of a topic they would like to study in greater depth. Pupils have, for example, researched and developed welcome packs for their teacher's visit to a school in South Africa.

All teachers collaborate efficiently in their planning to ensure that pupils in the same year group, but different classes, cover the same topics. The recent initiative of separating boys and girls for English lessons is popular with pupils and is having a positive impact on standards in literacy, particularly for boys.

There are many relevant opportunities for pupils to use their literacy, and information and communication technology skills in their work across the curriculum. However, the use of their numeracy skills is underdeveloped.

The provision for developing pupils' use of Welsh in formal lessons is good. Pupils are taught through the medium of Welsh for 25% of lessons.

However, there are not enough opportunities for pupils to develop their linguistic skills in their work across the curriculum. The school effectively develops pupils' understanding of the history and culture of Wales, and pupils' knowledge of Welsh artists is good.

Many pupils participate enthusiastically in a wide variety of sporting, creative and other extra-curricular activities that enrich their learning. Visitors to the school and educational trips effectively deepen pupils' understanding of the topics they study.

The school promotes pupils' awareness of sustainable development well. The eco committee plays an active role in ensuring that all pupils understand the importance of initiatives to 'reduce, reuse and recycle'. Pupils' understanding of the way in which people of different countries depend on one another is well developed.

### **Teaching: Good**

The overall quality of teaching is good. Without exception, teachers establish good working relationships with pupils and have high expectations in terms of pupils' behaviour. Teachers and other staff work very well as a team, which ensures that all pupils, including those with additional learning needs, make good progress.

Teachers make learning interesting by planning lessons that are imaginative and that develop pupils' ability to work independently. Where the quality of teaching is

excellent, teachers use a wide range of strategies that enthuse the pupils. The purpose and intended outcomes of the lessons are clear and, as a result, pupils understand what they are doing and why. In the very few lessons judged only as adequate, whole class discussions are too long and a few children are not engaged or clear about what they have to do.

The school uses a good range of tests and assessments to track pupils' progress effectively. In most lessons, teachers and support staff give good, helpful verbal feedback to pupils. They carefully monitor pupils' progress and use this information well to plan the next steps in learning. Marking is supportive, giving pupils a clear idea of how well they have done, and what they need to do next to improve their work.

By the end of key stage 2, pupils evaluate their own work and that of their peers effectively. This results in most pupils having a clear understanding of their own progress and areas for improvement in their own work.

Reports to parents give a clear picture of their children's achievements in all subjects. They include specific targets for improvement in English, mathematics and science. Parents have appropriate opportunities to respond to the reports.

### **Care, support and guidance: Excellent**

The school provides an excellent level of care, support and guidance for its pupils. Pupils and parents value the school's safe and very caring environment. The school is a happy, harmonious community in which pupils and adults respect and appreciate each other's contributions. There are highly effective arrangements in place to support pupils' wellbeing and healthy lifestyles, such as the full involvement of staff, parents and pupils in the "healthy week" initiative. Very good behaviour is valued and encouraged and there are good explicit strategies in place to deal with unacceptable behaviour. There are excellent arrangements in place to deal with homophobic and racist comments. Parents and pupils respect and value these arrangements.

The school draws upon external professional expertise effectively to support individuals. Good learning experiences promote pupils' personal development. There are many well-planned educational visits with sporting or cultural themes.

The provision for children with additional learning needs is excellent. The school has highly effective methods to identify early those pupils in need of additional support. Intervention programmes and the strategies used to support these pupils are highly effective. There are excellent and on-going levels of additional support for pupils who progress well enough to be removed from the additional learning needs register. As a result, all pupils continue to make very good progress. Individual education plans are exceptionally detailed and have clear and measurable targets for improvement. The additional learning needs co-ordinator makes highly effective use of performance data to track progress and plan support. Parents are regularly consulted about their child's progress and ongoing needs.



### **Learning environment: Good**

The school is fully inclusive. It places good emphasis on social inclusion and promotes equality effectively. Pupils learn well about the importance of tolerance and having respect for others. The school deals efficiently and quickly with any incidents of bullying or harassment.

The school is a comfortable, clean, pleasant and well-maintained environment that has sufficient resources to deliver the curriculum and the extra-curricular activities. The learning environment is secure and stimulating with relevant wall displays and inspiring artwork. The extensive grounds are an asset to the school and have been adapted well for a variety of educational purposes. However, the lack of storage space for large equipment and dining tables limits the space available for whole class lessons such as gymnastics.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Good**

The headteacher knows the school well and provides sincere, thoughtful and purposeful leadership. This ensures that the school has a clear sense of direction and a culture that strives for high standards. He is exceptionally well supported by the deputy headteacher and a very effective senior management team. There is a good distributed management system, which has encouraged subject leaders and middle managers to develop their roles effectively. Performance management is effective and contributes significantly to the good quality of teaching and to improvements in pupils' standards.

The senior management team, led by the headteacher, make very good use of data to analyse and monitor pupil performance. The information is used effectively in the self-evaluation process in order to prioritise activities in the school development plan.

The governors support and challenge the school well. They receive detailed written reports and are thoroughly conversant with the quality of educational provision and standards pupils attain. The governing body has been awarded the Quality Mark Bronze Award of Governors Wales, reflecting the rigour of their processes of governance.

Policies and initiatives, including those that meet local and national priorities, are implemented consistently. The skilful implementation of pupils assessing their own work and the work of others has successfully raised standards achieved in creative writing in English.

### **Improving quality: Good**

The process of self-evaluation is well established. All staff contribute effectively to the identification of strengths and areas for development. Monitoring arrangements and the annual review of standards undertaken by all subject co-ordinators are very detailed. Performance data is analysed extensively and targets for improvement are based on a good range of evidence. Surveys to pupils, parents and governors strengthen the self-evaluation process.

There are clear links between the self-evaluation report and the school development plan. The areas for improvement in the development plan are well prioritised and focus appropriately on raising standards. The use of continuous assessments for pupils has enabled staff to set challenging but appropriate targets for improvement. Effective improvement strategies have supported an upward trend in performance over the last four years

Staff are supported by a wide range of continuous professional development opportunities. The training programme for all staff provides them with the skills and knowledge to be extremely effective in their role. The use of professional learning communities within the school has led to groups of teaching and support staff collaborating very well to share their knowledge and expertise.

The school participates effectively in a range of professional networks with other schools and partners. This involvement, such as in the ongoing development of the Foundation phase, impacts positively on pupils' learning.

### **Partnership working: Excellent**

The school has an extensive range of strategic partnerships, which promote pupils' educational and personal development highly effectively. The school's partnership with a number of local schools including the local secondary school is a particular strength. Transition arrangements with the secondary school include reciprocal visits and bridging projects that pupils begin in Year 6 and complete once in secondary school.

The headteacher and senior managers have been proactive in promoting collaboration and joint working practices within the cluster of local schools focusing particularly effectively on aspects of teaching, and the moderation of standards. They have demonstrated exceptional management skills together with a very good understanding of skills-based learning. These initiatives have further enriched the school's own curriculum and the outcomes have been shared with other schools and practitioners. Joint planning with local schools to "close the gender gap" impacts positively on pupils' learning.

Partnerships with the community are of a good quality. This is a community-focussed school and there is good use of the school's facilities by local groups and associations. The school is highly successful in engaging local businesses during their "entrepreneurial week" to work alongside the pupils. These partnerships offer pupils a wealth of additional learning opportunities and contribute particularly effectively to developing their awareness of the opportunities for lifelong learning.

### **Resource management: Good**

The school's staffing and financial resources are well managed and used effectively to support improvements in pupils' achievements. There are sufficient members of teaching and support staff to meet the needs of pupils. Staff work together effectively to ensure appropriate support for pupils and to create a happy, secure and stimulating atmosphere.

The school makes good use of its budget and any additional income to improve facilities, the quality of its provision and pupil outcomes. Funding is effectively allocated to identified priorities for improvement.

The school buildings and grounds provide a rich and stimulating environment for pupils. Outdoor classrooms are of particularly high quality and are used extensively and imaginatively.

The school provides good value for money when the progress and outcomes of most pupils and the good use of the budget are taken into consideration.

## Appendix 1

### Commentary on performance data

In 2012, standards at the end of the Foundation Phase in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity were above national comparators.

Compared with the relative performance levels in schools with a similar percentage of pupils eligible for free school meals, standards were good. Standards were in the higher 50% for language, literacy and communication skills and mathematical development and in the highest 25% for personal and social development, wellbeing and cultural diversity. In all three areas combined (the Foundation Phase core indicator), they were in the upper 50% compared with those of similar schools.

At the end of key stage 2, standards in English, mathematics and science were above the family and national averages. Compared to that of schools with similar proportions of free school meals, the school's performance was in the upper 50% for the three subjects combined. The school's performance was in the lower 50% for science and mathematics. The overall trend over the last four years has been upward.

In the Foundation Phase and key stage 2, girls outperformed boys at the higher levels in English. At key stage 2, boys slightly outperformed girls in science and mathematics. Over the last four years, there has been a narrowing of the gap between the relative performance of boys and girls in all areas.

At the end of the Foundation Phase, the percentage of pupils attaining the higher level (outcome 6) in personal and social development, wellbeing and cultural diversity and mathematics was above the national average but slightly below the family average. In key stage 2, the percentage of pupils attaining the higher level (level 5) in English was below the national and family averages. However, in mathematics and science, pupil performance was above the national but below the family average. There has been an improvement in the number of pupils attaining the higher levels over the last four years in all three subjects.

## Appendix 2

### Stakeholder satisfaction report

#### Learner questionnaires

One hundred and one pupils completed the pupil questionnaire.

All pupils feel safe and think the school deals well with any bullying. They feel that they are helped by adults to learn and make progress and they think that they are doing well at school. All pupils say they know what to do and whom to ask if they find their work hard. All pupils say they know whom to talk to if they are worried or upset. They feel that they have enough books, equipment and computers to do their work. They agree that there are lots of chances to take regular exercise and that the school teaches them to keep healthy. Most pupils feel that homework helps them to understand and improve their work in school. They agree that nearly all children behave well at playtimes and lunch times. A quarter of the pupils do not agree with the statement that other children behave well and they can get on with their work.

Overall, learners in the school are more positive in their responses than learners in other schools across Wales.

#### Parent and carer questionnaire

Forty three parents completed the questionnaire.

All parents or carers who responded to the questionnaire expressed overall satisfaction with the school. They think that their child was helped to settle in well when they started school and they say that their child likes school. They agree that all staff treat children fairly and with respect. They feel that all staff expect their child to work hard and do their best. They think that teaching is good and feel that their child is making good progress.

All parents feel their child is safe in school. They all agree that their child is encouraged to be healthy and take regular exercise. Most parents feel that the school is well run and provides a good range of activities, including trips and visits. All parents think that pupils behave well in school. They agree that the school helps their child to become more mature and responsible. They feel that their child receives appropriate additional support in relation to any particular needs. Most parents understand the procedures for dealing with complaints and would feel comfortable about approaching the school with questions, suggestions or a problem.

Nearly all parents feel that they are kept well informed about their child's progress. Nearly all feel that homework builds well on what their child learns in school and that their child is well prepared for moving on to the next school.

Overall, parents in the school are more positive in their responses about the school than parents in other schools across Wales.

## Appendix 3

### The inspection team

Carolyn Thomas	Reporting Inspector
Garth Higginbotham	Team Inspector
Susan Owen	Lay Inspector
Tim Newbould	Peer Inspector
Gwyn Fleming	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### 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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.