



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 Nant y Coed
Rhodfa Ronald
Cyffordd Llandudno
Conwy
LL31 9EU**

Date of inspection: February 2013

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:

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

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

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Context

Ysgol Nant y Coed is in the small town of Llandudno Junction in the county of Conwy. The school has an urban catchment that it describes as economically disadvantaged. There are 169 pupils on roll between the ages of 3 and 11. Of these, 21 pupils attend the nursery part time. Pupil numbers have decreased slightly over recent years.

About 30% of pupils are entitled to free school meals, which is higher than the local authority and national averages. The school has identified around 25% of pupils as having additional learning needs. Very few children have a statement of special educational needs. Nearly all pupils speak English at home. A very few pupils speak English as an additional language.

The school has recently gained the Eco School Silver Award.

The current headteacher was appointed in January 2012. The school was last inspected in February 2007.

The individual school budget per pupil for Ysgol Nant Y Coed in 2012-2013 means that the budget is £3,874 per pupil. The maximum per pupil in the primary schools in Conwy is £12,262 and the minimum is £3,081. Ysgol Nant Y Coed is 39th out of the 60 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- nearly all pupils make good progress during their time at the school;
- pupils achieve good standards in key skills across the curriculum;
- the behaviour of pupils across the school is very good;
- teaching is good across the school; and
- the inclusive nature of the school successfully promotes pupils' learning.

Prospects for improvement

The school's prospects for improvement are good because:

- the recently appointed headteacher has a very clear vision for the school and provides effective leadership;
- the self-evaluation process is detailed and highlights priorities that focus clearly on improving pupil outcomes;
- new initiatives are embraced and implemented effectively in order to improve standards of achievement and wellbeing;
- the governing body supports and challenges the school well; and
- there is very effective management of financial resources.

Recommendations

R1 Improve the standards achieved by more able pupils

R2 Improve pupils' skills in Welsh so that they can use the language in a wider range of contexts

R3 Ensure greater consistency in the quality of assessment for learning throughout the school

R4 Develop performance management procedures for teaching assistants

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

When pupils start school, the majority have basic skills that are below average, especially in personal and social development, wellbeing and cultural diversity. Most pupils make good progress from their starting-points as they move through the school, including pupils with additional learning needs.

Most pupils recall previous learning well and often learn new concepts effectively. Nearly all pupils have strong speaking and listening skills. They respond readily to teachers' questioning and work well in pairs and groups. Where lessons are very stimulating, pupils' listening and reasoning skills are often very good, for example in design technology lessons when pupils design a superhero puppet. However, in a minority of sessions, more able pupils do not achieve well enough, due to the lack of challenge they receive in the tasks set for them.

Pupils' reading skills are good overall. Younger pupils learn new letters and sounds well. They build on their learning effectively through practical activities inside and outside the classroom. By the end of key stage 2, many pupils have secure reading skills. They use these skills effectively to understand the meaning of unfamiliar words. A few older pupils tackle texts with complex ideas and language. They discuss favourite authors and genres with enthusiasm. Many key stage 2 pupils use information books effectively for researching facts for use in cross-curricular work.

Pupils' writing skills are good overall and develop appropriately. Many write well for a variety of purposes and most pupils write at length. However, more able pupils' ability to write extended pieces across the curriculum is underdeveloped.

Overall, pupils make a good start to learning and using Welsh during the Foundation Phase. However, their skills in speaking, reading and writing Welsh do not develop consistently enough as they move through key stage 2. Most pupils struggle to use Welsh outside familiar contexts and well-known phrases.

In the Foundation Phase, the proportion of pupils, in 2012, who attained the expected level (outcome 5) in the skills of literacy, language and communication and in personal and social development, wellbeing and cultural diversity was above the family average. However, in mathematical development, pupils attained less well than the family average. When compared with that of schools with a similar percentage of pupils entitled to free school meals, attainment was in the top 50% for personal and social development, wellbeing and cultural diversity. In literacy, language and communication skills, attainment was in the top 25% of levels for similar schools, but in the lower 50% for mathematical development.

The proportion of more able pupils who achieved above the expected level in the Foundation Phase (outcome 6) was significantly lower than the family average for literacy, language and communication and mathematical development, yet significantly higher for personal and social development.

At the end of key stage 2, the proportion of pupils who achieve the expected level (level 4 or above) in English is generally similar to the family average. There has been a marked increase in the proportion of pupils achieving the expected level in mathematics recently, with the proportion being above the family average for the last two years. In science, the proportion of pupils achieving the expected level has generally been below that of all comparators apart from in 2012 when it was slightly above.

The proportion of pupils who achieve above the expected level at the end of key stage 2 (level 5 or above) is generally significantly below the family average.

Girls performed better than boys at the expected and higher level at the end of the Foundation Phase in all skill areas, significantly so in mathematical development. At the end of key stage 2, there is little difference in the relative performance of boys and girls.

Wellbeing: Good

Pupils co-operate very well with all staff and each other. They follow classroom routines very well from an early age. Behaviour in classes, at playtimes and lunchtimes and in pre-school and after-school clubs is very good.

Pupils have positive attitudes to keeping healthy and safe and they understand the importance of eating a healthy diet and taking exercise. They feel safe and secure in the school. The school deals effectively with any instances of unacceptable behaviour. Attendance rates have been in the higher 50% of those for similar schools over the past three years.

Pupils are confident and show good levels of self-esteem. Most pupils have well-developed social and life skills and are keen to learn and further develop themselves. They show courtesy, respect and care for each other, and for adults and visitors.

Pupils successfully take part in a range of community based activities. For example, in the 'Silver Surfers' club, older pupils teach parents and grandparents how to use the internet and other technology.

The school council and eco committee are well established and pupils show good decision-making skills. Pupils are proud of their role and act responsibly with staff and the governing body to assist with school developments.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The quality of learning experiences is good and meets the needs of all learners. These range from within and beyond the school and engage the interests of all pupils. Teachers plan the curriculum thoroughly. Their planning identifies both subject and key skills and they make effective use of pupils' contributions when planning learning experiences relating to specific topics.

The provision for ensuring that most pupils acquire appropriate literacy and numeracy skills is good. Planning for pupils' information and communication technology (ICT) and other technology skills across the curriculum is very good. However, the provision for wider learning skills that include problem solving, enquiry and investigative work is not as well established. In addition, opportunities for developing extended writing and other skills for the more able are limited.

There are suitable plans in place to promote the Welsh language. However, these are not applied consistently across all activities. Teachers give a high profile to the history, geography, culture and music of Wales.

The school offers a wide range of extra-curricular activities, which include the Urdd, sport, computer, cooking and gardening.

The school promotes pupils' awareness of sustainable development and global citizenship well. It strongly encourages pupils' involvement in energy conservation and initiatives to 'reduce, reuse and recycle'. The school's links through the Comenius Project and their involvement with charities has added a good global dimension to learning experiences.

Teaching: Good

All teachers use a wide range of teaching methods and strategies to motivate pupils. The quality of teaching is nearly always good across the school and supports pupils' learning well, in a positive learning environment. Teachers have thorough subject knowledge and a sound awareness of the importance of developing pupils' skills. They are good language models. All staff know pupils well and this contributes significantly to the quality of learning.

Where teaching is good, teachers have high expectations, and make very effective use of resources and pace lessons well to engage and stimulate the pupils. Where teaching is less effective, teachers do not adapt the curriculum adequately or challenge pupils sufficiently, particularly the more able. All staff use effective classroom management strategies, which ensure pupils stay on task for appropriate lengths of time.

Assessment for learning is developing well across the school. Teachers share learning objectives and use success criteria regularly with pupils. Teachers mark books regularly and conscientiously. However, marking does not always show clearly what pupils need to do to improve their work. Individual pupil target setting is at an early stage of development. Teachers assess pupils' progress regularly using a range of methods and use this information effectively to plan the next steps in learning.

Reports to parents are good and parents and carers expressed satisfaction with the teachers' personal comments relating to their children.

Care, support and guidance: Good

Nant y Coed is a safe, well-ordered and caring community, where everyone is valued. Appropriate policies and arrangements successfully promote healthy living and wellbeing. Pupils have a strong sense of belonging within the school and enjoy

being here. The school places a strong emphasis on inclusion and ensuring pupils' welfare. The recent establishment of a nurture class, for example, has already had a positive impact on the confidence and attitude to learning of a number of targeted pupils.

Pupils have the opportunity to contribute to developments within the school and they participate in a wide range of extra-curricular activities within their local community. These learning experiences successfully enhance the promotion of pupils' spiritual, moral, social and cultural development. The school makes effective use of a wide range of specialist services to enhance the support and guidance it gives to pupils. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. The school has effective procedures in place for the early identification of pupils with additional learning needs. Clearly targeted support has resulted in positive benefits in achievement, behaviour and attitudes. Individual education plans are evaluated regularly in conjunction with pupils and parents.

Learning environment: Good

The school is an inclusive community where pupils receive equal access to all activities. There is a clear emphasis on recognising, respecting and celebrating diversity. The building offers a welcoming environment, which reflects the school's ethos and values. Exhibition areas and display boards celebrate a variety of pupils' work and indicate their achievements. There are plenty of good quality resources, which staff and pupils use effectively for teaching and learning. The exterior learning areas for Foundation Phase pupils are well developed and used extensively. All areas of the school are clean and well maintained.

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

The headteacher has a clear vision for the school and works effectively with the staff and governors to set clearly understood, specific strategic priorities for improvement. The impact of leadership is already evident in the improvement to the learning provision and the innovative use of technology to enhance pupil motivation and engagement in their learning.

Staff understand their roles well and work effectively as a team. The senior management team regularly monitors progress against specific targets. It uses performance data effectively to recognise areas for improvement, both for individuals and specific groups of pupils. Performance management arrangements for teachers recognise progress and help to identify further professional development needs. These link clearly to targets highlighted in the school improvement plan. However, there are no formal arrangements for the performance management of teaching assistants.

The governors support and challenge the school in a highly effective manner. They work with relevant staff members to evaluate the effectiveness of various strategies.

The governors rigorously hold the school to account for pupil outcomes and quality of teaching. Governors understand data very well, and use this information to good effect to evaluate progress. They are ready to challenge and support the school and take good account of pupils' views.

The school addresses local and national priorities well, with particular emphasis on supporting specific groups of pupils and further improving literacy and numeracy standards.

Improving quality: Good

The school has developed effective self-evaluation procedures. This process identifies clearly areas for improvement and highlights priorities that contribute towards improving standards further. The self-evaluation report is comprehensive and recognises strengths as well as areas for improvement. There is a clear link between this report and the school improvement plan.

Staff make good use of data analysis to identify progress in maths, reading and spelling on a termly basis. Data is thoroughly analysed at the end of each academic year in order to assess outcomes and the effectiveness of teaching. These make a valuable contribution to the self-evaluation process and are clearly linked to the school's priorities and improving standards. Curriculum co-ordinators carefully monitor progress within their areas and evaluate the impact of various teaching strategies on pupil outcomes. Staff work together well to share good practice within the school and beyond. This ensures the evaluation of new initiatives and their impact on pupils' progress.

The school takes very good account of the views of stakeholders such as governors, parents and pupils through formal meetings, questionnaires and the pupils' school council.

The school has successfully addressed nearly all areas for development identified in the previous inspection.

Partnership working: Good

The school has established strong partnerships with the governors, parents and a range of other partners. Strategic planning with parents and a local high school has contributed well towards supporting pupils with aspects such as homework, extending art skills and improving standards in ICT.

The school's transition plan ensures that pupils transfer smoothly to the high school enabling continuity of learning. Close co-operation with other primary schools has contributed towards improving the process of self-evaluation through comparing standards and pupil outcomes. These strategies have helped to improve provision and standards of achievement.

The school has a close relationship with many external agencies that enables pupils' individual needs to be addressed fully. These have contributed effectively to issues such as improving pupils' attendance and participation in learning. There are effective links with local businesses and sports clubs to enhance opportunities for the pupils and to extend the range of resources available to the school.

The school works effectively with the local authority's staff and other schools to moderate pupil outcomes. This contributes well towards joint quality assurance.

Resource management: Good

The school manages its finances well. Spending links clearly to priorities within the school improvement plan and the governors monitor expenditure very carefully.

Staff make effective use of resources and the school successfully obtains external grants to address identified needs and provide further support for specific groups of pupils. The school has recently invested in ICT and this has been effective in enhancing staff and pupils' use of resources and has resulted in improved standards. The school makes good use of staff expertise to ensure that all pupils have full access to the wide range of opportunities available to them. Staff roles and responsibilities are clear and specific. Teachers make effective use of planning, preparation, and assessment time. This helps to ensure the good quality of teaching.

In view of the effective way the school makes use of its finances and resources, and the good standards achieved by the pupils, the school gives good value for money.

Appendix 1

Commentary on performance data

The proportion of pupils who achieve at the expected level (Foundation Phase outcome 5 or above) in the combined skills of literacy, language and communication, mathematical development and personal and social development, wellbeing and cultural diversity (the Foundation Phase outcome indicator) is in line with the family and all-Wales averages. In relation to performance in each specific skill, teacher assessments at the end of the Foundation Phase indicate that the proportion of pupils who achieve the expected level is above the family and all-Wales averages for literacy, language and communication skills and for personal and social development, wellbeing and cultural diversity, but below for mathematical development.

In teacher assessments at the end of key stage 2, the proportion of pupils who achieve the expected level (level 4 or above) in English, mathematics and science in combination is generally in line with family and all-Wales averages. In 2012 it was above family and all-Wales averages. Pupils' performance in English shows an improving trend, with performance in oracy and writing being stronger than that in reading. Performance in mathematics has been above all comparators for the last two years, while performance in science has usually been below all comparators, apart from in 2012 when it was slightly above.

The proportion of more able pupils who achieve above the expected level in the Foundation Phase (outcome 6) is very low, when compared to the family and all-Wales averages in literacy, language and communication skills, and mathematical development. However the proportion of pupils who achieve above the expected level is very high in personal and social development, wellbeing and cultural diversity. The proportion of more able pupils who achieve above the expected level at the end of key stage 2 (level 5 or above) is usually below or well below the family and all-Wales averages, though it was much closer to these averages in English and science in 2012.

Girls performed better than boys in achieving the expected level at the end of the Foundation Phase in all skill areas, significantly so in mathematical development. More able girls also performed better than the boys in achieving above the expected level at the end of the Foundation Phase, significantly so in mathematical development and personal and social development, wellbeing and cultural diversity. At the end of key stage 2 the pattern of girls outperforming boys at the expected level continues, but with the difference being significantly closer.

When compared with schools with a similar percentage of pupils entitled to free school meals, the school was placed in the top 50% for personal and social development, wellbeing and cultural diversity, in the top 25% for literacy, language and communication and in the bottom 50% for mathematical development at the end of the Foundation Phase. At the end of key stage 2 the school was placed in the top 50% for mathematics and science and in the top 25% for English. There is no real difference between the attainment of pupils entitled to free school meals and those

who are not, at the end of the Foundation Phase. The gap between the two groups is much smaller than in the rest of the schools in the family and when compared with primary schools across Wales in key stage 2.

Appendix 2

Stakeholder satisfaction report

Estyn received 69 responses from their learner questionnaire. Many of the responses were very positive and compared favourably to the national average. However, the response to the question about behaviour at playtime and lunchtime was significantly lower than the national average.

All pupils feel that:

- the school teaches them how to keep healthy; and
- teachers and other adults in the school help them learn and to make good progress.

Nearly all pupils:

- feel safe in school;
- feel that the school deals well with bullying;
- know who to turn to if they are worried;
- feel there are lots of chances for regular exercise in school;
- know what to do and whom to ask if they find their work hard; and
- feel they have enough equipment to do their work.

Most pupils feel that:

- they are doing well at school; and
- the homework helps them understand and improve their work in school.

Many pupils believe that:

- other children behave well in class; and
- nearly all children behave well on the yard.

The 32 responses from parents or carers were all positive, with most responses comparing favourably to the national average.

All parents and carers that expressed an opinion either agreed or agreed strongly that:

- their child likes this school;
- their child was helped to settle in well when he or she started;
- their child is making good progress;

- teaching is good;
- staff expect pupils to work hard and do their best;
- homework builds well on what the pupils learn in school;
- their child was safe in school;
- their child receives appropriate additional support in relation to any particular individual needs;
- they felt comfortable about approaching the school with a question or problem;
- they understand the school's procedure for dealing with complaints;
- the school helps their child to become more mature and take on responsibility; and
- there is a good range of activities including trips or visits.

Nearly all parents that expressed an opinion either agreed or agreed strongly that:

- overall, they were satisfied with the school;
- pupils behave well in school;
- staff treat all children fairly and with respect;
- children are encouraged to be healthy and to take regular exercise;
- they were kept well informed about their child's progress;
- their child is well prepared for moving on to the next stage in their education; and
- that the school is well run.

Appendix 3

The inspection team

Mike Hayes	Reporting Inspector
Glyn Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Ceri Emmanuel	Peer Inspector
Llion Huws Elis	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.