

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

**A Report on the Quality of Education in**

**Ysgol Babanod Y Foryd  
Morfa Avenue, Kinmel Bay,  
County of Conwy  
North Wales  
LL18 5LE**

**School Number: 662/2118**

**Date of Inspection: 8<sup>th</sup> October 2007**

**by**

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**Date of Publication: 10<sup>th</sup> December 2007**

**Under Estyn contract number: 1102207**

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Ysgol Babanod Y Foryd 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 Babanod Y Foryd took place between 8<sup>th</sup> and 10<sup>th</sup> of October 2007. An independent team of inspectors, led by Mr R A Isaac 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 judgments in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Ysgol Babanod Y Foryd is a large infant school situated in Morfa Avenue, Kinmel Bay and adjacent to its receiving junior school. It was previously inspected in 2001. The headteacher has been in post since 2001. There are 191 pupils on roll in Reception, Year 1 and Year 2 and a further 53 in the Nursery, making 244 in total. These numbers have remained stable over the last four years. The school is organised into eight classes. All class sizes are 30 or below. In total there are 11 teachers, including the headteacher, and seven teaching assistants. There are 65 pupils, or 33 per cent, with special educational needs (SEN), two of whom have formal statements of SEN. This is well above the national average. There are 33 pupils on school action and 30 on school action plus and they are all supported in mainstream classes.
2. The school serves the area in and around Towyn and Kinmel Bay near Rhyl. It describes the surrounding area as a seaside town with a mix of privately owned and council owned housing and also caravan parks. The catchment includes a Community First area of social deprivation. The local population has a relatively high transient element, generally originating from Manchester and Bolton. Most of the pupils who attend the school live nearby. The pupil population also has a transient element, with about 17 per cent of pupils joining or leaving the school in the last academic year at times other than September. About 18 per cent are entitled to receive free school meals, which is about average.
3. Children's attainments on entry to the school's Nursery classes are, broadly speaking, often well below average. The school's initial assessments show that about two-thirds experience considerable speech and language difficulties in their early years. English is the sole or predominant home language in virtually all homes. Two pupils receive extra support in learning English and six others are being monitored to identify their needs. The languages they speak at home include Cantonese, Italian, Portuguese, Turkish and Urdu. No pupils come from a Welsh-speaking home and three are looked after by the local authority.

### The school's aims, priorities and targets

4. The school has a mission statement and a clear set of aims, which are communicated effectively to parents in its handbook. The mission statement is "Our aim is to provide a quality education within a happy, caring, secure environment and to provide each pupil with the opportunity to develop to his or her full potential."
5. The school has identified the following priorities for 2007 in its school development plan (SDP). They include to:
  - 1 provide a happy, safe and stimulating environment;
  - 2 promote a sense of self-esteem;

- 3 help each child form good relationships with children and adults;
- 4 help each child develop an awareness of the needs of others;
- 5 promote a sense of wonder; and
- 6 help each child reach his or her potential.

## Summary

6. Ysgol Babanod Y Foryd is a good school with outstanding features. It meets its aims and aspirations very well and gives excellent value for money. It has made excellent progress since its last inspection.

### Table of grades awarded

	<b>Key Question</b>	<b>Inspection grade</b>
1	How well do learners achieve?	Grade 1
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 1
4	How well are learners cared for, guided and supported?	Grade 1
5	How effective are leadership and strategic management?	Grade1
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7	How efficient are leaders and managers in using resources?	Grade 1

### Standards in subjects and key skills

7. Most children enter the Nursery classes with attainments well below those expected for their age. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make very good progress in the key skills of speaking, listening, reading, writing and numeracy, and good progress in information and communications technology (ICT). They also make excellent progress in their personal and social development.
8. Standards of achievement are high relative to pupils' abilities and starting points. Many make unusually good progress from a low initial level. Although this was a short inspection and standards in specific subjects were not evaluated, the evidence of national assessment results, coupled with scrutiny of portfolios of work, show that standards are often good with outstanding features. Standards have improved considerably since the school's last inspection.
9. In 2006, the percentage of pupils who achieve at least NC Level 2 in English, mathematics and science, both singly and collectively, was above the national and local averages. The percentage of pupils who achieved NC Level 3 was roughly in line with the national average in the three core subjects. The school

meets or exceeds the targets set for achievement by the LEA every year. This shows remarkable progress, given the low attainments of most pupils on entry to the Nursery.

10. Pupils, including those with SEN and those in vulnerable circumstances, make excellent progress in gaining knowledge, understanding and skill.
11. In key stage 1, pupils' standards and progress in speaking and listening, reading and numeracy across the curriculum are good. Pupils achieve well in the use of incidental Welsh throughout the school and their bilingual skills are good. Pupils achieve well, when collaborating on creative and problem-solving activities. Those who are more able achieve their potential often. Standards in writing and the use of ICT have some shortcomings.
12. Pupils show good attitudes to their work and make effective use of their time. They are enthusiastic, work hard in lessons and are eager to answer questions. Pupils' behaviour is good. They are polite and courteous to each other and to adults in the school.
13. Average attendance over the three terms prior to the inspection was 92 per cent which is in line with local and national averages. There has, however, been good improvement since the last inspection.

### **The quality of education and training**

14. The overall quality of teaching is good with no important shortcomings. The quality of teaching has improved significantly, as in the last inspection 57 per cent of teaching had shortcomings. In the 22 lessons observed in this inspection, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
25%	61%	14%	0%	0%

15. At 86 per cent of teaching grade 1 or 2, these figures compare well with the national picture of 79 per cent grade 2 or higher, as published in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2005-06. This confirmed that the quality of teaching in Welsh primary schools is good in 62 per cent of lessons and outstanding in 17 per cent.
16. The good features of teaching include:
  - the way that teachers organise learning and develop exciting lessons so that all pupils are engaged and paying attention for the whole lesson;
  - the good working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning;
  - the good support given by teaching assistants to help and motivate pupils; and
  - teachers' use of music, drama and role play to enliven lessons.

17. Teachers set clear and appropriate time limits for pupils to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.
18. Teachers have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.
19. Where teaching has shortcomings, and this is uncommon, it is mainly due to the deployment of teaching assistants and the under-use of resources for ICT.
20. Procedures for assessment and record keeping make a contribution to the school's work. The policy for assessment has some good features and provides a basis for a whole school approach to assessment.
21. Assessment data, gained from a range of standardised tests and day to day observation, is used effectively in the core subjects to track pupils' progress, identify areas of weakness and set targets for school improvement. The school evaluates its results carefully in the light of previous performance and comparable national standards. Teachers' marking is quite variable and inconsistent from class to class. Pupils do not always get enough help on how to improve their work.
22. Portfolios of work are used to aid moderation and ensure consistency of standards in the core and some foundation subjects. Information gathered from levelled work is disseminated to aid teaching and learning.
23. The school makes outstanding provision to meet the learning needs of a wide range of pupils. Pupils have equal access to a broad and well balanced curriculum. The curriculum is relevant to their needs, particularly those with SEN, those who are more able and those who are looked after by the Local Authority. The curriculum is imaginative, flexible, coherent, well structured and innovative. It is outstanding in that its many innovations are successfully and consistently implemented throughout the school. They have a measurably positive effect on pupils' learning.
24. The school offers outstanding care, support and guidance. Pupils feel safe in school and enjoy trusting relationships with all staff.
25. The quality of provision for pupils with SEN is good with outstanding features and a strength of the school. Very good resources, teaching and support staff have resulted in excellent provision.
26. The organisation of a functioning eco-council helps pupils gain a good understanding of citizenship as well as leadership. It is well supervised and the school nurtures its healthy development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process through the school council as a result of representing others or of being represented. This body meets regularly and has delegates from Reception, Year 1 and Year 2.

## **Leadership and management**

27. The overall quality of leadership and management is excellent. The leadership is outstanding as it is highly efficient, collaborative, decisive, calm and innovative. The leadership of the provision for pupils with SEN is skilled and there are strengths in subject co-ordination.
28. The school has a very clear sense of its own educational direction and high standards are promoted consistently. The self-evaluation process is highly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive and accurate.
29. The headteacher has successfully led the school through a period of change and improvement. Her management is inclusive and motivational. She has succeeded in reshaping and retaining a team with a good morale.
30. The school takes very good account of national priorities, local partnerships and cluster arrangements. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.
31. The governing body is very committed to the school and the chairman of governors provides a strong lead. Governors are well informed of the needs of the school through their own involvement and by regular meetings with both professional and support staff. They recognise and support the role of the eco-council. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the SDP.
32. The school is committed to improving standards, and has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its last inspection. As a result, levels of attendance and standards in reading have improved. The standards achieved by children aged under five have risen, particularly in language, physical development and outdoor play. The quality of teaching has improved significantly. Since introducing the healthy eating initiative, teachers have identified improvements in pupils' behaviour. Assessment results in English compare very well against those nationally, locally and in similar schools.
33. Members of the administrative staff make all visitors most welcome and they contribute very effectively to the school's smooth daily organisation. The caretaker gives valuable support and keeps everything in good order. Cleaning staff ensure that the school is scrupulously clean for the start of each new day. Canteen staff and midday supervisors have a special relationship with the pupils. During busy lunchtimes, they ensure that pupils eat healthily and that they are safe and ready for afternoon sessions.
34. Overall, Ysgol Babanod Y Foryd gives excellent value for money.

## Recommendations

The headteacher, governors and staff now need to

- R1 develop further the quality of pupils' writing;
- R2 raise standards in the use of ICT as a key skill;
- R3 continue to promote pupils' awareness of ecological issues and the need for sustainable development; and
- R4 continue to promote good attendance.

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 1: Good with outstanding features

35. The findings of the inspection team match those of the school in its self-evaluation report.
36. Most children enter the Nursery classes with attainments well below those expected for their age. The school's initial assessments show that about two-thirds of children experience considerable speech and other language difficulties in their early years. This is a high proportion.
37. Standards of achievement are high relative to pupils' abilities and starting points. Many make unusually good progress. Although this was a short inspection and standards in specific subjects were not evaluated, the evidence of national assessment results, coupled with scrutiny of portfolios of work, show that standards are good with outstanding features. Standards have improved considerably since the last inspection.
38. In 2006, the percentage of pupils who achieve at least NC Level 2 in English, mathematics and science, both singly and collectively, was above the national and local averages. The percentage of pupils who achieved NC Level 3 was roughly in line with the national average in the three core subjects. The school meets or exceeds the targets set for achievement by the LEA every year. This shows remarkable progress, given the low attainments of most pupils on entry to the Nursery.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make very good progress in the key skills of speaking, listening, reading, writing and numeracy, and good progress in ICT. They also make excellent progress in their personal and social development.
40. Pupils, including those with SEN and those in vulnerable circumstances, make excellent progress in gaining knowledge, understanding and skill.
41. In key stage 1, pupils' standards and progress in speaking and listening, reading and numeracy across the curriculum are good. They achieve well in the use of incidental Welsh and their bilingual skills are good throughout the school. Standards in writing and the use of ICT have good features but also some shortcomings. Pupils achieve well, when collaborating on creative and problem-solving activities. Those who are more able achieve their potential often.
42. Pupils show good attitudes to their work and make effective use of their time. They are enthusiastic, work hard in lessons and are eager to answer questions. Their behaviour is good. They are polite and courteous to each other and to

adults in the school. They understand the behaviour expected of them and this is reinforced through an effective reward system. The *golden table*, where pupils who have behaved particularly well eat their lunch once a week, is a good example. There has been only one exclusion in the last twelve months.

43. Average attendance over the three terms prior to the inspection was 92 per cent which is in line with local and national averages. There has, however, been good improvement since the last inspection. Many parents work in the leisure industry which means they often take their children out of school for holidays during term time. This remains a concern despite the efforts made by the school to encourage regular attendance. The great majority of pupils are punctual at the start of the school day.
44. Pupils' independent learning skills develop well. The school's eco-councillors show good awareness of the importance of recycling and looking after their environment.
45. Pupils' personal, social, moral and wider development is an outstanding feature. They work well together and show respect and concern for each other. They have good understanding of moral values such as honesty and fairness. Assemblies provide good opportunities for pupils to explore moral and spiritual values, including the values of others. In discussion, pupils showed an appropriate awareness of equal opportunities, diversity and cultural difference. This was evident in the art work on display.
46. Pupils are well prepared for effective participation in the workplace and community. Governors play an active role in this. A whole range of outside organisations visit and contribute to school life, including a local supermarket, garden centre and the emergency services.

## The quality of education and training

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

#### Grade 2: Good and no important shortcomings

47. The overall quality of teaching is good with no important shortcomings. The findings of the inspection team differ from the Grade 1 awarded by the school in its self evaluation report. This was because the quality of assessment was found to have some shortcomings. That said, the quality of teaching has improved significantly, as in the last inspection 57 per cent of teaching had shortcomings. In the 22 lessons observed in this inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	61%	14%	0%	0%

48. At 86 per cent for grade 1 or grade 2, these figures compare well with the national picture published in HMCI's Annual Report for 2005-06, where the quality of teaching in Welsh primary schools is grade 2 in 62 per cent of lessons and grade 1 in 17 per cent.

49. The good features of teaching include:

- the way that teachers organise learning and develop exciting lessons so that all pupils are engaged and paying attention for the whole lesson;
- the manner in which teachers encourage pupils to think for themselves and create highly individual art work; and
- the good working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning;
- the good support given by teaching assistants to help and motivate pupils;
- teachers' use of music, drama and role play to enliven lessons; and
- the way that teachers and their assistants ensure that all pupils, including those with SEN and those who are more able, are included fully in learning and are set tasks appropriate to their abilities.

50. Teaching does not often have shortcomings. Teachers set clear and appropriate time limits for pupils to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

51. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has a positive effect on attitudes to learning.
52. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts and resources to capture pupils' interest and to assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.
53. Many lessons are planned well and have a clear structure and purpose. This is particularly true of the consistent planning for key skills. Teachers share their objectives with pupils and review them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
54. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide rich opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
55. Teachers encourage pupils with SEN play a full part in learning. They are also well supported by classroom assistants. Arrangements for organising pupils with SEN are highly effective. This ensures that they follow the National Curriculum (NC) closely and are fully included.
56. Teachers have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.
57. Where teaching has shortcomings, and this is uncommon, it is mainly due to the deployment of teaching assistants and the under-use of resources for ICT.
58. Procedures for assessment and record keeping make a contribution to the school's work. The policy for assessment has some good features and provides a basis for a whole school approach to assessment.
59. Assessment data, gained from a range of standardised tests and day to day observation, is used effectively in the core subjects to track pupils' progress, identify areas of weakness and set targets for school improvement. The school evaluates its results in the light of previous performance and comparable national standards.
60. Portfolios of work are used to aid moderation and ensure consistency of standards in the core and some foundation subjects. Information gathered from levelled work is disseminated to aid teaching and learning.
61. Annual reports are of good quality. They are informative, encouraging, and comply with statutory requirements. Consultation meetings are held during the

school year when parents formally discuss their children's progress with teachers. As a result, most parents feel that they are well informed about their children's performance.

62. The marking of pupils' work is usually but not always helpful and constructive. Teachers' marking is quite variable from class to class. Pupils do not always get enough help on how to improve their work. They are relatively uninvolved in assessing their own progress and performance. However, their achievements are celebrated so that they are aware of the contribution they make.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 1: Good with outstanding features.**

63. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
64. The school makes outstanding provision to meet the learning needs of a wide range of pupils. Pupils have equal access to a broad and well balanced curriculum. It is relevant to their needs, particularly those with SEN, those who are more able and those who are looked after by the Local Authority.
65. The curriculum is imaginative, flexible, coherent, well structured and innovative. It is outstanding in that its many innovations are successfully and consistently implemented throughout the school. They have a very positive and measurable effect on pupils' learning.
66. The school has made a sound start in introducing the Foundation Phase for children aged under five. It provides a continuum of learning experiences for the children in its care.
67. Teachers plan coherently for the integration of communication, mathematical, ICT and bilingual skills in all subjects. The school encourages creativity in art, design and technology, music and dance. It is developing the use of problem solving strategies in all subjects.
68. The school has been awarded the Basic Skills Quality Mark on two occasions. It also has outstanding links with dance and drama groups, authors and poets. Teachers use Forest Education Initiative (FEI) workshops to stimulate pupils' interest and develop their key skills. Pupils make regular visits to places of interest related to their studies. Many attend the various after-school activities such as the ICT club for parents and pupils, short tennis and art clubs.
69. The promotion of pupils' spiritual, moral, social and cultural development is excellent. The school values spiritual development highly. Worship is mainly Christian but non-denominational. The school has close contact with a number of local churches. Pupils make regular church visits and are frequently visited by the clergy.

70. The personal, social and health education (PSHE) programme is well structured and totally geared to issues relevant to infant pupils. Teachers encourage pupils to consider their feelings sensitively. They reinforce this with an assertive discipline policy and present caring role-models. This aspect is outstanding. As a result, pupils make good progress in learning and express respect and courtesy to each other and adults alike.
71. The school adopts a variety of approaches to develop pupils' cultural awareness. A number of important events are celebrated such as Chinese New Year, Hanukkah, Eid, St David's Day, and the Harvest Thanksgiving. The school has close links with a school in Uganda and hold an African Week for all its pupils. Religious education, geography, history and art help considerably to broaden pupils' understanding of other cultures. Staff plan for aspects of the cwricwlwm Cymreig in many subjects, particularly music. Parents are invited to a St David's concert and the school attends a Welsh Jambori annually.
72. The quality of partnerships with parents, community and other providers is an outstanding feature. The links with parents include an established website, regular newsletters and termly parents' evenings. Parents are encouraged to become involved in school life and there is a co-ordinator with responsibility for this area. There is a Family Learning Club, and also language, number and play sessions, which are popular with parents. Parents at the pre-inspection meeting said they found the staff very approachable and welcoming. The parent-teacher association is active in fund-raising and organising social events. The publication of the annual report of the governors to parents is successfully incorporated into the Harvest Festival celebrations which a large number of parents attend.
73. The links with the community are strong. Senior citizens regularly listen to pupils read and there are termly visits by the police liaison officers. The school's partnerships with its receiving junior school and feeder playgroups are well established. Inductions are well planned with pupils well prepared for their transition. The school has a strong partnership with a Welsh university and mentors a number of student teachers annually. Staff appointed as mentors are suitably trained and the school places great value on the contributions of students and on the professional development of staff.
74. The school offers practical activities to increase pupils' awareness of the world of work. These include 'mind mapping' exercises, where pupils participate in role-plays of working life. Homework is appropriate for the ages concerned and set as necessary.
75. The headteacher and staff promote bilingualism well. There are many useful signs on display and incidental Welsh is used regularly. Pupils answer the register and greet the teacher in Welsh. They sing a range of Welsh songs well. Many teachers provide good models for bilingualism, both in attitude and language.

76. The school makes outstanding efforts to tackle social disadvantage and the avoidance of stereotypical attitudes. Teachers ensure equality of access to the curriculum for all pupils.
77. The school is continuing to develop pupils' awareness of sustainable development and global citizenship. Although this is at an early stage of development, pupils speak well about the need to keep their environment tidy, to recycle and not waste energy. The school has started to work towards achieving the eco school green flag.
78. Entrepreneurial skills, including problem solving and decision making are encouraged but not yet fully included in formal planning. Pupils have good opportunities to develop these skills as helpwr heddiw, eco-councillors and through the initiative for Promoting Alternative Thinking Skills (PATHS). The use of the outdoor classroom has contributed to whole school involvement in suggesting ideas and making decisions. It also accentuates pupils' imaginative enjoyment of stories such as that of the Gruffalo in the Wood when the teacher reads to a class on the grass by the school's wooded area.
79. The school has a strong commitment to laying the foundations for lifelong learning and community regeneration. National priorities, such as the Healthy Schools Initiative, are embraced with enthusiasm and are embedded in school life. Pupils are prepared well for their transition to junior school.

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

<b>Grade 1: Good with outstanding features.</b>
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80. The findings of the inspection team match those of the school in its self-evaluation report.
81. The school's care, support and guidance of pupils are outstanding. Pupils are secure in school and enjoy trusting relationships with all staff. Eco-councillors state that they are confident that any concerns are dealt with effectively. The introduction of playground buddies and the playground 'bus stop' is a welcome addition to those in need of further support.
82. Induction routines to help pupils settle in quickly are good, with opportunities for them to visit the school and spend a short time within a class setting. Those who join the school outside normal admission times are allocated another child as a friend and are carefully integrated into school life.
83. The school provides outstanding personal support and guidance for pupils. Teachers know their pupils well which enables them to monitor individual needs closely. PSHE is firmly embedded in the weekly curriculum. Teachers use circle time and 'worry boxes' well to support and guide pupils.
84. Parents are highly satisfied with the care and guidance the school offers their children. Wrap-around Care is available through the Peter Pan Fun Club before the beginning and after the end of the school day.

85. The school makes outstanding efforts to monitor attendance, punctuality and pupils' behaviour. The importance of good attendance is emphasised in the school prospectus. A letter from the chair of governors also stresses the importance of good attendance and explains the procedures for the approval of absences during term time. The chair of governors and headteacher meet each month to consider holiday requests. A record is kept of each pupil's holidays and any requests exceeding ten days are refused. Funding from the Raising Attainment In Schools and Education (RAISE) project has been used to target attendance in key stage 1 and has led to good improvements. The school rewards good attendance and punctuality. Registration is conducted efficiently and in accordance with statutory requirements.
86. The school's provision for the healthy development, safety and well-being of all pupils is good. The school is part of the Healthy Schools Initiative and healthy eating is encouraged in the choice of food provided. Pupils generally develop a good awareness of the need for exercise and healthy living. Staff have received training in Makaton signing, asthma and diabetes awareness. Appropriate security arrangements are in place. There are named first aiders and all staff have received relevant training.
87. The headteacher is the named person with responsibility for child protection and is trained to the appropriate level. All other staff have received appropriate training. There is a named governor with responsibility for child protection and all staff and volunteers are checked with the Criminal Records Bureau. The school meets regularly and works in close partnership with other relevant agencies in this field. Monitoring processes are very good and have meant that children in vulnerable circumstances are cared for and guided well whilst in school. All child protection documentation is kept securely. Overall, the work the school carries out for the protection of children is outstanding.
88. The quality of provision for pupils with SEN is good with outstanding features and a strength of the school. Very good resources, teaching and support staff have resulted in excellent provision.
89. The headteacher is also the SEN co-ordinator (SENCo). She works closely with class teachers, support staff, governors and outside agencies in providing additional support and prioritising each pupil's special needs. She uses baseline and other assessment data to devise well-crafted IEPs. They contain relevant literacy, numeracy and other learning objectives. The IEPs have clear targets which are sufficiently practical and individualised for pupils to achieve them successfully. The work of pupils with SEN is reviewed often. Good records are kept which enable teachers and support staff to monitor closely pupils' success.
90. The SENCo provides excellent leadership and is very well supported by other staff. Procedures for planning, diagnostic assessment and the monitoring of individual needs are very well established. Staff actively seek an effective partnership with parents and they are encouraged to be involved closely in their child's education and progress.

91. Teachers' planning for pupils with SEN is very good and ensures that tasks are matched closely to abilities. Classroom provision is very well organised and teachers make very good use of support staff.
92. Pupils with SEN have a very good attitude to work especially in reading. They work hard. They are pleased with their successes and strive hard to improve. The high level of co-operation between class teachers and teaching assistants effectively promotes learning and has a positive impact of pupils' progress.
93. The school's policy for SEN is very good. Documentation is informative, clear and in line with the recommendations of the Code of Practice (CoP) and Welsh Assembly Government directives.
94. Annual reviews and statementing procedures comply with the SEN CoP and are very well managed by the SENCo. Parents of pupils with SEN are kept regularly informed of their child's progress and closely involved in the ongoing review of progress.
95. The headteacher holds regular planning meetings with a range of professionals from other social services. These contribute excellently to the provision for SEN.
96. The needs of gifted pupils are recognised and their progress is monitored. Opportunities for more able pupils are made available through after school clubs such as the art club as well as in lessons.
97. Links with specialist teachers, social services, speech and language therapists and educational psychology services are excellent. Consequently, the needs of pupils with SEN are met effectively. All staff are committed to inclusion and pupils with SEN are encouraged to take part in all activities.
98. All pupils, irrespective of their social, educational, ethnic and linguistic background are well supported and treated equally. They have equal access to all lessons and activities. Good use is made of PSHE and circle time to challenge stereotypical attitudes to gender or race. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school and pupils recognise and respect diversity. Visitors to the school include a children's choir from Uganda and such experiences contribute to pupils' awareness of other cultures.
99. The organisation of a functioning eco-council helps pupils gain a good understanding of citizenship as well as leadership. It is supervised well and the school nurtures its healthy development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process through the school council as a result of representing others or of being represented. The council meets regularly and has delegates from Reception, Year 1 and Year 2.
100. Effective measures are in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. This is evident in the

pupils' good behaviour. The school has held a successful anti-bullying week. Pupils are confident that any bullying is sorted out immediately.

101. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. There is suitable disabled access to all areas. Currently the school is working with the local authority and receiving junior and high schools to refine and implement a Disability Equality Scheme.

## Leadership and management

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

#### Grade 1: Good with outstanding features

102. The findings of the inspection team match those of the school in its self-evaluation report.
103. The leadership and management is outstanding. It is characterised as highly efficient, collaborative, decisive, calm and innovative. The leadership of the provision for pupils with SEN is skilled and there are strengths in subject co-ordination.
104. The school has a very clear sense of its own educational direction and high standards are promoted consistently. The essence of the school's effectiveness is in the excellent teamwork between senior managers and governors, teachers, learners and teaching assistants.
105. The headteacher has successfully led the school through a period of change and improvement. Her management is inclusive and motivational. She has succeeded in reshaping and retaining a team with a good morale.
106. Performance management and appraisal procedures are of good quality. Teachers receive in-service training and education (INSET) of high quality. The school helps develop the expertise of both teachers and teaching assistants in a highly inclusive way. Performance management procedures successfully promote teachers' continuing professional development.
107. The school takes very good account of national priorities, local partnerships and cluster arrangements. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving their educational priorities.
108. The overall quality of subject co-ordination is good with no important shortcomings. The work of subject co-ordinators is reflected in the outstanding progress pupils make. Subject co-ordinators have been closely involved in policy-making and have designed and implemented carefully thought out schemes of work.
109. The GB is very committed to the school and the chair of governors provides a strong lead. All governors are well informed of the needs of the school through their own involvement and by regular meetings with both professional and support staff. Governors recognise and support the role of the eco-council. They are successful in helping to determine the school's strategic direction through their work in setting and costing targets for improvement in the SDP.
110. Governors make regular visits to the school and have formal links with subject co-ordinators and members of staff with other areas of responsibility. They

keep records of their monitoring visits and some governors take a very close interest in particular areas, such as SEN. Newly elected governors are developing their roles by liaising with relevant subject leaders and monitoring the quality of education and standards of achievement. The GB meets all regulatory and legal requirements. Financial management is good.

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

<b>Grade 1: Good with outstanding features.</b>
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111. The findings of the inspection team match those of the school in its self-evaluation report.
112. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive and accurate. Governors, members of staff and local authority advisers were involved closely in its development.
113. The school is committed to improving standards, and has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since the last inspection. Levels of attendance and standards in reading levels have improved. The standards achieved by children aged under five have risen, particularly in language, physical development and outdoor play. The quality of teaching has improved significantly. Since introducing the healthy eating initiative, teachers have identified improvements in pupils' behaviour. Assessment results in English compare well against those nationally, locally and in similar schools.
114. The findings of the inspection team matched six of the seven judgments in the key questions made by the school in its self-evaluation report. Although the school graded itself a Grade 1 on Key Question 2 the quality of assessment has been identified as an area for further improvement.
115. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils are often given opportunities to make their views known through their representatives on the eco-council.
116. The headteacher and her colleagues regularly monitor and evaluate the quality of teaching and learning. Subject co-ordinators are also closely involved in this process. Co-ordinators monitor the work and displays in their subject, conduct lesson observations, analyse assessment data and discuss the subject with pupils. They produce three-year subject development plans, which feed into the School Development Plan.
117. The quality of planning for improvement is outstanding as shown by the school's improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well composed SDP. This notes the school's needs and responsibilities well and financial implications and timescales are stated clearly. It is a useful working document with specific,

measurable success criteria. The headteacher and GB ensure that good resources are provided to achieve key targets. Governors, teachers and assistants are closely involved in planning for improvement and their views are considered carefully.

118. This school gives excellent value for money.

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

#### **Grade 1: Good with outstanding features.**

119. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

120. The school has sufficient well-qualified and experienced teachers and support staff. Teaching assistants and nursery nurses are generally deployed well and work closely with teachers. They help pupils to make very good progress. All members of the staff are deployed well according to need and school priority. The headteacher's management of her staff is outstanding.

121. Arrangements for planning, preparation and assessment (PPA) time are effective. The school has employed another teacher as the PPA teacher and her appointment ensures not only the quality of teaching but also that teachers have the time they need for PPA.

122. Members of the administrative staff make all visitors most welcome and they contribute very effectively to the school's smooth daily organisation. The caretaker gives valuable support and keeps everything in good order. Cleaning staff ensure that the school is scrupulously clean for the start of each new day. Canteen staff and midday supervisors have a special relationship with the pupils. During busy lunchtimes, they ensure that pupils eat healthily and that they are safe and ready for afternoon sessions.

123. The accommodation is very well decorated and maintained. The outdoor area for children aged under five is of high quality. Every available space is used well. However many areas are crowded or act as thoroughfares. Consequently, especially in the Early Years, the planning has to take into account the continual movement of pupils. The outdoor play area for KS1 is adequate.

124. The quantity and quality of appropriate resources, particularly in ICT, available to staff and pupils is an outstanding feature of the school. This contributes greatly to improved achievement.

125. The efficiency with which resources are managed is excellent. Resources are used effectively and economically by all involved. They are very well matched to the school's priorities as specified in the SDP.

126. Although financial audits are normally undertaken within a three-year period, the last audit by the local authority was undertaken in 2002. Its officers, however, monitor school finances on a monthly basis.

127. Overall, the school gives excellent value for money.

## School's response to the inspection

128. Members of staff and governors have considered the outcomes of the inspection and are delighted that the findings acknowledge that our school has many outstanding features.
129. We are pleased that the inspection team found that the quality of teaching compares well with standards nationally, having a higher percentage of outstanding and good lessons. Standards of achievement were acknowledged to be high relative to pupils' abilities and starting points, with the percentage of pupils who achieve at least National Curriculum Level 2 in English, Maths and Science, being above national and local figures. It is also pleasing to note that the school was judged to have made excellent progress since its last inspection.
130. Inspectors judged the quality of care, support and guidance to be outstanding. The report also stated that the promotion of pupils' spiritual, moral, social and cultural development is excellent. These outcomes are a reflection of the dedication and hard work of pupils, staff and governors and the strong partnerships that exist with parents and the wider community.
131. We are particularly pleased that the inspectors considered that the school makes outstanding provision to meet the learning needs of a wide range of pupils. The report also noted that the quality of provision for pupils with SEN is good with outstanding features and is a strength. The inspectors' recognition that the essence of the school's effectiveness lies in the excellent teamwork of teachers and governors was welcomed.
132. We are very proud of our pupils and agree with the inspection team that their behaviour and attitudes to learning are good. We also agree that pupils are enthusiastic, work hard in lessons and are eager to answer questions. The report states that pupils express respect and courtesy to each other and adults alike. This was judged to result from another outstanding aspect: the combination of a well structured personal and social education programme, our assertive discipline policy and the caring role models presented by staff.
133. We intend to address the recommendations for improvement made by inspectors by creating an action plan, to be integrated into our school development plan. As soon as the action plan has been agreed, a copy will be sent to all parents and be made available to any other interested parties.
134. The school would like to thank the inspection team for their professionalism and integrity, and for the efficient yet courteous manner in which the inspection was conducted. We recognise the work undertaken by the inspection team both before, during and after the inspection. The inspection team's range of experience and their opinions are greatly valued and the recommendations will be prioritised and acted upon as part of the school's continuous cycle of improvement. Ysgol y Foryd will strive to maintain and improve on the high standards and quality of provision that inspectors identified.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Babanod Y Foryd
School type	Nursery and Primary
Age-range of pupils	3 – 7
Address of school	Morfa Avenue, Kinmel Bay, County of Conwy, North Wales
Postcode	LL18 5LE
Telephone number	01745 351892

Headteacher	Mrs Anne J Owens
Date of appointment	September 2001
Chair of governors	Mr Gareth Parry
Registered inspector	Mr Robert Isaac
Dates of inspection	8 <sup>th</sup> to 10 <sup>th</sup> October 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	53	62	59	70	0	0	0	0	244

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.4 : 1
Pupil: adult (fte) ratio in nursery classes	8.8 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24.4
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	85%	92%	92%
Spring 2007	82%	90%	94%
Summer 2007	90%	90%	93%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007 (compared with 2006 national results)										Number of pupils in Y2	60
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	2+
English	Teacher assessment	School	0	0	0	0	7	72	21	0	93
		National	0	0	1	3	13	63	20	0	83
Mathematics	Teacher assessment	School	0	0	0	0	8	74	18	0	92
		National	0	0	0	2	10	64	23	0	87
Science	Teacher assessment	School	0	0	0	0	3	75	21	0	96
		National	0	0	0	2	9	66	24	0	90
Percentage of pupils attaining at least level 2 in English, mathematics and science by Teacher Assessment											
In the school		89%									
In Wales		81%									

- 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**

Four inspectors spent a total of 9.5 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 22 lessons or parts of lessons;
- all classes;
- two acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the eco-council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 22 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context Summary Key Question 1 Key Question 2 Key Question 4 Key Question 5 Editing summary and full reports
Mrs Justine Barlow	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4
Mrs Meiriol Meredith Jones	Team Inspector	Key Question 3 Key Question 6 Key Question 7
Mrs Susan England	Peer Assessor	Lesson observations
Mrs Anne Owens	Nominee & Headteacher	Contributing to all key questions School response

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

#### Contractor

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