Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Ysgol Gynradd Talsarnau
Talsarnau
Gwynedd
LL47 6TA

School Number: 6612210

Date of Inspection: 15/04/08

by

Nicholas Jones
79685

Date of Publication: 19/06/08

Under Estyn contract number: 1119007
Ysgol Gynradd Talsarnau 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 Gynradd Talsarnau took place between 15/04/08 and 17/04/08. An independent team of inspectors, led by Nicholas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>good with outstanding features</td>
</tr>
<tr>
<td>Grade 2</td>
<td>good features and no important shortcomings</td>
</tr>
<tr>
<td>Grade 3</td>
<td>good features outweigh shortcomings</td>
</tr>
<tr>
<td>Grade 4</td>
<td>some good features, but shortcomings in important areas</td>
</tr>
<tr>
<td>Grade 5</td>
<td>many important shortcomings</td>
</tr>
</tbody>
</table>

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 full 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’ 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
<tr>
<td>Contents</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Context</td>
<td>6</td>
</tr>
<tr>
<td>Summary</td>
<td>8</td>
</tr>
<tr>
<td>Recommendations</td>
<td>13</td>
</tr>
<tr>
<td>Standards</td>
<td>14</td>
</tr>
<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>14</td>
</tr>
<tr>
<td><strong>The quality of education and training</strong></td>
<td>18</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>18</td>
</tr>
<tr>
<td>Key Question 3: How well do the learning experiences meet the needs and</td>
<td>20</td>
</tr>
<tr>
<td>interests of learners and the wider community?</td>
<td></td>
</tr>
<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>23</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>25</td>
</tr>
<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>25</td>
</tr>
<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve</td>
<td>27</td>
</tr>
<tr>
<td>quality and standards?</td>
<td></td>
</tr>
<tr>
<td>Key Question 7: How efficient are leaders and managers in using</td>
<td>29</td>
</tr>
<tr>
<td>resources?</td>
<td></td>
</tr>
<tr>
<td><strong>Standards achieved in subjects and areas of learning</strong></td>
<td>30</td>
</tr>
<tr>
<td>Under 5s</td>
<td>30</td>
</tr>
<tr>
<td>Welsh first language</td>
<td>33</td>
</tr>
<tr>
<td>English</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>35</td>
</tr>
<tr>
<td>Science</td>
<td>36</td>
</tr>
<tr>
<td>Information technology</td>
<td>37</td>
</tr>
<tr>
<td>Design technology</td>
<td>38</td>
</tr>
<tr>
<td>History</td>
<td>39</td>
</tr>
<tr>
<td>Geography</td>
<td>40</td>
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<tr>
<td>Art</td>
<td>40</td>
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<tr>
<td>Music</td>
<td>41</td>
</tr>
<tr>
<td>Physical education</td>
<td>42</td>
</tr>
<tr>
<td>Religious education</td>
<td>43</td>
</tr>
<tr>
<td><strong>School's response to the inspection</strong></td>
<td>45</td>
</tr>
</tbody>
</table>
Appendices

1 Basic information about the school
2 School data and indicators
3 National Curriculum assessments results
4 Evidence base of the inspection
5 Composition and responsibilities of the inspection team
Context

The nature of the provider

1. Ysgol Talsarnau is a small, community primary school which is situated in the village of Talsarnau near Harlech. The Unitary Authority (UA) is Gwynedd. There are 29 full time pupils on roll between the ages of 4 and 11. In addition, there are three children who attend the nursery on a part time basis. 19% of pupils come from outside the local area. Across the school, pupils come from a range of backgrounds. On entry, most children have average levels of basic skills. The school reports that about 7% of pupils are eligible for free school meals, which is lower than the UA average and the all-Wales average for primary schools. No pupil is looked after by the UA.

2. About 18% of pupils have some degree of special educational needs (SEN). No pupil has a statement of SEN or is disapplied from the National Curriculum (NC). No pupil was excluded in the previous school year.

3. The predominant language of all pupils at school is Welsh. Around half of the pupils use Welsh as a first language at home. All pupils come from white, British backgrounds. No pupil has support in Welsh or English as an additional language. The school was last inspected in the summer term of 2002 when a previous head teacher was in post. The current head teacher took up post in September 2003.

4. The school holds the Basic Skills Quality Mark for the second time.

5. The school's has both general and specific aims. These include:
   - maintaining and raising standards of pupils’ achievement in every curricular area according to requirements of the national curriculum and religious education.
   - laying foundations for securing effective learning and teaching in the school.
   - ensuring that every pupil feels that he is part of a disciplined society that promotes moral, spiritual and humanitarian values in its life and work.
   - ensuring that all pupils’ ability to use Welsh and English as a medium of learning is developed in accordance with the Language Policy of the Local Authority.
   - providing a broad curriculum that develops the full potential of each pupil

The school’s priorities and targets

6. The school identifies the following priorities in its school development plan (SDP) for 2007/2008:
   - to develop further the Healthy Schools Project
   - to refine the school’s self evaluation systems
   - to raise standards in investigative science throughout the school
   - to raise standards in mental mathematics throughout the school
   - to develop further religious education and collective worship
• to refine assessment procedures throughout the school
• to improve further the school’s outside environment
• to prepare for Curriculum 2008 and the Foundation Phase
• to continue to re-model the work force
• to maintain and decorate the building
Summary

7. Talsarnau is a good school which has made good progress since the last inspection. It is very well led. The inspection team agrees with all seven judgements made by the school about the standards pupils achieve and about other areas of its work. There are good features and no important shortcomings at the school.

Table of grades awarded:

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How well do learners achieve?</td>
<td>2</td>
</tr>
<tr>
<td>2 How effective are teaching, training and assessment?</td>
<td>2</td>
</tr>
<tr>
<td>3 How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>2</td>
</tr>
<tr>
<td>4 How well are learners cared for, guided and supported?</td>
<td>2</td>
</tr>
<tr>
<td>5 How effective are leadership and strategic management?</td>
<td>2</td>
</tr>
<tr>
<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
<td>2</td>
</tr>
<tr>
<td>7 How efficient are leaders and managers in using resources?</td>
<td>2</td>
</tr>
</tbody>
</table>

8. Overall, pupils’ standards of achievement in lessons, in subjects and areas of learning, inspected are as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>91%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

9. Standards of achievement in lessons are well above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least Grade 3 and 65% to be at least Grade 2 or better.

10. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children’s Learning. Many children begin school with average levels of basic skills for children of this age. They make good progress.
Subjects and/or areas of learning for under-fives:

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Nursery</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical development</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Creative Development</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Grades for standards in subjects inspected:

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information and Communications Technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Design Technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

11. In the 2007 national assessments for seven year olds in Welsh, Mathematics and Science, a small number of pupils took these assessments. This was also true for eleven year olds in Welsh, English, Mathematics and Science. In the subjects and when the subjects are combined, the results are below the local and national averages for both age groups, apart from English for eleven year olds which is higher.

12. For seven and eleven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 are well below the similar schools when the subjects are combined.

13. Care should be taken when considering these results. One pupil’s performance is very significant in its impact on the overall picture, due to small pupil numbers in year groups.

14. Generally, pupils’ overall development of key skills has good features and no important shortcomings. They speak, listen, read and write well in both Welsh and English. Mathematical, information and communications technology, bilingual and problem solving skills are good. Personal, social, moral and cultural skills are good with outstanding features. The pupils’ creative skills in Art and their knowledge and skills about Wales in a local and wider context are outstanding. However, pupils are not confident as independent learners. They need to develop further their thinking skills and be more aware of their individual targets.
15. All pupils work very well together, which is a significant strength of the school. Outstanding behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.

16. The average level of attendance has gradually improved over recent years reaching around 95%. This is better than the national average for schools with similar free school meals and better than local and national averages for all schools.

The quality of education and training:

Grades for teaching:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>89%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

17. In the lessons seen, the teaching is good or outstanding, that is Grade 2 or Grade 1, in 100% of lessons. These figures compare favourably to the national picture reported by HMCI in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is expected to be at least Grade 2 or better in 79% of lessons with 17% having outstanding features.

18. Across the school in the best lessons, good and outstanding features include:

- careful planning so that the objectives of the lessons are clear;
- high expectations of pupils matched by challenging work;
- lively questioning and positive encouragement;
- warm recognition of pupils' efforts;
- very effective support and encouragement to pupils which promotes a very calm atmosphere across the school;
- very imaginative presentations which bring the subjects being studied to life;
- very good subject knowledge; and
- effective use of a very good range of resources and reference books.

19. There is a detailed system to assess pupils' progress and to record and report upon pupils' achievements. These are well used to raise standards. The school meets all statutory requirements for the reporting and recording of pupils' progress. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.

20. The school curriculum fully complies with the requirements of the NC and the locally agreed syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with additional learning needs.

21. The curriculum is enriched by many visitors to the school and by visits to a wide range of places. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils.
22. The overall provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupils are actively encouraged to reflect on important issues and to relate them to their own lives. Acts of collective worship meet statutory requirements in full.

23. All pupils' understanding of cultural diversity is good. Provision for pupils to understand the importance of sustainable development is good. All pupils are involved with the Healthy Schools initiative and there are effective School and Eco Councils.

24. The quality of care, support and guidance is good with no important shortcomings. The school provides a happy, safe and caring environment. Induction arrangements for the early years and for the transfer to secondary education are detailed and effective.

25. The school has clear and well-documented arrangements to contribute to pupils' well being. Sound child protection policies are in place. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management:

26. The head teacher leads the school very well. There is a positive team spirit amongst all staff. Standards have been raised significantly since the previous inspection.

27. The school takes careful account of national priorities and local partnerships. The school contributes well to the well-being of pupils. There are well-supported breakfast and after school clubs. Preparation is going ahead for the introduction of the foundation phase. Arrangements to provide teachers with time to plan, prepare and assess are effective and well managed.

28. The governing body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school. The financial management of the school is well organised and helps to plan the way ahead. The governing body holds the professional leadership properly to account and meets all of its statutory duties in full.

29. The process of self-evaluation is thorough. It is firmly based around first hand evidence. Effective procedures are well used to monitor performance, to analyse results and track the progress of individual pupils. The views of all those involved in the school are carefully considered. Staff and governors have contributed to the judgements made.

30. The school's self-evaluation document is well constructed and is closely linked to the School Development Plan (SDP). The SDP is well used and closely aligned to the school's performance management programme. It is carefully shaped to include national and local priorities.

31. The school's self-evaluation is accurate and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the last
inspection in 2002, the school has made good progress in addressing the key issues of that inspection.

32. The school is well staffed by well-qualified, knowledgeable and experienced teachers. The use of support staff is a good feature of the school. The day-to-day life of the school is organised efficiently and effectively.

33. The school is clean and attractive and is in a very good condition. It provides suitable accommodation for all pupils. The outdoor environment is attractive and well used. The school uses and deploys its teaching resources well. These are carefully matched to the ages and needs of the pupils.

34. The school meets the needs and range of all pupils and gives good value for money.
Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

R1 maintain and improve further the standards in all curricular areas;
R2 develop further the pupils’ independent learning and thinking skills;
R3 develop further the pupils’ involvement in the planning of their own learning and the setting of their own individual learning targets.

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 2: Good features and no important shortcomings

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

36. Pupils’ standards of achievement in the lessons observed were as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>91%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

37. Pupils' standards of achievement in lessons are above the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better. Baseline assessments indicate that on entry children have average levels of basic skills.

38. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

### Standards:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Nursery</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
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<td>2</td>
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<tr>
<td>Physical development</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Creative development</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

39. In Key stage 1 and key stage 2 in the subjects inspected, standards of achievement are as follows:

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information and Communications Technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Design Technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
40. In the 2007 national assessments for seven year olds a small cohort of pupils took these assessments. In Welsh the results were below the local and national averages as they were in Mathematics and Science. When the results in these three subjects are combined, the results were below the local and national averages. In these assessments, girls achieved better in all three subjects and also when all three subjects were combined.

41. When the results of these pupils are compared to the assessments which were made when these individual children began school, they show that these pupils made good progress. However, when these results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 are well below the similar schools in all three subjects and when the subjects are combined.

42. Even though the school did not have sufficient numbers of pupils to report on in 2005 and 2006, it recognises that results will fluctuate. This reflects the different abilities within the small groups of pupils who take these assessments, where one pupil’s contribution to the overall picture is very significant.

43. At the end of key stage 2 national assessments in 2007, the proportion of pupils reaching the expected level (Level 4) was below the local and national averages in Welsh and Mathematics. When the results in these subjects are combined they are below the local and national averages. Boys achieved better than the local average.

44. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results in English compare favourably. However, results in Mathematics, Science and Welsh are less favourable. When the subjects are combined the school does not compare favourably with other schools.

45. Since 2005, results in all core subjects and in the combined scores have varied. However, when these results are compared to the individual results of pupils when they were assessed at seven years of age, it is clear that pupils generally achieve well. The targets agreed with the UA have generally been met and exceeded. Pupils make good progress in these assessments.

46. Generally, pupils' overall development of key skills has good features and no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking and listening in both Welsh and English are good with no important shortcomings. Pupils across the school speak confidently and clearly. They all ask and answer questions well and listen carefully to each other and to their teachers.

47. In both key stages nearly all pupils read well for a range of reasons. They use reference books and the Internet confidently and effectively to find out information. They read avidly when using dictionaries and other reference material.

48. In a wide range of activities in other subjects, most pupils write well particularly in key stage 2 for a wide range of reasons and in different styles, for example in History, Geography and Science.
49. In both key stages pupils' bilingual skills are also good with no important shortcomings. They are consistent both in the classroom and on the school yard.

50. In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects are good with no important shortcomings. All pupils use their mathematical skills well to collect and interpret information in Science, Geography and History. In Science, they measure carefully when carrying out investigations. They use their knowledge of mathematics to identify results which are out of step with the majority and investigate carefully why this has occurred.

51. All pupils' skills in information and communications technology are good with no important shortcomings. Key stage 1 pupils use simple programs confidently to reinforce their work in other subjects such as in Mathematics and in Art. They use pictograms to express information they collect. They use the mouse and keyboard when using art and geography packages and print their illustrations. They utilise a printer confidently.

52. Within key stage 2, all pupils are good at creating and storing their work in electronic files. They use the Internet well to research and to find illustrations and relevant information. They make multimedia presentations about their work. They compose, draft, edit and print their work accurately.

53. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions are good with outstanding features. All pupils are very aware of the work of Welsh artists and craftspeople. They are very familiar with a good range of Welsh folk tales and legends. They benefit from a very wide range of visits locally and across Wales. This is outstanding in relation to the Cwricwlwm Cymreig.

54. All pupils' personal skills are good with outstanding features. They have very positive attitudes to each other and to adults. They co-operate very willingly with each other and with adults. They behave very sensibly and thoughtfully in their lessons and in the playground. They show outstanding ability to accept responsibilities willingly and enthusiastically.

55. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves and are very aware of cultural and racial issues.

56. Pupils' problem solving skills are good with no important shortcomings. Most pupils, in both key stages, can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them, for example in Science and in History.

57. Pupils' creative skills are good with no important shortcomings. In both key stage 1 and key stage 2, all pupils apply their creative skills in a wide range of activities, for example in art, dance and music. They illustrate their work thoughtfully and perform confidently. Pupils’ art work is outstanding.

58. All pupils work together very well, which is a significant strength of the school. Boys and girls co-operate very readily and very sensibly and there is no
significant difference in achievement between them over a period of time. They treat each other with respect and consideration. They show thoughtful understanding of the needs of others. They ensure that all other pupils are treated equally.

59. Most pupils have a good understanding of what they need to do to achieve more in the longer and short-term. However, these targets are not always clear and easily understood by all pupils in all areas of their academic and personal development. Pupils are not confident as independent learners. They need to develop further their thinking skills and be more aware of their individual targets.

60. All pupils have positive attitudes to learning, show a good interest in their work and nearly all pupils maintain concentration in lessons. They are well motivated and show great enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.

61. All pupils clearly understand what standard of behaviour is expected of them and fulfil these expectations at all times. The vast majority of parents correctly consider that the school achieves high standards of behaviour. There have been no exclusions during the last year. Outstanding behaviour and attitudes are displayed by pupils of all ages, responding very well during lessons. They are very courteous to adults and welcoming to visitors. Pupils of all ages play happily together at break times.

62. All pupils are happy and participate with interest in lessons and activities. They are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour. All pupils understand the school rules and expectations, having participated in their creation.

63. The average level of attendance has gradually improved over recent years reaching around 95%. This is better than the national average for schools with similar free school meals entitlement and better than the local education authority and national averages for all schools.

64. The registers are correctly marked and distinguish appropriately between authorised and unauthorised absence. Unauthorised absence is extremely rare. Absence by pupils on holiday during term time is low.

65. Punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.

66. All pupils have a very clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.

67. All pupils have a good, realistic understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. All pupils have good moral values and show consideration and fair play for others.
68. The pupils know that the school is an important part of the community and they participate well in community events such as concerts and religious festivals.

69. All pupils’ knowledge and understanding of the workplace and the local community is age appropriate. In lessons they discuss the different work that people do and the ways in which people look after and care for their community.

### The quality of education and training

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

**Grade 2: Good features and no important shortcomings**

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

71. The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>89%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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72. The quality of teaching is good or better, Grade 2 and Grade 1, in 100% of lessons. The quality of teaching was outstanding, that is Grade 1, in 11% of lessons. These figures compare favourably to the national picture reported by HMCI in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is expected to be at least Grade 2 or better in 79% of lessons with 17% having outstanding features.

73. In this school, a lesser proportion of lessons fell into the highest category. The school compares very favourably with the target of quality of teaching being grade 2 or better in 80% of lessons by 2010.

74. The quality of teaching in the Early Years is good in all lessons observed.

75. Good features of the teaching in the Early Years include good planning and well-resourced activities, both in and outside the classroom. This allows all children a wide choice of appropriate activities and very good opportunities to make choices, developing their capacity to work independently. Relationships between adults and children are outstanding and successfully develop children’s self-confidence.

76. The quality of teaching in both key stages is good with outstanding features in around one in ten of the lessons and good with no important shortcomings in the others.

77. Teachers motivate all pupils well and challenge their thinking skills through small group activities. All pupils respond well to such challenges. Lessons are well planned with clear objectives that pupils understand. A notable feature of all lessons is the emphasis given to developing pupils’ key and basic skills and the reinforcement of these skills in plenary sessions.
78. A very good feature of nearly all lessons is teachers’ planning which successfully promotes a very effective working atmosphere. Lessons proceed at a brisk pace and teachers employ many different and appropriate teaching styles well suited to pupils’ needs and abilities. This successfully motivates pupils and develops their mature attitude to their work.

79. Relationships between staff, including non-teaching support staff and all pupils, are very good. Teachers have high expectations of their pupils, both academically and personally and these are invariably met. All pupils are very well managed and teachers make very good use of praise and humour. Teachers have a very good knowledge and understanding of the subjects they teach and pupils are challenged to produce their best work. Good use is made of specialist teaching in Music and Physical Education.

80. Very good use is made of resources to reinforce the teaching and to secure the active engagement of all pupils. Lesson objectives are clearly understood by all pupils and plenary sessions are well used to consolidate learning. Teachers have good ICT skills and lessons are enhanced by the use of interactive whiteboards. Pupils’ good ICT skills are well used and are an integral part of their learning.

81. Good emphasis is given to developing pupils’ bilingual skills. Teachers plan appropriate opportunities for pupils to develop and apply their bilingual skills, such as in class discussions, small group work and during role-play. The teaching also makes very good provision for developing the Cwricwlwm Cymreig through studies of Welsh life and culture. This aspect is outstanding.

82. Teachers know their pupils well and plan effectively to meet their individual needs. All pupils’ progress is regularly reviewed and monitored during classroom activities when teachers provide them with useful and informative comments on their work.

83. Teachers are developing pupils’ skills as independent learners appropriately. They employ strategies that are effective in promoting self-learning through practical activities and investigations. They encourage pupils’ skills of enquiry and research. Older pupils are beginning to be encouraged to seek their own solutions to problems. As a result, they are more evaluative of their work, especially in science.

84. Equality of opportunity is well promoted and all pupils achieve well, relative to their ability. All staff are fully involved in planning and pupils with additional learning needs (ALN) are well supported.

85. The teaching also makes very good use of the facilities, particularly the school environment. This adds substantially to pupils’ learning, motivates them and develops further their very good attitudes to learning. The teaching effectively meets the needs and aspirations of pupils of all ages.

86. Assessment and its use in planning and improving learning is good. Assessment is undertaken consistently by teachers. The system of assessment
is manageable and informative. Results of both standardised and school assessments are regularly analysed and used to predict potential achievements and to set targets. Standardised and moderated assessments are used effectively to support pupils when they transfer to the secondary school.

87. Assessment results are standardised and effectively monitored to ensure that assessment results are accurate. Results are well used by teachers in planning to ensure that tasks are well matched to every pupil’s needs and prior achievements. Good procedures are in place to assess all pupils’ achievements and progress in all the NC subjects and religious education. Diagnostic tests are well used where pupils are suspected of having additional learning needs.

88. Most pupils are becoming increasingly involved in assessing their own performance. Teachers’ marking of pupils’ work is well focused on ways of improving standards.

89. Reports to parents are informative and highlight the next steps in every pupil’s learning. Their progress and achievements are clearly stated and understood by parents.

90. The assessment of pupils’ achievements and the reporting procedures meet statutory requirements in full.

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

Grade 2: Good with no important shortcomings

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

92. The overall quality and range of learning experiences provided for pupils of all ages and abilities is good. The curriculum is broad, balanced and provides pupils with interesting experiences. It fully meets all legal requirements and makes an outstanding provision for developing pupils’ personal, social and health education. Curriculum planning takes into account pupils’ interests. This is reflected extremely well in the levels of interest all pupils show in their work.

93. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children’s Learning. All children are given a good start in school. As a result of the varied and stimulating experiences provided in the reception class, all children develop their knowledge, understanding and skills well in all areas of the curriculum.

94. The school makes good provision for the development of pupils’ basic and key skills. The provision for bilingual development is good. Opportunities for the development of these skills are identified in all schemes of work and implemented effectively. A good feature of the provision is the way in which
teachers encourage all pupils to use the vocabulary related to these skills to help them reflect on their learning.

95. Every pupil’s learning is richly enhanced by the excellent range of sporting, musical, cultural and extra-curricular activities provided, both during and outside the school day. These include Urdd activities and the sports club ‘Dal i fynd’. Clubs are well attended and pupils state that they are pleased with and derive much enjoyment from the variety of clubs provided by the school.

96. Pupils also benefit greatly from the outstanding provision of visits and visitors to the school. Every opportunity is taken to visit places within the locality and further afield. Visits to Castell Harlech, Fferm Merthyr and Plas Tan Y Bwlch nature reserve enhance the curriculum. Experts from outside agencies share their experiences and further stimulate pupils’ learning. Interesting experiences are provided for pupils through the visits of Portmeirion gardeners and various speakers. These, together, with opportunities for pupils to attend residential courses in Rhyd Ddu enrich the curriculum. Visits to the community to participate in religious events also promote awareness amongst all learners.

97. The overall provision for pupils’ spiritual, moral, social and cultural development is good and has many outstanding features. It is well integrated into the school’s daily life. These aspects of their development are promoted very well through excellent opportunities for all pupils to discuss moral issues in classroom activities. They are further developed by pupil initiatives to raise money for good causes both locally and nationally. Their visits to the community and participation in community activities provide opportunities for good social development.

98. Sporting events with other schools provide a wide range of opportunities for pupils’ social interaction with other children. Regular opportunities for all pupils to work collaboratively and support each other across all subject areas very effectively develop their social relationships.

99. All pupils are very aware of the difference between right and wrong. This is promoted exceptionally well by the school’s positive ethos and strong sense of values. Very good opportunities are provided for pupils to take responsibility for their own school community through membership of the School Council, Eco council and Healthy School Project. Such opportunities enable them to play a full part in the school community.

100. Daily acts of worship and collective assemblies make a positive contribution to all pupils’ spiritual development and good opportunities are provided for all pupils to reflect quietly and thoughtfully on important issues that affect their lives. The provision for the spiritual development of all pupils is good in such subjects as Music and during circle time. Pupils reflect on a wide variety of music and respond with awe and wonder to the feelings and mood generated by listening to particular pieces of music.
101. All pupils’ awareness and appreciation of the culture and heritage of Wales is outstanding. The Cwricwlwm Cymreig is very well integrated and identified in all schemes of work and very actively promoted in lesson planning.

102. All pupils gain a good understanding of other cultures through subjects such as Geography and Religious Education.

103. The school’s partnerships with parents, the local community and other schools are highly successful and have good features that enrich the life and work of the school and enhance all pupils’ learning experiences. The community holds regular functions in the hall which is located on the school campus. There, several parents have attended adult Welsh classes to learn the language like their children.

104. The quality of information provided for parents in the prospectus and annual report of the governing body is good and provides parents with comprehensive information as well as celebrating pupils’ many achievements. Parents have regular opportunities to meet with teachers to discuss their children’s work and progress and these meetings are well attended.

105. There was a good response to the parents’ pre-inspection questionnaire. The responses indicated that parents were supportive of the school and expressed great satisfaction with the standards their children achieve within a secure and supportive environment.

106. Parents and friends make a valued contribution to the life and work of the school and their involvement in various activities supports the work of the school.

107. The school enjoys very positive partnerships with other local schools and with the secondary schools to which pupils transfer. Arrangements for transition are good and ensure pupils settle quickly into their new school environments. Good arrangements also exist with the ‘Ganolfan Iaith’ and the ALN unit situated in local primary schools, which provide provision as and when required by the school.

108. The school’s provision for work related education is good and teachers take due account of the vocational aspect of the personal and social education (PSE) programme. Teachers use the locality well to support this area of the curriculum and visits to commercial and retail sites such as a Tesco supermarket and other small, local industries enhance all pupils’ understanding of the world of work.

109. Local employers are supportive of the school but no teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development and enriching curricular provision for pupils.

110. The standards in, and provision for education for sustainable development and global citizenship are good and are being embedded in the life and work of the
The East/West project with Ireland provides good opportunities for developing global citizenship.

The school makes every effort to act in a sustainable way and most pupils regularly monitor energy consumption and are involved in recycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is good and they are justly proud of their involvement in the development of their outdoor garden. The school is part of the Eco-schools award scheme.

Nearly all pupils’ entrepreneurial skills are developing well. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are very well reflected in the life and work of the school. The priority given to pupils developing independence and taking responsibility for their own learning and well-being is beginning to become part of everyday school life.

Most pupils know their community well and understand what is needed for its success. They recognise that through partnership, citizenship and care for the Environment, they can make a real contribution to their community.

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

Grade 2: Good with no important shortcomings

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

All pupils receive good care and support. All pupils are confident in approaching adults at the school to seek help. Peer support is given by playground buddies (bydis buarth) who perform their work conscientiously.

Parents praise the information they receive in newsletters, end of year reports and school open days. They raise significant sums which are used to buy additional resources and subsidise visits. This is a strong feature of the school.

Nursery children settle quickly in safe and stimulating surroundings. The strong links with the Cylch Meithrin that meets in the mornings in the Community hall is very beneficial.

Good social and curricular arrangements help pupils transfer smoothly to their secondary school at the end of key stage 2. The secondary school provides periodic reports on the progress of former pupils.

Good support is given to all pupils to meet their individual needs. Effective, regular use is made of specialist health and education professionals. Visitors come to talk to the pupils about aspects of health, hygiene and safety. These include the school nurse and the police.
120. Parents testify that one of the strengths of the school is its range of extra curricular activities, including an active Urdd branch and sports clubs, with which they assist.

121. The governors have set a challenging target of 96% attendance. Parents have been made aware of the school’s expectations. The school receives letters and telephone calls explaining almost all absences. A detailed record is kept of the reasons given and a first day response for unexplained absences is operational. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence.

122. The very good behaviour is effectively underpinned by the use of clearly defined, whole school systems to praise and raise pupils’ self esteem based on Webster Stratton strategies. This is often outstanding practice.

123. The school has effective procedures to safeguard every pupil’s health and safety. These include detailed policies, guidelines and risk assessments. All pupils are well supervised at playtime and at the end of the school day. Promoting health and fitness is one of five key priorities in the current School Development Plan related to the Healthy School project.

124. Healthy eating is actively encouraged by means of a school fruit shop, run by the older pupils. Recently, arrangements for the growing of vegetables have been put in place. The school actively promotes well-being and health issues.

125. Following representations by the elected School Council, the governors have responded to requests for additional playground facilities and equipment that are well used.

126. School equipment, installations and fire drill procedures are regularly checked. Coded locks prevent unauthorised entry into the school building. Two members of staff have full and current first aid certificates.

127. The school gives due attention to child protection issues. This aspect is led, as required, by a designated member of the governing body and a senior member of the school staff. All staff are aware of the strict protocols that must be followed.

128. The overall provision for learners with additional needs is good. Identification of pupils with ALN in the school ensures purposeful support. The policy of early intervention is successful and the school’s policy is comprehensive and complies with the Code of Practice and the framework for inclusive education.

129. The Special Educational Needs Co-ordinator (SENCo) is the head teacher and he works effectively with the class teacher, ALN support teacher, support staff and the governor with responsibility for ALN. Targets, in individual educational plans (IEPs) are stated in observable, measurable terms that are monitored and reviewed appropriately.

130. The assessment of these pupils’ attainment and progress in relation to basic and key skills is appropriate. Parents are fully consulted regarding their child’s
ALN status and good communication arrangements exist enabling them to discuss their child’s progress at any time.

131. The school’s behaviour management programme is outstanding. It is effective for all pupils and is based on the positive recognition of pupils’ achievements and successes and is aimed at reducing oppressive behaviour. The school has had much success in following this programme since the previous inspection and measurable, positive outcomes are obvious. As a result, inappropriate behaviour that impedes any pupil’s progress is significantly reduced. Pupils are rewarded regularly and letters of praise are sent to parents.

132. All pupils have equal access to all parts of the school curriculum. All boys and girls are given the opportunity to play all sports. School policies have been adopted to promote multiculturalism and sustainable development. Their content is reflected in the day to day work of the school. This is good practice.

133. The school participates in the Eco-Schools initiative and actively promotes aspects such as recycling and composting. This is done in partnership with the Unitary Authority’s recycling unit, which has a recycling plant close by.

134. In Geography and Religious Education, all pupils learn about life in third world countries, which they compare and contrast with life in rural Meirionnydd. They have a good knowledge of the different religions of the world and race equality. All pupils show empathy towards others by collecting regularly for good causes and charities.

135. Class and school assemblies and circle time provide good opportunities for all pupils to reflect on moral dilemmas and social relationships. In the case of younger pupils, hand puppets are used very effectively to stimulate very positive discussions.

136. Pupils and their parents state that this is a very friendly, happy school.

137. The school’s accessibility audit has identified aspects to be tackled in the short, medium and long term to conform to current legislation and good practice. It is not possible at present to access all parts of the building in a wheelchair. Plans are in place should the need arise.

**Leadership and management**

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

**Grade 2: Good with no important shortcomings**

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

139. The school is very well led. The head teacher has achieved much since taking up the post and has successfully addressed the large number of weaknesses highlighted in the previous inspection. Staff morale is high. This has been achieved through the sensitive development of a strong team spirit amongst all
staff and the full commitment from them to have the highest expectations and aspirations for all of their pupils.

140. The leaders and managers implement effective and good management structures. This makes the school a purposeful and effective community with shared values, aims, objectives and targets.

141. The head teacher has a clear vision for the school. He ensures that the school is capable of evaluating its performance in order to achieve improvements. His management of staff and pupils demonstrates very good practice. He is a proactive member of the governing body and has a very positive relationship with parents.

142. Teachers work very closely together to identify strengths. The role of the subject coordinator is an area that the school has developed in relation to monitoring and moderation. This is an area that remains under review. The arrangements for classroom monitoring inform planning effectively.

143. The school’s policies and practices promote equality of opportunity. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal opportunities. Staff contribute significantly to the school’s caring ethos. This has a positive effect on all pupils’ behaviour and attitudes.

144. There are good arrangements to support newly qualified teachers and teachers who are new to the school.

145. The school takes very careful account of national priorities and local partnerships. The School and Eco Councils are very active and help successfully to encourage pupils to have a strong sense of responsibility and citizenship. Preparation for the introduction of the Foundation Phase and Curriculum 2008 is underway and is being systematically managed by the teaching staff and governing body.

146. The outdoor area is being developed and is used by the school to provide additional learning opportunities for all pupils. The pupils are made very aware of the importance of environmental issues and of the need to have healthy lifestyles through a range of national and local initiatives, including ‘Eco-schools’, ‘Healthy Schools’ and ‘Dal i fynd’. The school has a successful breakfast club, also attended by children in the Cylch Meithrin and several after school clubs. This is very good practice.

147. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed.

148. There are effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is good and conducted diligently and accurately. The school collects National Curriculum assessment data and analyses the data effectively.
149. Performance Management is established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff are very aware of their responsibilities in relation to their job descriptions.

150. Support and training is good for all staff members and the governing body. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.

151. The links between the governing body and the school are strong. The governing body, working effectively with the head teacher helps to set the long term direction for the school in a structured way. The governors are well informed regarding the school’s self-evaluation process and have effectively followed guidelines set out by the LEA. Their contribution to the school’s strategic planning is good.

152. Procedures for the financial management are thorough and finances are well managed. The outcomes of spending decisions are regularly reviewed. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors and signed by the Chairperson.

153. The school handbook conforms with the current expectations for reporting to parents, as does the summary version of the governors’ annual report to parents.

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

Grade 2: Good with no important shortcomings

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

155. The process of self-evaluation is established in the school. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan (SDP) is thorough. The school’s procedures for monitoring subject areas and standards, based on clear evidence, are good.

156. All staff are involved in the monitoring process. The systems involved help to inform planning.

157. The school is beginning to use performance data to inform judgements and evaluate specific trends over time. The school’s self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target
areas for improvement. The school is good at seeking the views of a range of
agencies that have an interest in the school.

158. The School Council is a good forum that allows all pupils’ views to be heard
constructively.

159. All staff work as a very effective team. Good dialogue exists between key
stages. All staff are aware that they have a part in the school’s self-evaluation
process and their input is valued.

160. The head teacher monitors teaching as part of the performance management
process. The staff do follow a corporate monitoring process based mainly on
aspects of the core subjects. This is a termly system. Foundation subjects are
reviewed on a four year cycle. Evidence of identifying good practice and using
evidence to inform planning in the Foundation subjects is therefore less
established.

161. Performance Management is an established system and job descriptions note
in detail the specific roles and tasks of staff.

162. The quality of the self-evaluation report produced by the school prior to the
inspection is good, detailed and targets areas for development. It provides an
overview of the school’s position. It identifies the areas and aspects that are
strengths within the school and those which require further attention.

163. The school's priorities for improvement inform the SDP and have appropriate
time scales and costs noted. This is good practice.

164. The school makes efforts to obtain measures to evaluate its performance. It
uses national and local data to target areas that have strengths or
shortcomings. It works with the LEA to allocate resources and expertise to
raise and improve standards.

165. The actions of the school in establishing outdoor areas have resulted in good
improvements in curricular provision for all pupils.

166. The school has addressed the key issues noted in the last inspection report and
significant improvements are evident in subject areas that needed developing.
Progress since the previous inspection is good.

167. The judgements of the inspection team agree with the school's self-evaluation
in all of the seven key questions.
Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good with no important shortcomings

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

169. The adequacy, suitability and use made of staffing, learning resources and accommodation is good. The school has good resources and ensures that their purchase is prioritised according to need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of grant and funding regulations.

170. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for pupils less than five years of age.

171. All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants successfully support teachers and all pupils throughout the school day and are valued members of the school community.

172. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are very well used to support pupils’ learning.

173. The library areas have been developed well in relation to the age and needs of the pupils. The use of the community hall that is located on the school grounds is outstanding.

174. The use made of the outside learning environment including the school grounds enriches every pupil’s experiences and is a developing feature of the school’s provision.

175. The accommodation is adequate for the number of pupils on roll and is kept very clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and secure environment for all pupils. The quality of display throughout the school is very good. It is used well to celebrate pupils’ achievements and is an effective aid to learning.

176. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all.

177. Staff experience and expertise are used well for the benefit of pupils. An appropriate and thorough staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.

178. Teachers also make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their subject
responsibilities. Teaching assistants are managed and developed effectively and make a good contribution to school life.

179. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.

180. Spending decisions relate directly to the school priorities as set out in the School Development Plan (SDP). Expenditure is monitored closely by the Governing Body.

181. The school meets the needs and range of all pupils and gives good value for money.

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<th>Standards achieved in subjects and areas of learning</th>
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**Under 5s**

182. The overall quality of provision for children under five is appropriate to their needs and children are making good progress towards the Desirable Learning Outcomes for Children’s Learning. On the whole, children begin in the nursery with average levels of basic skills.

**Language, literacy and communication skills**

**Grade 2: Good with no important shortcomings**

**Good features**

183. Most children select books from a range of good quality fact and fiction titles. They handle books correctly and follow the pictorial story lines. All children are able to listen attentively to a story and respond enthusiastically to questions about it. They also ask appropriate questions and listen patiently to the responses of other children.

184. They talk as they play, to each other and to adults and most speak with developing clarity using a range of vocabulary. They respond appropriately to questions by adults during activities and registration time. They discuss their own work and the work of others sensitively.

185. All children are starting to understand that written symbols have sound and meaning and recognise their own names and those of others. Most are able to recognise individual letters and identify the name and sound of letters.

186. Most children sing words correctly to a wide repertoire of Welsh songs and rhymes. Nearly all children speak clearly and with confidence when reporting back to others at the end of activities.

187. All children enjoy and understand the purpose of marking and basic writing experiences using a range of tools and materials.
Shortcomings
188. There are no important shortcomings.

Personal and Social Development

Grade 2: Good with no important shortcomings

Good features
189. All children enter the school in a happy and confident manner and have good relationships with other children and adults. They select activities independently, respond positively to adult direction and cooperate very well. They share equipment easily and talk confidently when undertaking different activities.

190. All children show confidence and knowledge of routines, showing independence in toileting and taking responsibility for personal hygiene such as washing of hands. They also show a good awareness of self-control in free play and when using play equipment within the class and outdoors. Every child helps freely to put equipment away and tidy up after different activities.

191. All children respond positively to new cultural and linguistic experiences and show an increasing knowledge and competence in speaking Welsh.

192. Most children are able to concentrate for lengthening periods and complete most tasks within a set period. They also show confidence to seek help when needed from adults and often initiate conversations on issues that are important to them.

Shortcomings
193. There are no important shortcomings.

Mathematical Development

Grade 2: Good with no important shortcomings

Good features
194. Children use mathematical language in relevant contexts when counting pupil numbers present in class during registration.

195. All children are able to recall a number of number rhymes and songs.

196. All children understand the purpose and use of money in shopping activities and during other role play situations.

197. Most children are able to count up to twenty and recognise familiar 2D shapes.

198. Almost all children can compare, match and order familiar objects and begin to match number to signs and sounds.

Shortcomings
199. There are no important shortcomings.
Knowledge and Understanding of the World

Grade 2: Good with no important shortcomings

Good features
200. All children are able to describe their homes, their families and where they live. They are able to comment correctly on daily weather conditions based upon direct observations.

201. Most children understand the passing of time, such as the start of the session, lunch and home time. They respond appropriately to situations where they have to choose or make a decision, and they are eager to try different ways of using materials and equipment in indoor and outdoor investigative work.

202. All children are able to identify different workers in school and in the community. They imitate the work of these people through play.

203. All children are aware of books and computers as various information sources and choose books that interest them.

204. All children understand about different types of food and where it comes from and are able to discuss their preferences.

205. Most children are aware of different cultures and the clothes worn and food eaten by other children in different parts of the world.

206. All children are aware of the need to look after animals and plants in their termly theme work on animals and other living things.

207. Most children demonstrate a growing knowledge of the community through purposeful external visits to a range of locations based upon termly themes. They are able to represent their experiences by producing good quality pictures.

Shortcomings
208. There are no important shortcomings.

Physical Development

Grade 2: Good with no important shortcomings

Good features
209. Most children are able to handle small tools and objects with increasing control. They handle paintbrushes and scissors well, showing good control and confidence. They select and pick up small tools and markers with care, and develop their finer movements as they piece a jigsaw together or draw imaginary animals in jelly and sand.

210. All children are developing a good awareness of their bodies, they move confidently and safely around the class with increased control and coordination. In outdoor activities they move energetically and safely in response to adult commands.
211. They use large play equipment indoors with safety and care. All children demonstrate good levels of skill when using a range of equipment in play situations.

**Shortcomings**

212. There are no important shortcomings.

**Creative Development**

**Grade 2: Good with no important shortcomings**

**Good features**

213. Every child responds enthusiastically to singing and musical activities. They show an appreciation and good knowledge of traditional Welsh action songs. They sing tunefully and maintain a steady rhythm.

214. All children show a developing enjoyment in role play and enter into imaginary conversations with puppets during imaginary play activity opportunities or on the telephone. They also use a good range of construction toys to play purposefully.

215. All children work with paint creatively, and are able to make choices between colours and mix a range of paints. They make good use of a variety of material when constructing 3D models and when investigating with water, sand, foam or jelly.

216. Most children demonstrate their creative ideas on texture in their work on dough models.

217. Older children offer suggestions on changes they wish to make to their work and are able to express their likes and dislikes.

**Shortcomings**

218. There are no important shortcomings.

**Welsh first language**

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

**Good features**

219. All pupils at both key stages show good ability to listen attentively to teachers’ presentations and to each other’s contributions.

220. All pupils make good progress in oral skills. This is particularly evident when children have attended the Ganolfan Iaith (Language Unit) for an extended period of time. All pupils respond confidently using correct forms and suitable vocabulary.

221. At key stage 1, all pupils, according to their abilities, make consistent progress in their mastery of different aspects of the reading process. They read with
expression and use their phonetic knowledge in order to build unfamiliar words accurately.

222. All pupils talk about what they have read and give good reasons for enjoying a story. They succeed in defining and discussing terms that are relevant to the world of books.

223. Most pupils effectively learn about the conventions of writing including punctuation. Their use of syntax is good when writing for personal and factual purposes.

224. All pupils’ ability to read fluently and with meaning increases as they become familiar with a wider variety of fact and fiction texts at key stage 2.

225. All pupils write in a range of styles, including lists, letters, poetry, soliloquies and book blurbs. They realise that language forms depend on the purpose for writing and they demonstrate an ability to use persuasive writing and record their opinions effectively.

226. Nearly all pupils use a range of idioms and similes during discussions according to their age and ability. They demonstrate a good mastery of verb forms, syntax and mutations. They compose extended pieces that hold the readers’ interest.

Shortcomings
227. There are no important shortcomings.

English

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

Good features
228. Pupils do not follow formal programmes of study for English until key stage 2.

229. At key stage 2, all pupils listen well to presentations by teachers and to the contributions of other pupils. They speak confidently about their work and experiences with both adults and fellow pupils. They use vocabulary correctly to express ideas and opinions whilst taking part in class discussions. Individual pupils use extended vocabulary.

230. All pupils begin to realise the need to adapt their spoken language and intonation of voice when participating in role play situations and creating their own play scripts and stories.

231. By the end of the key stage, all pupils employ well-reasoned and logical arguments to defend opinions within group, paired and class discussions.

232. All pupils read a suitable range of books and they display positive attitudes towards reading. The best readers read fluently, correctly and expressively and have a good understanding of the texts they read. Some individuals have favourite authors and can describe features of books written by them. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work.
233. Most pupils’ higher order reading skills are developing well, enabling them to retrieve information from a variety of sources such as the Internet and non-fiction texts.

234. All pupils write in a variety of forms for different purposes. Standards of writing are age appropriate. They show a clear understanding of language forms. They produce a wide variety of creative and factual work including letters, biographies, diary writing, newspaper reports and poetry. Writing is organised into paragraphs using a variety of sentence patterns. Older pupils use verbs and adjectives correctly and they develop a sound mastery of syntax.

235. Interesting and imaginative use of language is used by some older pupils to create effects.

236. All pupils’ spelling and punctuation is developing with increasing accuracy.

237. Pupils with ALN make appropriate progress.

**Shortcomings**

238. There are no important shortcomings.

**Mathematics**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

**Good features**

239. In key stage 1, all pupils have a good knowledge of the calendar and are able to name and order months of the year. They have a clear understanding of the seasons and can name which months belong to each season.

240. In key stage 1, younger pupils are able to read the hour and half hour from an analogue clock. Older pupils are able to read half past, quarter to and quarter past from both analogue and digital clocks. Most pupils are able to read the hour clock and predict the time when adding on whole, single numbers.

241. In key stage 1, pupils are able to comment on the properties of common 3D shapes and match numbers on a dice to numbers of faces and corners in 3D shapes.

242. In key stage 1, most pupils have a good understanding of place value and are able to read, write and arrange numbers with increasing confidence and accuracy. Most pupils are able to identify whole numbers from clues given by the teacher and other pupils.

243. Younger pupils in key stage 2 can identify odd and even numbers and are able to use and explain a variety of strategies for doubling and halving numbers. They are able to answer a wide range of mathematical questions based on grid work and communicate their finding to others.

244. Younger key stage 2 pupils can recognise a range of polygons including pentagons, hexagons, and octagons. More able pupils are able to recognise
and name cubes, pyramids and prisms. They have emerging skills in the use of money and the more able add pence to pounds and pence in a range of mathematical problems.

245. In key stage 2, pupils have a sound understanding of the place value of large numbers. They use the four rules with increasing confidence and are able to work quickly and correctly when computing in written form and mentally. They also handle data and analyse investigative results confidently using a range of graphs and tables.

246. Older pupils in key stage 2 are able to count forwards and backwards in a range of decimals. They are able to sequence various decimals in order of size and add up a range of decimals correctly.

247. Most older pupils are able to recognise proportions of a whole and use fractions and decimals to describe these. They make good connections between topics on decimals and the use of money in real life situations.

248. All pupils’ record their work well in a variety of graphical and grid form. They draw meaningful conclusions from their results and communicate them to their peers.

Shortcomings
249. There are no important shortcomings.

Science

Key stage 1: 2: Good features and no important shortcomings
Key stage 2: 1: Good with outstanding features

Good and outstanding features
250. Most pupils in both key stages are developing good scientific skills according to their age and ability. This is especially true in key stage 2 where there are many outstanding features.

251. Most pupils understand the concept of a fair test. They predict, ask questions and experiment; record and evaluate their work appropriately.

252. Younger key stage 1 pupils know the difference between living and non-living things. They are able to compare materials and describe their common properties.

253. They are aware of light sources at school and in the home and show an understanding of magnetic and non-magnetic materials.

254. All key stage 1 pupils are aware of the different groups of food and the importance of healthy diets and exercise. They are able to name parts of a flowering plant and draw its life cycle from seed to seedling.

255. All key stage 2 pupils have a good understanding of life processes and living things. They can name different organs in the body and know how they work. They can name healthy foods and are aware of the need for a healthy diet and
regular exercise. Through collating results from purposeful investigative work they are able to comment on the relationship between pulse rate and exercise. This is outstanding amongst the older pupils.

256. In key stage 2, all pupils have very good knowledge of the planets within the solar system and their positions in relation to the sun. They also understand about the needs of living things in their environment and the conditions needed for growth and reproduction.

257. All key stage 2 pupils use information technology very effectively to support their investigations. As a result, all older pupils are able to design and carry out independent investigations on such topics as friction and forces and draw reasoned conclusions from their data and results.

258. This ability to plan and undertake individual and group investigation and report reasoned conclusions to peers, covering a range of scientific concepts, is outstanding.

**Shortcomings**

259. There are no important shortcomings.

**Information technology**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

**Good features**

260. All pupils in both key stages possess good information technology (IT) skills which they *practise* frequently and confidently using an extensive range of IT equipment.

261. All pupils in key stage 1 competently open a program, add data to a file which already exists and save it in order to use it in the future. They confidently create a picture on the screen in order to illustrate a story and add appropriate text.

262. All pupils in key stage 1 are able to communicate information and ideas in different forms. They use their word processing skills well to present information in a variety of interesting ways. They adapt a text through changing the font, size and colour.

263. They input information into an existing database confidently and display the information in graph form. They are also confident in using appropriate creative programmes involving art, design and geography.

264. Every pupil in key stage 2 uses ICT effectively, sharing, exchanging and creating different forms of information. In preparing good quality Power Point presentations on thematic class work such as the National Botanical Garden of Wales in Carmarthenshire they all demonstrate that they have a good awareness of the nature of the audience.

265. They confidently and competently enter information into a database. They show the results in graph and chart form. They interpret their findings.
accurately and are beginning to question the credibility of their results. This is done in a range of subjects but especially good work can be seen in Mathematics and Science.

266. Older key stage 2 pupils use the Internet effectively to search for information. They send e-mails efficiently and confidently, attaching documents when necessary. They insert Internet researched pictures into word processor programmes, such as Publisher, in order to create good quality leaflets, pictures and posters. A good example is the investigative work on various charities.

267. All key stage 2 pupils' modelling skills are developing well. They change the values in a Logo procedure, examine patterns and make predictions about their results efficiently.

Shortcomings
268. There are no important shortcomings.

Design technology

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

Good features
269. In both key stage 1 and key stage 2, all pupils make good progress in designing and making a range of products for different purposes. They develop their ideas effectively through discussion. They make good simple sketches and record the materials they think they will need to make their products.

270. All pupils make good choices from a selection of materials when making a wide range of products. They mark and cut out successfully and join materials using a good range of techniques. They apply different finishing touches to produce good quality end products that are original and attractive. They identify features that they like and those that could be improved.

271. Technological vocabulary is used effectively during the designing and making process by most pupils. Purposeful discussion ensures that the materials and components are fit for purpose.

272. In their design technology work, all pupils make good use of their cross curricular knowledge and regularly utilise scientific and mathematical concepts.

273. In key stage 2, all pupils build well on their knowledge and skills. They develop a good understanding of health and safety issues. For example, they are very aware of the importance of personal hygiene when handling food.

274. Throughout key stage 2, all pupils use ICT effectively to support their work in design and technology. This includes research and designing plans.

275. By the end of key stage 2, all pupils investigate components in detail and test products against original design specifications. They critically evaluate their designs as they develop, refining them or starting afresh when they have better
ideas. The best designs show different viewpoints, good choices of materials and good manufacturing techniques.

**Shortcomings**
276. There are no important shortcomings.

**History**

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

**Good features**
277. All pupils have a developing awareness of change over time. Through studying history in a Welsh context they know how life in Wales has changed. They confidently use common words relating to the passage of time in the correct context. They enjoy listening to stories and recall and interpret important facts about some of the well-known characters from Welsh and British history.

278. All pupils’ understanding of the main characteristics of the periods studied is good and they can identify and describe changes over a period of time.

279. All pupils use ICT skills effectively to undertake investigations into historical topics.

280. All pupils in both key stages study carefully the interesting artefacts used as stimuli in lessons and discuss them knowledgeably, describing their purpose. They readily ask and answer questions about the past.

281. All pupils have a good knowledge of the different ways in which the past is represented. This includes displays in museums, photographs, art, television programmes, DVDs, artefacts and the viewpoints of historians and visitors.

282. All pupils, especially at the upper end of key stage 2 have a good awareness of chronology and they use time lines effectively to promote thinking skills. They have a good understanding of the main aspects of life in all periods studied. Historical issues in relation to Wales are very evident and all pupils have a good understanding of issues relating to Tryweryn and Capel Celyn.

283. All pupils discuss the changes in the local and surrounding areas over time making specific references to changes in buildings and the area’s place in the history of Wales. Historical references by all pupils to the Cwricion Cymreig in relation to their locality are outstanding. They refer directly to the modernisation of the locality, the developments at Portmeirion and of the flooding of Talsarnau. They have a very good knowledge of history in a local context and present their work effectively.

284. All pupils are well-informed about the characteristics of society in the periods studied. They know about the living conditions during the period and are confident when conducting historical enquiry in groups, pairs and as individuals.

**Shortcomings**
285. There are no important shortcomings.
**Geography**

**Key Stage 1:** Grade 2: Good features and no important shortcomings  
**Key Stage 2:** Grade 2: Good features and no important shortcomings

**Good features**

286. At key stage 1, all pupils’ geographical research skills are developing appropriately. They can describe the main features of their locality using relevant geographical vocabulary.

287. They can locate local areas on a map of Wales and they have a basic understanding of map symbols. They use simple co-ordinates correctly to locate locations on a grid.

288. All pupils have a good knowledge of the main features of their locality and they can express simple opinions on its environmental quality and the area’s facilities. They make simple comparisons between Talsarnau and contrasting localities, including Chembakolli and Botswana.

289. All key stage 2 pupils have good geographical research skills. They understand the characteristics of their area. They can read various maps and aerial photographs and can use four and six figure grid co-ordinates to note specific locations on maps. They can show the main Welsh towns on a map and have a good knowledge of countries and continents.

290. When studying the contrasting areas, all pupils according to ability were able to describe their geographical features and compare the area with Talsarnau.

291. All pupils’ understanding of the need to care for the environment and of sustainability is good and they show a clear awareness of the importance of recycling and the need to develop gardening projects.

292. When studying countries that are economically challenged like India, most pupils can describe how the geographical characteristics of these countries have an effect on their way of life.

293. All pupils compare all aspects of weather, temperature and seasons with those of Wales and show a good awareness of the effect of climate on people’s lives.

**Shortcomings**

294. There are no important shortcomings.

**Art**

**Key stage 1:** Grade 1: Good with outstanding features  
**Key stage 2:** Grade 1: Good with outstanding features

**Good and outstanding features**

295. Across both key stages, all pupils have an outstanding understanding of how to create and use a range of different media. They understand how to mix colours and how to use it in a range of different techniques. In key stage 1, pupils
experiment very successfully when creating marbling pictures, tie and dye or chromatography, using a range of different techniques.

296. When painting or sketching still life all pupils have a very good awareness of the need for detail. They interpret shape and shade very effectively. This is particularly true when experimenting with bowls of fruit and different skylines.

297. All pupils in both key stages copy and interpret the styles of some well known artists very well. This is outstanding when studying Van Gogh, Kyffin Williams and John Elwyn.

298. Within both key stages, all pupils experiment and use different techniques very effectively when using chalk, pastels and crayons to produce different effects. They are very good at sketching accurately the landscapes around them using effective tone and texture.

299. In key stage 1, all pupils, according to age and abilities, create very effective samplers using a range of contrasting materials. They carefully follow the techniques of single and cross stitch.

300. Within key stage 1 all pupils use a range of different media to produce three-dimensional objects. This is outstanding. They investigate the properties of materials when making imaginary and factual characters or creatures.

301. All pupils in key stage 2 understand the importance of planning prior to moulding sculptures in clay. They understand how to build up a sculpture from a series of sketches and plans. They have a good understanding of how artists work, using appropriate vocabulary when evaluating their own and others’ work. This is outstanding practice.

302. Within key stage 2, all pupils observe very carefully the features of an individual in a portrait painted from a photograph. They plan a group portrait very effectively, thinking carefully of how to arrange the figures at different levels and in perspective.

303. All pupils use pastels and chalk to blend and smudge to produce different effects. They appreciate how to develop a three dimensional effect by using different materials and contrasting colours.

**Shortcomings**

304. There are no important shortcomings.

**Music**

**Key Stage 1:** Grade 2: Good with no important shortcomings
**Key Stage 2:** Grade 2: Good with no important shortcomings

**Good features**

305. Most pupils throughout school demonstrate technical competence and accuracy appropriate to their development, in both vocal and instrumental performance.
306. All pupils throughout school acquire musical knowledge, skills and understanding by direct engagement with the elements of music through a good range of practical activities.

307. All pupils at key stage 1 investigate voice sounds enthusiastically by singing in harmony to a range of traditional Welsh ‘Hwiangerddi’ and action songs. They also demonstrate good skills by singing two part harmony in rounds.

308. All pupils are able to explore a range of sound sources from which they select sounds effectively and imaginatively to produce simple compositions which they perform and evaluate well.

309. In key stage 2, all pupils arrange a piece of music which they then perform, evaluate, develop further and appraise successfully. The class rendition of ‘Ar hyd y nos’ is a good example of this process.

310. All pupils appraise music from a broad style and cultures well. Pupils are able to explore and analyse a variety of classical compositions and comment on preferences with good understanding. They make good suggestions about the ‘mood’ of the music.

311. Older pupils in key stage 2 compose and evaluate electronic compositions well using ICT programmes effectively. They sensitively comment and evaluate the work of their peers and are able to suggest improvements.

312. Most pupils use a good range of instruments to improvise and complete compositions in response to a variety of stimuli. These include African music and rhythmic patterns and a class composition entitled ‘Tomi a swn y nos’.

313. Older pupils enhance their individual skills and knowledge well by performing for a purpose in groups and ensembles within the school and externally in larger groups.

Shortcomings
314. There are no important shortcomings.

Physical education

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

Good features
315. All pupils in both key stages understand the importance of ‘warming up’ before undertaking physical activities and ‘cooling down’ afterwards. They realise that physical exercise makes changes to their own body functions.

316. In both key stages, all pupils know regular exercise is good for them. They show a sound understanding of the importance of making sure that activities are safe and free from hazards. Across the school all pupils have the necessary skills to dress and undress quickly and efficiently in relation to their age.
317. In both key stage 1 and key stage 2, all pupils' knowledge and understanding of the skills of physical education are well established. All pupils in key stage 1 throw and catch with increasing accuracy. They modify their activities well, throwing accurately into a hoop when working appropriately in a group or with their partner.

318. In key stage 2, all pupils recognise the safety implications of striking a ball with a bat and successfully return shots in a series of strikes. They co-operate willingly in team activities and show high levels of care and consideration for each other. They help each other to succeed by pointing out to each other where they are making mistakes and how they should adjust their techniques.

319. In gymnastics in both key stages, pupils are able to travel with a change of pace, direction and level building up a series of sequence and movements. Body shape and tension is clear and defined. This is very good in key stage 1.

320. All pupils participate with enthusiasm in a good range of team games with and against other local schools. All pupils show a good understanding of how to compete fairly and to show good sportsmanship when winning or losing. They have positive attitudes to taking part and competing.

321. In both key stages, all pupils respond well to music and creative movement. They plan and refine their performances well, for example, in creative movements and dances based on themes.

322. Pupils of a range of ages show a well-developed understanding of how to take on roles and how to represent the different movements and activities involved. They know how to mirror and improvise.

323. Pupils swim well and are confident in the water. Many achieve good standards in swimming and can swim for varying periods and distances.

324. Across both key stages, pupils evaluate and assess their own achievements and those of others fairly and constructively. All pupils can indicate what they like and where they experience difficulties.

**Shortcomings**

325. There are no important shortcomings.

**Religious education**

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

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

326. Pupils in key stage 1 and key stage 2 display a good awareness of Christian values and beliefs such as sharing and caring for others. Through their efforts to collect money for both national and international charities, all pupils develop a good awareness that they are a part of a worldwide community and that they have a responsibility to their fellow human beings.

327. Through visiting local places of worship all pupils develop a good understanding of the significance of the main features of religious buildings such as the font.
and the pulpit. They show a good awareness of some of the special ceremonies held in such places like christenings and weddings. They have a very good knowledge of some of the main stories from the Bible.

328. All pupils discuss the importance of belonging to a family and of having friends. They are developing a good understanding of worship and prayer. Most pupils are aware of the meaning of prayer as a means of communicating with God and compose their own effective and thoughtful prayers when necessary.

329. Across both key stages, all pupils demonstrate a good knowledge of Christian celebrations of Harvest and Christmas. They have a good understanding of key events in the Christian calendar such as Lent, Easter and Christmas. They also have good understanding of the importance of Jewish traditions and are also aware of the symbolism attached to Jewish celebrations.

330. Younger pupils in key stage 2 have a good knowledge of stories from the Bible and a range of other stories which highlight the importance of values and good relationships.

331. In key stage 2, pupils develop thinking and learning skills through their further study of world religions and are open minded and positive towards people with different beliefs. They think well about religious and general, everyday issues.

332. In key stage 2, all pupils have a very good understanding of the historical importance of the Christian faith in Wales. This is enhanced by stories relating very effectively to the Cwricwlwm Cymreig.

333. They become aware that other religions have places of worship and sacred artefacts. Pupils competently compare and contrast the main features of Christianity with other world religions.

334. Older pupils reflect and form their own views of religious issues very well. They show very good reasoning and communication skills both within small groups and whole class discussions. They display natural enthusiasm for debate, which aids their understanding of more complex issues.

335. Through their work on Martin Luther King and Rosa Parks, pupils at the end of key stage 2 show a good awareness of the way in which people’s lifestyles are affected by their religious beliefs. Most pupils display a good understanding of how to empathise, share feelings and make decisions on their social and moral responsibilities. They have a very clear understanding of the need to allow time for reflection on important issues.

336. Most pupils effectively apply the lessons of moral and religious stories to modern day situations. They relate their own experiences and offer perceptive suggestions as to the importance of having responsibility for others. They are very aware of the significance of being a good neighbour in a global context when considering conflicts and disasters. Through cross curricular work all pupils show a good awareness of the issues of poverty and homelessness.

Shortcomings
337. There are no important shortcomings.
Firstly, everyone associated with the school wishes to express our appreciation of the team’s professionalism and courtesy in their conduct of the inspection. Having considered the inspectors’ opinions and findings, we feel that they are a fair and accurate reflection of the ethos of the school. The contents of the report are the subject of pride to everyone involved with the school, and are a reflection of the commitment, hard work and professionalism of staff, governors, pupils and parents.

The staff was encouraged to find that the inspection team concurred with the school’s judgements in all seven key questions. It was also pleasing to receive confirmation that pupils of all ages make good progress in their learning and that they work at the optimum level of their ability. Pupils are interested in their work and have good attitudes to learning and they use their time effectively and can work independently. It is also noted that they behave courteously, and that their self-discipline is good within the classes and outside when playing, and that they display respect for one another.

It is pleasing to note that the quality of teaching in the lessons observed was substantially higher than Welsh Assembly Government targets, and that clear aims are set.

The report has highlighted a vast number of the school’s good features, as well as outstanding elements.

Whilst we take pride in the fact that the inspectors have identified so many positive and commendable features in the life and work of the school, we also acknowledge that there are areas that require further improvement and development. It is acknowledged in the report that the school has made good progress in addressing the issues identified by inspectors in 2002. The Governing Body will act on the recommendations which will be fed into the School Development Plan, in a way that is equally positive and conscientious, building on the firm foundations referred to in the document.
**Appendix 1**

**Basic information about the school**

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<thead>
<tr>
<th>Name of school</th>
<th>Ysgol Gynradd Talsarnau</th>
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<td>School type</td>
<td>Nursery and Primary</td>
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<td>Age-range of pupils</td>
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<td>Address of school</td>
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<td>Postcode</td>
<td>LL47 6TA</td>
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<tr>
<td>Telephone number</td>
<td>01766 770768</td>
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<tr>
<td>Headteacher</td>
<td>Mr Aled Meredydd Williams</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2003</td>
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<tr>
<td>Chair of governors/ Appropriate authority</td>
<td>Mrs Eirian Evans</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Mr Nicholas Jones</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>15th – 17th April 2008</td>
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# Appendix 2

## School data and indicators

### Number of pupils in each year group

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
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<th>Y1</th>
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<th>Y4</th>
<th>Y5</th>
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<tr>
<td></td>
<td>1.5</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>30.5</td>
</tr>
</tbody>
</table>

### Total number of teachers

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Staffing information

- Pupil: teacher (fte) ratio (excluding nursery and special classes): 14.5:1
- Pupil: adult (fte) ratio in nursery classes: 1.5:1
- Pupil: adult (fte) ratio in special classes: N/A
- Average class size, excluding nursery and special classes: 15
- Teacher (fte): class ratio: 1:1

### Percentage attendance for three complete terms prior to inspection

<table>
<thead>
<tr>
<th>Term</th>
<th>N</th>
<th>R</th>
<th>Rest of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>94.5</td>
<td>93.2</td>
<td>93.7</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>95.8</td>
<td>93.8</td>
<td>94.5</td>
</tr>
<tr>
<td>Autumn 2007</td>
<td>98.3</td>
<td>97.2</td>
<td>95.6</td>
</tr>
</tbody>
</table>

### Percentage of pupils entitled to free school meals

| Percentage of pupils entitled to free school meals | 7% |
| Number of pupils excluded during 12 months prior to inspection | 0 |
Appendix 3

National Curriculum Assessment Results
End of key stage 1:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS1 Results 2007</th>
<th>Number of pupils in Y2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included

<table>
<thead>
<tr>
<th>Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
</tr>
</tbody>
</table>

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS2 Results 2007</th>
<th>Number of pupils in Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included

<table>
<thead>
<tr>
<th>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment by test</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
</tr>
<tr>
<td>In Wales</td>
</tr>
</tbody>
</table>

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

- A team of three inspectors were present in the school for seven inspector days. They carried out the inspection with a nominee from the school.

- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.

- Twenty questionnaires were completed by parents and carefully analysed.

- Discussions were held with the head teacher and staff with responsibilities and support staff.

- School documentation and samples of pupils’ work were examined.

- Twenty seven lessons or sessions were observed.

- A sample of pupils’ work from across the ability range in each year group was examined.

- Inspectors listened to a sample of pupils from each year group reading.

- Discussions were held with pupils about their work and about the life of the school.

- Pupils’ behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.

- Inspectors attended assemblies and observed extra-curricular activities.

- Post inspection meetings were held with the staff and the governing body.
Appendix 5

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Nicholas Jones (Registered Inspector)</td>
<td>Context</td>
</tr>
<tr>
<td></td>
<td>Summary and Recommendations</td>
</tr>
<tr>
<td></td>
<td>Contributions to Key Questions 1 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Key Question 6</td>
</tr>
<tr>
<td></td>
<td>Key Question 7</td>
</tr>
<tr>
<td></td>
<td>Appendices</td>
</tr>
<tr>
<td></td>
<td>Welsh</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Religious Education</td>
</tr>
<tr>
<td></td>
<td>Design Technology</td>
</tr>
<tr>
<td></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Physical education</td>
</tr>
<tr>
<td>Mr John Roberts (Lay Inspector)</td>
<td>Contributions to Key Questions 1, 4 &amp; 5</td>
</tr>
<tr>
<td>Mr Alan Walters (Team Inspector)</td>
<td>Contributions to Key Questions 4</td>
</tr>
<tr>
<td></td>
<td>Key Question 2</td>
</tr>
<tr>
<td></td>
<td>Key Question 3</td>
</tr>
<tr>
<td></td>
<td>Under Fives</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Information and Communications Technology</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Religious education</td>
</tr>
<tr>
<td>Mr Aled Meredydd Williams (Head teacher/Nominee)</td>
<td>Contributions to all Key Questions</td>
</tr>
</tbody>
</table>

Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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