

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Gynradd Tal-y-bont
Ffordd Conwy
Tal-y-bont
Conwy
LL32 8QF**

School number: 662/ 2107

Date of Inspection : April 26-28, 2004

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Registered Inspector: W190 / 78668
Date: 30 June, 2004
under ESTYN contract number – T/227/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

| | | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Age | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

{~}The school and its priorities

The school is located in the village of Tal-y-bont, some five miles from the town of Conwy. It is maintained by Conwy Unitary Authority. The pupils come from the village and the rural area surrounding it.

Education is provided for children aged 3 – 11; at the present time there are 44 pupils on the school register, of whom three are nursery children who attend school on a part time basis 27% of the pupils come from homes where Welsh is the main language. The school claims that the competence of 73% of the pupils in Welsh is on a par with Welsh first language standards. 18% of the pupils are entitled to receive free school meals and eight have been identified as pupils with Special Educational Needs [SEN], including three who have statements of SEN.

The school employs two full time teachers, including the head, and a part time teacher is employed for 0.6 of the week. The head was appointed to her post in September 1997.

The School Development Plan [SDP] identifies the following issues as the main priorities at the present time:

- to re-appraise the teachers' responsibilities;
- to further develop the arrangements for monitoring lessons;
- to evaluate the SDP;
- to put pressure on the Local Education Authority [LEA] to respond to the list of improvements identified by the governing body's buildings sub-committee.

The school was last inspected in 1998, and the key issues identified in that report are listed in Section 8.1 of this report.

2. MAIN FINDINGS

Main findings of the report

This school provides a calm and ordered environment for pupils and adults. An ethos of co-operation exists between the teachers and the ancillary staff and this has a positive effect on the welfare and educational development of the pupils.

- Pupils' standards of achievement were good in 48% of the lessons observed and satisfactory in 52% of them. No instances of unsatisfactory standards of achievement were seen during the inspection.
- Standards achieved by the children under five are as follows:

| AREA OF LEARNING | NURSERY | RECEPTION |
|--|--------------|--------------|
| Language, literacy and communication | Satisfactory | Satisfactory |
| Personal and social development | Satisfactory | Satisfactory |
| Mathematical development | Good | Good |
| Knowledge and understanding of the world | Good | Good |
| Physical development | Satisfactory | Satisfactory |

| | | |
|----------------------|------|------|
| Creative development | Good | Good |
|----------------------|------|------|

- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the subjects of the National Curriculum [NC] and religious education are as follows:

| SUBJECT | KS1 | KS2 |
|------------------------|--|--|
| Welsh | Oracy – Good Reading - Satisfactory Writing – Satisfactory | Oracy – Satisfactory Reading - Good Writing – Satisfactory |
| English | - | Oracy – Good; Reading - Good; Writing - Satisfactory |
| Mathematics | Good | Good |
| Science | Good | Good |
| Design and technology | Good | Satisfactory |
| Information technology | Good | Satisfactory |
| History | Good | Good |
| Geography | Good | Good |
| Art | Satisfactory | Satisfactory |
| Music | Good | Good |
| Religious education | Satisfactory | Good |
| Physical education | Satisfactory | Good |

- In 2003, when compared with those of schools of a similar kind, the results of teachers' assessments in Welsh in KS1 were higher than national averages, but lower in science and mathematics. In KS2, the school's results were higher than the national average in Welsh, English, mathematics and science.
- The school plans effectively to develop pupils' literacy, numeracy and Information and Communication Technology [ICT] skills. In literacy, good opportunities are provided which develop pupils' oral, reading and writing skills as they seek information, discuss environmental issues and record their conclusions in subjects such as history, science and geography. Pupils frequently use the Web and CD-Roms to seek information through the medium of English, recording their findings through the medium of Welsh.
- They develop their mathematical skills through their involvement with time lines in history and by investigating the effects of friction and recording the data recorded in science.
- The regular opportunities provided for pupils to use the Web as a source of information, and to produce and interpret graphs in geography and science, enable them to develop good skills in ICT. This is especially true in KS2.
- The quality of the teaching was satisfactory good or very good in every lesson observed; no instances of unsatisfactory teaching were seen. 3% of the lessons observed were very good, 45% were good and 52% were satisfactory.
- The good lessons are typified by clear aims and appropriate pace; good use is made of resources to promote the learning. The tasks set for pupils are clear and appropriate expectations regarding the work to be completed during the lesson are made explicit.

- When the lessons are satisfactory, pupils are uncertain as to the exact nature of the tasks, and in some instances the tasks themselves are not challenging enough. At times, the efforts made to differentiate the work disregard the pupils' potential and ability.

- The pupil's spiritual development is satisfactory, and their moral, social and cultural development is good. The school conforms with the statutory requirement in relation to corporate worship and holds services which promote a Christian ethos. Nevertheless the atmosphere created in these services is not always conducive to worship. The pupils respect property, and show that they care for others. They are courteous, well mannered and prepared to accept responsibilities. They benefit substantially from the firm Welsh atmosphere that pervades the school while, at the same time, developing a secure awareness of world citizenship.

- The procedures for assessing, recording and reporting to parents are good. The system is based on a timetable that has been framed to assess specific aspects of the curriculum in sequence. Samples of pupils work are retained as evidence to support the assessments.

- The support and guidance provided for parents is good; a caring atmosphere pervades the school. Pupils feel confident to ask for support and the arrangements made to supervise them during the school day are good.

- Effective schemes of work have been produced in the vast majority of subjects, although the scheme for geography is not yet complete. The curriculum throughout the school is implemented through a series of topics.

- The provision for pupils with SEN is generally good; the pupils receive consistent support and make progress in accordance to their ability. The tasks set for them do not always match their needs.

- The links between the school and the local community are good. The pupils contribute to community activities and social events are arranged by the Friends of the School.

- The school appreciates the support it receives from the LEA, benefiting most especially from regular curricular and financial advice. Nevertheless, the school regrets that the 'care and maintenance' issues do not receive prompt attention.

- The school's partnership with industry has not been adequately planned or developed to ensure that the pupils benefit from an involvement in the world of work.

- The quality of the arrangements for self evaluation and planning for improvement is satisfactory. Pupils' test scripts are analysed and targets are set for them to improve aspects of their work. Thus far, the attention given to monitoring standards across the school has not been adequate.

- The quality for the school's leadership is good and there is effective co-operation between the head and the governing body. Responsibilities for aspects of the curriculum have been designated to members of the governing body and they demonstrate a commitment to those responsibilities. A number of priorities have been identified under various headings in the SDP and the school budget is managed effectively. The manner in which curricular responsibilities have been designated to the teachers is not effective as individual are not named as being responsible for evaluating and co-ordinating the subjects.

- The progress made by the school since the last inspection has been uneven. Good progress has been made with some issues; progress with other issues, such as attending to deficiencies in the teaching, has not been significant.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- During the inspection, standards of achievement were good in 48% of the lessons observed and satisfactory in 52% of them. No lessons were observed where standards of achievement were unsatisfactory.
- The development of the Nursery and Reception children is good in three of the areas of learning, namely mathematical development, knowledge and understanding of the world and creative development. Their development is satisfactory in the other three areas of learning, namely the development of language and communication, personal development and physical development.
- In KS1 and KS2, pupils' standards of achievement are good in mathematics, science, history, geography and music. In KS1, standards are also good in oracy in Welsh, in design and technology and in ICT.
- In KS2, standards are also good in Welsh reading, oracy and English reading, physical education and religious education.
- Standards of achievement in KS1 are satisfactory in physical education and religious education. In KS2, standards are satisfactory in oracy, English writing, design and technology, ICT and art.
- In both key stages, standards are satisfactory in Welsh writing and art.
- In KS1, the school's results in 2003 were higher than national averages in Welsh, but lower in mathematics and science. In KS2, the school's results were higher than the national average in the four subjects that are assessed, namely Welsh, English, mathematics and science.
- In comparison with similar schools, the school's results are higher than the median in Welsh in KS1, and lower than the median in mathematics and science.
- In KS2, in comparison with similar schools, the school's results are significantly higher than the median in all four core subjects.
- There are deficiencies in the handwriting and presentation of the work of a good number of pupils.

3.2 Standards achieved in the key skills

- The teachers plan carefully in order to provide opportunities for pupils to develop their skills in literacy, numeracy and ICT across the subjects of the curriculum. These aspects involve the use of both languages, and they are most conspicuous in the latter years of KS2. An effective feature of this work is the way pupils are encouraged to gather information from various sources.

- In KS1, pupils successfully use their literacy skills in subjects such as mathematics, history and music; in KS2, pupils discuss and use specific terminology and read to gather information in subjects such as science and geography.
- Pupils develop their numeracy skills effectively through their experiences in design and technology, and KS2 pupils discuss ordinals when working on periods of history and map scales when involved in geography.
- Use of ITC is a constant factor in the pupils' experiences. In KS1, for instance, they can order picture sequences on the computer to illustrate the life-cycle, while KS2 pupils can use the internet facility to gather information. In addition, teachers use the interactive whiteboard at times to enhance their lesson presentations

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual development is satisfactory and their moral, social and cultural development is good.

- The school conforms with the statutory requirements for corporate worship and the morning services support the school's Christian ethos. Nevertheless, the atmosphere created is not always conducive to worship and few opportunities are provided for pupils to reflect on their personal beliefs and values.
- The school community is happy and caring and promotes high moral standards. Pupils respect their own and school property and are caring in relation to others. They develop a firm understanding of right and wrong and are aware of the importance of friendship. They understand the need for rules to ensure that the school promotes their well being and ability to work hard, and respond positively to the rewards and praise they receive in recognition of their efforts, achievements and behaviour. They contribute to a number of different charities and local good causes.
- Pupils' social development is good. The co-operation and friendship of staff members is a notable feature of the school and this sets a very good example for pupils. The staff and pupils know each other well and the pupils relate well to each other and to adults. They are courteous and well mannered in their dealings with visitors, co-operate well with their peers and enjoy each other's company. They accept responsibility in a mature manner. Urdd activities and other extra curricular experiences make a positive contribution to pupils' social development.
- Pupils' cultural development is good. The language and culture of Wales have a prominent role in the life and work of the school and a substantial proportion of the pupils participate in the school's St David's Day celebrations and in Urdd activities. The school contributes well to the cultural life of its locality by providing opportunities for pupils to perform in public during services, concerts and other activities. The pupils' awareness of world citizenship is developing effectively and they have a good understanding of their responsibility for the environment. The school has a firm policy on Racial Equality and this has a positive effect on pupils.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good.

- Pupils across the age ranges co-operate and play together happily.
- They concentrate on their tasks in class and their behaviour is good during informal periods such as the lunch hour in the school canteen.
- Pupils are very welcoming and courteous with visitors.

- The governors have adopted a Discipline Policy and a Care and Supervision Policy to promote good behaviour and attitudes. During whole school assemblies, attention is given to good effort and successes, both in and outside the school. An award system is used which emphasises praise as much as punishment. Pupils respond well to these arrangements and are anxious to gain praise and the rewards that are available.
- No pupils have been excluded and the ethos of the school and the thoroughness of the supervision ensure that no bullying, sexism or racism is allowed to occur.
- No attention has been given to the shortcoming, noted in the previous inspection report, which referred to the fact that the school's current Exclusion Policy contains a clause that makes use of the term 'indeterminate' exclusion. This clause continues to be part of the policy although it is contrary to Circular 3/99, which states that exclusions can only be for 'specific' or 'continuous' periods.

4.3 Attendance

Attendance is satisfactory, but there are some shortcomings in the accuracy of the records and in the arrangements for reporting to parents.

- Whole school attendance percentages have varied between 91.7% and 96.1% over the last three terms. The percentage is frequently over 95%.
- The registers conform with statutory requirements in that they differentiate between different kinds of absences.
- Instances of unauthorised absences, or of pupils going on holiday during term time, are very rare.
- The parents' handbook contains clear guidance on the school's expectations, and reminds parents of the need to provide an explanation for every absence.
- Letters and telephone messages are received from parents when their children are absent. The letters are retained but the previous good practice of recording telephone calls has now been discontinued.
- Pupils arrive at school punctually and the timetable is adhered to during the school day.

- The attendance statistics presented to the inspectors were not correct because the school has misinterpreted the method by which it should register the attendance of pupils who receive part of their education in external units.
- Information about whole school attendance levels is not included in neither the school handbook nor the governors' report to parents as required by statute.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

The quality of the teaching was very good in 3% of the lessons observed, good in 45% and satisfactory in 52% of them. No unsatisfactory teaching was observed during the inspection.

- In general, a pleasant learning and teaching environment is established in each class; a relationship based on trust exists between the teachers and pupils. Appropriate support is provided for pupils as they complete their tasks.
- The teaching provided for the children under five is based on a firm knowledge of the six areas of learning and on systematic planning. At times, when an assistant is supervising the children, the teacher does not intervene to a sufficient extent.
- The lessons observed where the quality of teaching was good were characterised by clear aims and structure and by efficient pace in the presentation and in the pupils' involvement with their tasks. For the most part, the activities planned took pupils' potential into consideration and were therefore suitably differentiated. The most successful lessons included tasks of a practical nature and there was a purposeful use of resources; the pupils were encouraged and supported constantly.
- In the satisfactory lessons, the tasks set were insufficiently challenging and the guidance provided for pupils when setting tasks was inadequate; the pupils tended to lose interest in the activity and their achievements were therefore inadequate. At times, the excessive use of worksheets inhibited individual expression and response.

5.2 Assessment, recording and reporting

The assessment, recording and reporting procedure is good.

- A very well organised system has been established for assessing, recording and reporting progress in the core subjects, where records of assessments are maintained on three levels of achievement. The system is mainly based on the administration of standardised tests, but samples of work, reflecting the standard of pupils' work at that time are also retained.
- Effective arrangements have been made for assessing the foundation subjects with one or two subjects receiving attention each term.

- In KS2, pupils are encouraged to offer evaluative comments about their learning. In addition, there are some examples of encouraging pupils to correct their own work or to do so in co-operation with others.
 - Although the teachers offer encouraging comments when responding to pupils' work, at times the guidance given is inadequate and does not suggest strategies to improve the work.
 - Appropriate records are maintained for pupils with SEN.
-
- The Baseline Assessment system is used for assessing the work of the children under five and samples of their work are retained. This is effective.
 - Annual reports about the progress of their children are provided for parents; in general these are of good quality and are appreciated by the parents. They also appreciate the opportunities offered them to discuss the reports during a parents' evening arranged for that purpose.
 - Some reports describe the work undertaken by pupils rather than evaluate the quality and standard of their work.

5.3 The curriculum

The school provides a broad and balanced curriculum which fulfils the requirements of the Desirable Outcomes for children's learning, the NC and religious education. The curriculum is of good quality.

- Policies and schemes of work have been prepared for almost all the NC subjects and religious education. Although they vary in quality and in the amount of detail they contain, they provide valuable guidance for the teachers. The teachers plan in detail and a reasonable amount of time is allocated to each subject. The development of literacy, numeracy and ICT receives appropriate attention in the curriculum. The scheme of work for geography has not been completed.
- The school plans appropriately for developing the Key Skills, Social and Personal Education and the Cwricwlwm Cymreig.
- Members of staff have been nominated as leaders in all areas of the curriculum. The arrangements whereby two or three teachers are responsible for almost each area of the curriculum are not effective for the purpose of monitoring standards and quality within the school. Pupils' curricular experiences are enriched by the arrangements made for teachers to exchange classes so as to maximise the use of their expertise.
- The quality of the provision for the children under five is good, and promotes the Desirable Outcomes successfully. A variety of experiences, encompassing the six areas of learning, are provided for the children. They are well prepared for the work of the NC.
- Extra curricular activities, instrumental lessons, after school clubs, visits and Urdd activities, significantly enrich the curricular provision. The school's strong links with Europe over recent years have made a good contribution to developing pupils' awareness of world citizenship.

- The curricular provision offers all pupils, including those with SEN, access and good opportunities. The school's language policy is implemented with conviction. With the exception of music, the Cwricwlwm Cymreig receives appropriate attention in every aspect of the life of the school.
- The homework set contributes well to the development of the pupils. It raises standards of achievement and reinforces the work done in the classes.
- No pupils have been disapplied from the requirements of the NC.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided for pupils is good.

- The teachers and ancillary staff know the pupils well. They are caring and sensitive in their dealings with them and appropriate attention is given to pupils' personal and social development. The pupils themselves are confident as they seek advice and guidance from the teachers. Pupils are well supervised during the school day. The parents praise this aspect of the school's work.
- The school has policies on the Prevention of Bullying, Drugs and Alcohol Education, Sex Education, Illness and Accidents, Care and Supervision, Racial Equality and Discipline and Protecting Children, but not all of them have been adopted by the governors.
- The school's governing body has decided that sex education should be part of the curriculum and the parents are able to consult with the head regarding this policy. Health education is developing well and appropriate attention is given to health and cleanliness. The school receives effective support from the school nurse.
- The school's Child Protection procedures are good. A clear policy statement has been produced, staff are aware of the steps to be followed and links have been established with the appropriate authorities. Equal opportunities and social inclusion are emphasised in all the school's activities.

5.5 Provision for pupils with special educational needs [SEN]

The provision for pupils with special educational needs is good and the standards they achieve are good, and in accordance with their age and ability.

- The policy is appropriate and fulfils the requirements of the Code of Practice; the guidelines are followed consistently and correctly.
- A list of pupils with SEN is maintained and they have been placed on the appropriate stages. Eight pupils have been identified with SEN and of these, three have formal statements. An Individual Education Plan [IEP] has been prepared for each pupil. These IEP are clear and concise and are closely matched to the needs of each individual.
- The assessment system identifies pupils with SEN effectively; diagnostic tests are used appropriately and detailed records of pupils' progress are maintained.

- The part time teacher provides intensive support for a number of pupils in the school library, most frequently in groups of two or three, three times a week. A wide range of appropriate strategies are used to meet their needs and effective use is made of stimulating materials to promote the learning. The pupils make good progress in accordance with their age and ability. Nevertheless, the activities arranged for them are not always sufficiently challenging.
- Close links are maintained with parents and they are given appropriate opportunities to discuss their children's needs and progress. Good links have been forged between the school and the relevant external authorities.
- Pupils with SEN are given access to a broad, balanced and relevant curriculum. Differentiated tasks are provided for them in class; they are given suitable support during lessons by a part time classroom assistant. Nevertheless, the tasks set are not always ideally matched to pupils' needs.
- The designated governor has an interest and understanding of issues relating to SEN and maintains close links with the school.
- Pupils with SEN are fully involved in the normal classroom and school activities and their confidence is developed through dealing with them sensitively.

5.6 Partnership with parents and the community, schools and other establishments

The partnership with parents and the community, schools and other establishments is good.

- The parents support the aims of the school. They provide practical assistance by transporting pupils to athletics competitions, to swimming lessons, to Urdd activities and drama performances.
- Three formal opportunities are provided for parents to discuss their children's work and progress. They testify that it is easy to turn to staff members at any time if there is an issue that is causing them concern.
- The parent-teacher association organises social events to raise money to purchase additional resources for the school.
- The school handbook is a colourful and user-friendly document which is distributed to new parents only. It contains most, but not all of the information required by current statute,
- The governors' annual report to parents does not include many of the requirements for reporting to parents about the life and aims of the school.
- The school is an important part of its local community. The pupils play an important part in thanksgiving services and Christmas shows. As it lacks a playing field and a hall of adequate size, the school makes good use of the village hall and playing field.
- Members of the community come into the school to listen to children reading and one has been helping the pupils to study birds and to plant flowers in a nearby community area.

- Close links have been forged with the nursery group which meets in the School House. These include opportunities to join in during playtimes and being given opportunities to familiarise themselves with what will eventually be their classroom in the cabin.
- A money-raising event has been organised in conjunction with two other local primary schools.
- There are regular academic and social links with the two secondary schools to which pupils are transferred at the end of Y6. Staff attend primary/secondary liaison meetings organised by the LEA in language and mathematics.

- The financial and curricular support provided to the school by officers of the County Council is much valued.
- Pupils' appreciation of the world of nature have been reinforced through links with environmental agencies. This includes the work undertaken by one agency to install nesting boxes.
- Numerous international links have been established through the school's positive relationship with the British Council.
- Pupils from a number of schools and colleges in the locality, including trainee teachers, come to the school for periods of work experience.

5.7 Partnership with industry

The partnership with industry and the world of work is unsatisfactory.

- Although one specific aim in the SDP cites the 'need to take advantage of every opportunity to develop links between the school, industry and commerce to foster pupils' understanding of the economic life of their area', this aim is not realised.
- The calculating skills of the youngest pupils are developed through their role play in the flower 'shop'.
- In conjunction with sending letters to Father Christmas, and a project involving the posting of parcels to various parts of Europe, a postman has visited the school to discuss his work with KS1 pupils.
- Occasional visits are arranged to a local farm, and some speakers, including a guard dog officer, visit the school to discuss their work.
- The older pupils understand the relationship between the size of a population and the size and nature of businesses it can support. Their understanding of the importance of tourism for the local economy is minimal.

- Local businesses support campaigns to raise funds for the school.
- There are no examples of enterprise education where pupils become familiar with the basics of running a business.
- There is no strategy for developing the school's partnership with industry and the world of work. Only rarely are links with industry used to enrich the topics being studied. There are no plans, either in the SDP or in the In-Service Education and Training [INSET] programme to develop the teachers' awareness of this aspect.

6. MANAGEMENT

6.1 Quality of self evaluation and planning for improvement

The quality of self evaluation and planning for improvement is satisfactory.

- The school has used the format recently suggested by ESTYN for dealing with the seven core questions. The teachers have worked conscientiously to set grades for themselves in all aspects of the curriculum. In general, these grades fairly closely match the grades attained during this report. No detailed use has been made of criteria for evaluating the standard of pupils' work. The school has confined itself to reviewing aspects of the educational provision and schemes of work only.
- There is no record to show that the self evaluation policy has been adopted by the governing body.
- Although there is no reference to self-evaluation and planning in the SDP, it does provide a framework for setting priorities. The arrangements made for the professional development of staff, including in-service training, are well matched to the priorities identified in the SDP. The governing body regularly discusses the implementation of the SDP.
- NC test results are analysed annually and pupils' scripts are analysed in detailed to identify any significant weaknesses. A system for setting individual targets for pupils has recently been implemented. These are based on a detailed analysis of pupils' strengths and weaknesses. To date, these arrangements have not led to the raising of standards or to improving the learning of individual pupils.
- The head has visited the Y3 and Y4 class on one occasion to monitor the provision in geography. Arrangements of this kind have not yet been adopted by the co-ordinators or in other aspects; they do not include procedures for evaluating the learning and teaching. Following the monitoring, a short report was produced. Despite the fact that all members of the governing body have responsibility for a curricular aspect, as yet they have not received copies of the report.

6.2 Leadership and efficiency

The leadership and efficiency are good.

- The school is effectively led by a dedicated head who has gained the co-operation and support of the staff.
- Appropriate job descriptions have been produced for all staff members, including the ancillary staff, and they are all aware of their duties and responsibilities. Nevertheless, the manner in which so many curriculum responsibilities have been shared between teachers is not effective, as hardly any member of staff has specific responsibility for monitoring quality and standards.
- Members of the Governing Body take pride in the school and are committed to their managing responsibility. Several of the members have demonstrated the level of their interest by visiting lessons.
- The budget is managed with a view to maintaining consistency in staffing levels, and the head and governing body consider that the current level of under spending in their budget, which is in excess of that recommended by the Audit Commission, can be justified.
- A number of aims and priorities have been listed under various headings in the SDP, and plans have been made to ensure that finance, time and staffing resources are available to implement them.
- The day-to day administration of the school is effective and ensures that its work is orderly and organised.

6.3 Staffing, accommodation and teaching resources.

The quality of the staffing, building and teaching resources is good.

Staffing

- Staffing, which includes the ancillary staff, is adequate for the age ranges taught. Additional hours have recently been allocated to the part-time teacher, and additional administrative responsibilities assigned to one of the assistants.
- Teachers' qualifications are appropriate. Effective use is made of teachers' specialisms to teach some subjects.
- The teachers regularly attend in service training to update their knowledge and teaching methods.

Accommodation

- The quality of the school building is satisfactory; there are no major care and maintenance issues. The building and its surroundings are maintained in a clean and tidy condition.
- KS2 pupils are housed in the main building, while the Nursery, Reception and KS1 pupils are educated in a cabin that is apart from the main building. The ground floor of the old school house is used as offices, for storage purposes, and as teaching space for small group activity. A nursery group meets regularly in the accommodation on the first floor.
- Displays throughout the school are of a generally good standard and they reinforce pupils' understanding.

- For part of the week, two KS2 teachers share one room. This leads to excessive noise levels, which has an adverse effect on the learning.
- The hard surfaced play area is rather bleak and colourless and the markings on it have faded beyond recognition. Some wood rot is evident in the wooden window and around the edges of the cabin.
- The school has drawn the authority's attention to a number of concerns about the buildings, including the loose slates near the school clock tower. Discussions to resolve these concerns are still continuing.

Resources

- By managing the budget rigorously and evaluating the situation effectively, the school ensures that a sufficient number of good quality resources are made available to the teachers and pupils. There is a specific need to improve the resources for religious education.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the children under five

The educational provision for the children under five is generally good and promotes the Desirable Outcomes for teaching children successfully. The Nursery [3-4 year olds] and Reception children [4-5 year olds] make satisfactory and often good progress in the six areas of learning.

Nursery children are admitted to school on a part-time basis in the September following their third birthday. All the under five children are taught alongside Year 1 and Year 2 pupils.

Nursery:

Good features

- The nursery children's language, literacy and communication development is satisfactory. Very few of the children enter school with a knowledge of Welsh. They listen well to adults and attempt to repeat Welsh words. They look at books, handle them appropriately and differentiate between the pictures and the text. They complete pre-writing tasks and are becoming familiar with forming some letters.
- The children's mathematical development is good. They recite number rhymes and play a variety of games to reinforce their learning. They count to 10, compare large and small objects and copy simple patterns. The most able children record numbers correctly after counting. They identify and name some two dimensional [2D] objects and their knowledge of mathematical language develops appropriately as they play with sand and water.
- The nursery children's knowledge and understanding of the world is good. They discuss their homes and the village of Tal-y-bont confidently. They know about the living conditions of animals, people and plants at a simple level, and discuss these in relation to the story about

The Hungry Caterpillar. They discuss events in their everyday lives with enthusiasm and express clear opinions about the world around them. They name workers in the school and the community.

- The nursery children's creative development is good. They sing a variety of songs enthusiastically and to a good standard. They know the primary colours and produce pictures and paintings in a variety of media with a fair degree of independence. They use their imaginations as they play in the flower shop.
- The children's physical development is satisfactory. They identify the various parts of the body and know their purpose. They use scissors, paint brushes and pencils appropriately. They develop their physical skills as they play with a variety of equipment and games.
- The children's personal and social development is satisfactory. They settle down quickly in school, become aware of personal cleanliness and wash their hands and put on their coats independently. They discuss stories about Jesus Christ.

Reception:

- The language, literacy and communication development of the reception children is satisfactory. A very high percentage of the children come from non Welsh speaking homes but by listening to and emulating the language patterns used by the adults, they begin to use familiar words. They attempt to answer their teacher's question in Welsh. They show a good understanding of the stories they hear and can retell a number of them, mainly in Welsh. They identify a number of letters and some of them attempt to read simple words. They write their names independently and form some letters and numerals correctly. They copy the teacher's writing and the most able write simple words with a little support.
- The mathematical development of the reception children is good. They compare objects and numbers up to at least 10, know the difference between 'more' and 'less' and arrange objects into sets on the basis of colour and size. The more able pupils match pictures and numerals. The children identify 2D shapes and their use of mathematical language is good. They understand that there are various kinds of coins and that money is required to pay for goods as they play in the flower shop. The majority draw and continue a pattern correctly.
- The children's knowledge and understanding of the world is good. They discuss wash day routines in the past and compare them with present day routines. They name the various kinds of weather, talk about the characteristics of the seasons and the choice of clothing that is appropriate for them. They compare different materials, know about the different kinds of houses and the characteristics of their village and contrast their village with a town such as Llandudno. When discussing various kinds of foods they differentiate between fruits and vegetables and explain the journey taken by a milk bottle from the cow to the supermarket. They programme the Turtle confidently to move backwards and forwards with a fair degree of independence.
- The reception children's creative development is good. They enjoy singing a variety of songs and nursery rhymes, and pay attention to timing, expression and meaning. They respond well to rhythm in music by clapping, and the majority sing in tune. They make choices in terms of colours and equipment as they paint, cut, fold and glue materials to produce individual pictures or work on a joint class project, paying attention to the various elements. Their ability to create characters during role play activities is developing.

- The children's physical development is satisfactory. Their skill in the use of small apparatus is satisfactory. Their physical development is promoted during physical education lessons that are held in the village hall together with Y1 and Y2 pupils.
- Their personal and social development is satisfactory. They concentrate for periods of time and complete their tasks independently. They undress and dress fairly independently in conjunction with physical education lessons. They know about St David and discuss some stories about Jesus Christ and his life. They have good relationships with the adults in their class.

Shortcomings

- The children do not participate confidently in oral activities such as discussing the weather and the days of the week, and the vocabulary of some of the nursery children is very limited. The play activities arranged for the nursery and reception children are not appropriately managed and as a result the children's skills are not being extended adequately, especially in language.
- On occasion, with reception class children, colouring and copying activities are overemphasised without the process being used to reinforce correct formation and combining letters to form words, thereby developing the children's ability to write independently.
- The children do not develop their physical skills sufficiently during specific activities by concentrating on developing skills and following instructions.
- All the children are not able to listen to others, to play together and to take turns.

Welsh

In KS1, standards are good in oracy and satisfactory in reading and in writing. In KS2, standards are satisfactory in oracy and in writing and good in reading. In general, standards are satisfactory in both key stages.

Good features

- KS1 pupils listen well to presentations and instructions and respond appropriately to the questions asked by the teacher. By Y2, a number of pupils talk confidently and discussing their work and everyday experiences effectively. They talk freely in class and respond to stimuli introduced by the teacher or other adults.
- A small number read aloud to a satisfactory standard and can discuss the material they have read meaningfully.
- A very small number compose extended pieces of free writing when relating their personal experiences by linking sentences together. The work is of a satisfactory standard.
- KS2 pupils speak effectively, with a small number, most especially at the upper end of the key stage, able to talk and discuss confidently and fluently. They contribute spontaneously rather than simply responding to their teachers' questions.
- A substantial number of KS2 pupils read well and demonstrate fluency and appropriate expression. They tackle factual texts and show a good understanding of content. They

understand the difference between original books and books that have been adapted from another language, and know that it is possible to have different versions of the same text.

- A small number write reasonably correctly, and use various forms of writing effectively. They produce pieces of writing of a satisfactory standard as they retell a legend that has been read to them. They use the concise form of the verb accurately and form coherent sentences.

Shortcomings

- A small number of KS1 pupils do not speak expansively and their uncertain grasp of syntax limits their oral ability.
- A lack of fluency and inappropriate intonation have an adverse effect on the reading skills of a good number of KS1 pupils.
- The written work of a good number of KS1 pupils is short, their grasp of verb forms is uncertain and their vocabulary and syntax are very limited. They have difficulty choosing appropriate words and using punctuation accurately.
- When writing poems, KS2 pupils are not able to manipulate words so as to produce poetry rather than prose.
- They do not produce pieces of creative writing that would demonstrate their ability to produce dialogue and narrative. They do not write in paragraphs when composing extended pieces of writing.

English

English is not formally introduced to pupils in KS1.

In KS2, standards are good in oracy and reading and satisfactory in writing. Standards are generally satisfactory.

Good features

- Pupils listen attentively to the teachers' presentations, concentrate well on the lessons and listen carefully to each other during class and group discussions. They talk confidently to visitors, express their opinions clearly and reasonably, confidently offer explanations and viewpoints using extended language.
- Pupils, across the age range, read well. The majority read fluently and accurately, with clear expression and appropriate intonation. Pupils of average ability and the most able pupils read a variety of literary forms and reference books. The most able read challenging books fluently and meaningfully. They discuss their favourite authors, the characters and plot of stories and express their opinions confidently. The less able pupils make a fair attempt to read books which match their level of ability. They decode individual words successfully, using a variety of strategies.
- Pupils make use of the library and other sources to seek information. They use the index page and skim texts in order to find relevant information.
- From time to time, pupils write in a variety of modes, including imaginative stories, letters, formal reports, poems, descriptive passages and dialogue. The majority punctuate correctly, including the use of commas, and use paragraphs effectively. The vast majority of pupils vary

their sentences well. A small percentage write creative pieces of good quality and make increasing use of adjectives and similes to add colour and expression to their writing. The content of these pieces is often interesting and lively.

Shortcomings

- A small number of pupils do not respond confidently during class discussions and do not use extended phrases.
- A small minority of pupils do not pay sufficient attention to punctuation when reading aloud.
- Errors of spelling are apparent in the writing of a significant number of pupils throughout KS2.
- Pupils do not make sufficient use of re-drafting to evaluate and improve the content and accuracy of their work.
- The standard of the handwriting and presentation of the work of several pupils is deficient, and very often the handwriting is not joined.

Mathematics

Standards are good in both key stages.

Good features

- Throughout both key stages, the pupils make confident use of a computer programme to extend and support their mathematical knowledge and skills.
- In KS1, pupils use mathematical language correctly when discussing their work and when explaining differences and location. In general, pupils of every age make good progress in their understanding of number and respond quickly to questions in mental work.
- By the end of the key stage, the pupils explain their thought processes and the methods they have used when solving problems.
- Pupils order numbers appropriately, select the most suitable method of working, count confidently up to 100 in steps of two, five and ten, and understand division in practical contexts. They know and use addition and subtraction facts up to 20.
- They are able to handle data in a variety of contexts. They form simple graphs and use Venn diagrams to record their conclusions. The more able pupils show that they have good skills when handling data.
- They name common 2D and 3D shapes and describe their attributes, identify the hour, half hour and quarter hour on an analogue clock and use money in a practical situation.
- In KS2, the vast majority of pupils deal rapidly with mental work and have a good understanding of place value. They correctly adapt and apply mental strategies in various situations and with a variety of numbers.
- Pupils at the lower end of the key stage round off numbers up to 100 and can double and halve numbers many times over. They know about the attributes of a wide range of 2D and 3D shapes and their understanding of units of time, money, measures and capacity is developing well.

- The older pupils have a firm grasp of decimal fractions and convert simple fractions into their decimal and percentage equivalents. They discuss median, mode and mean confidently, measure the perimeter and area of regular shapes, and have a good understanding of co-ordinates. They explain and use negative numbers and read scales correctly.
- The pupils convert simple data into graphical form and analyse their findings at a simple level.

Shortcomings

- In KS1, a lack of care or accuracy in recording is evident in the work of a significant number of pupils.
- A number of pupils at the upper end of KS2 do not have a secure grasp of the multiplication tables.

Science

Standards are good in both key stages.

Good features

- KS1 pupils ask relevant questions to gain more information and show enthusiasm and curiosity as they learn about the life cycle of living things.
- They reason well about the changes that occur in living things and know that creatures grow and reproduce.
- They have a good understanding of the basic differences between raw materials and manufactured materials and can separate, classify and order them on the basis of their characteristics. They understand how a magnet can assist them in this task.
- When investigating slopes and inclines, they understand that force has an effect on objects and they record their perceptions by using illustrations, graphs and writing.
- In KS2, a good number of pupils observe flowering plants in detail, identify their various parts and define their purpose effectively.
- They understand how to control a specific device, such as a burglar alarm, through the use of a simple circuit containing a switch, and can explain how to change electrical currents in various electrical circuits. They also understand that the door of a 'model' house can operate a switch.
- They devise interesting and effective investigations to prove which materials are the most effective insulators to maintain the temperature of water. They suggest variables which enable them to administer a fair test and to come to conclusions and use a variety of graphs and tables to record data using measures such as Newtons and time.

- They make meaningful and interesting predictions as they investigate the concept of force. They measure the force that is required to drag a shoe along a variety of surfaces and discover which surface causes the most friction when a car moves along it.

Shortcomings

- In KS1, some pupils do not record their work in an organised way.
- Some KS2 pupils have an insecure grasp of their facts when defining the functions of the parts of a plant.
- Pupils' written records are at times restricted by the use of pre-prepared work sheets.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils select materials which are appropriate for the task in hand and make decisions about their work. They use sketches, sentences and lists to record their ideas, list the equipment they will need and evaluate the finished product by proposing ways to improve it.
- Before making their own sandwiches, through simple research and tasting various kinds of sandwiches, they become aware of the make up of a sandwich. They successfully create their own designs to make a product of good quality to meet a specific need. By evaluating at a simple level, they evaluate the sandwiches they have made and suggest ways of improving them.
- Pupils pay appropriate attention to health and safety issues when using equipment and materials.
- They build structures with construction kits, explain their purpose, evaluate them at a simple level, draw shapes and patterns on a computer and measure, mark, cut and shape a range of materials.
- In KS2, pupils undertake an appropriate range of assignments, using construction kits, flexible and inflexible materials and textiles.
- They make appropriate use of planning sheets to outline their initial ideas and to list the materials and resources that they will require before evaluating and suggesting improvements.
- They carry out investigative work and discuss in detail before developing ideas for their projects. At times, they make use of ICT to assist them at this stage. They have started to investigate the construction of bags and boxes to hold bread.
- Pupils' understanding of mechanisms increases as they plan and make cards which contain moving components.

- Pupils know that materials have their own attributes but that some are more suitable than others for specific purposes. They measure, mark and cut materials and join them appropriately.
- Pupils are well aware of the need to work safely when handling various kinds of equipment.

Shortcomings

- Although KS1 pupils are experienced in the use of control technology, they are uncertain as to how the turtle is programmed.
- KS2 pupils' knowledge and understanding of how to generate and store instructions to control events, using ICT, is insufficiently developed.
- Pupils do not make sufficient progress in their ability to use detailed accuracy in their work. Their evaluations tend to be superficial and there is a tendency to concentrate excessively on the appearance rather than on the function of a product. They spend too little time adapting and improving that which they have designed.

Information Technology

Standards are good in KS1 and satisfactory in KS2.

Good features

- Throughout the school, good use is made of programmes which reinforce the learning in mathematics
- In KS1, the more able pupils open computer programmes independently and control the mouse confidently to produce shapes and patterns. With some support, the pupils of average and lower ability save, process and display information and control the mouse with increasing skill. A substantial number print their work independently.
- They use a painting programme to produce pictures in support of their work in art, and older pupils use a simple LOGO programme. They use the computer to present written work in association with some of the topics being followed.
- They are familiar with a number of programmes and games that enhance their basic skills; they produce simple graphs.
- KS2 pupils load, save and retrieve their work correctly. The vast majority change the size and style of font, edit their work and print it in various colours and formats. The older pupils import pictures and produce colourful headings for their written work without assistance.
- They use various programmes to record the rhythms of music, to produce patterns, colourful pictures and simple graphs.
- The pupils use CD-Roms, the Internet and the interactive white board confidently to seek additional information and pictures to support and enrich their work across the curriculum.

- A good number of pupils use their skills independently and use the computer confidently. Some of the older pupils are very confident and have advanced skills in the use of information technology (IT).

Shortcomings

- In KS1, pupils do not use the computer frequently enough for writing and they are not familiar with the location of letters on the keyboard.
- In KS2, there is little evidence of the pupils using word processing as a valuable tool for drafting and redrafting.
- The pupils are not familiar with changing the values in a LOGO procedure so that they can view the results; their ability to handle data is superficial.

History

Standards are good in both key stages.

Good features

- KS1 pupils are very aware of the order of time and contrast the events of yesterday, today and tomorrow with ease.
- They deal enthusiastically with primary evidence such as agricultural implements from an earlier period, discuss their use effectively and identify the ways in which present day farming methods are different.
- They use the vocabulary introduced to them correctly to record their understanding of history.
- They know about some famous people from Welsh history and discuss their significance with admiration.
- In KS2, pupils have a good awareness of chronological order and allocate events and persons to specific periods.
- They use a variety of sources of information, in the form of reference books and material from the Internet, to gather information; at times they use the facts that they acquire to compare and contrast them with present day customs.
- They produce pieces of writing, in the form of diaries and letters, to show that they can empathise with the circumstances and feelings of people from the past, such as the evacuees during the Second World War period.
- They show good powers of reasoning when studying Edwardian castles, offering comments which display a secure understanding of the motivation of individuals and the circumstances of people in general.

Shortcomings

- KS1 pupils do little more than answer questions; they do not undertake investigations of their own.
- A number of KS2 pupils do not make sufficient use of their own words so as to reveal their understanding of history.

Geography

Standards are good in both key stages.

Good features

- In KS1, pupils are well informed about the villages and towns of their community and about their location in the north of Wales. They can name the river which flows through their valley and the direction in which it flows.
- Their ability to identify geographical features from a picture is good; they can compare these with the features in their own area.
- They have a good awareness of a plan and a map, and can describe how a key facilitates their use.
- They have a good understating of the main bearings of a compass and relate these to locations on a map.
- In KS2, pupils name and identify some of the geographical features of their local area, including the hillsides, the river and the stream. They can locate their valley on a map of the world as well as places such as Cardiff and Llanarthne. The most able use the eight points of the compass and scales on a map to locate places and to measure distances.
- They make effective use of sources of information, such as atlases and aerial photographs, to seek information and to come to conclusions about geographical features.
- They compare an area that is developing economically with their own area, describing, in a variety of ways, the customs and living conditions of the people who live there.
- As they study modes of travel, they reason well about the damaging effects of some modes of transport on the environment and suggest ways of reducing the number of journeys made by car.

Shortcomings

- Some KS2 pupils are uncertain of the points of the compass as they look for specific locations.
- The geographical vocabulary of a number of pupils is inadequate.

Art

Standards are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils produce an impression of landscapes by tearing paper and overlaying papers of varying shades.
- They use studies of a historical period to produce interesting clay pottery, reflecting the colours and unsophisticated nature of the original.
- They describe the process they have followed when printing on material to produce prints in the fashion of famous artists and designers.
- A good number of KS2 pupils observe in detail and adapt their initial attempts to emulate the style of famous European artists. They select specific areas of landscape paintings to concentrate on and to emulate.
- When co-operating with an artist in a local gallery and at school, and being given opportunities to express their own ideas, KS2 pupils produce works of art from natural materials found on a section of the school grounds. This demonstrates their good awareness of sustainability and recycling.
- Some pupils can explain effectively the manner in which they used string, polystyrene and paint to produce prints.
- Some pupils draw skilfully and produce drawings of a satisfactory standard after observing a still life object.

Shortcomings

- In KS1, pupils' have a limited ability to consider colour and tone when producing a mosaic to represent the work of a famous artist.
- KS1 pupils do not draw in sufficient detail and with sufficient care.
- The work in KS1 is over-dependent on guidance and does not demonstrate a sufficient degree of creativeness or imagination on the part of the pupils.
- A good number of KS2 do not exercise sufficient care when mixing paint, when adapting layers or selecting the most appropriate materials for their tasks.
- The quality of the pupils' charcoal drawings and their attempts at weaving are rudimentary.
- The vocabulary used by KS2 pupils as they describe processes and techniques is limited.

Music

Standards are good in both key stages.

Good features

- Standards of singing are good throughout the school. Pupils sing in tune, sustain cadences and pay appropriate attention to dynamics that match the purpose and subject of the music they are singing.
- KS1 pupils know a variety of songs and rhymes and sing them melodiously. Words are enunciated clearly and with appropriate expression.
- The pupils emulate rhythmic patterns and have a good awareness of tempo and dynamics. Their awareness of rhythm and tone is developing consistently; they differentiate between loud and quiet sounds and maintain beat correctly. They listen to recordings of their own and other performances, making mature judgements and suggesting improvements. Pupils perform confidently and rhythmically, and pay appropriate attention to expression.
- When producing simple music, pupils use the pentatonic scale and record and repeat their performances, using a graphic score. They are familiar with a range of appropriate terminology.
- The pupils listen attentively and identify and describe characteristics such as pitch, time and dynamics, linking them with their own performances.
- In KS2, performance, composition and evaluation activities are integrated appropriately and the pupils achieve good standards.
- The pupils' repertoire of songs is increasing. They have good tonality, enunciate words clearly and control their breathing effectively. When singing a round, they sustain the various parts well.
- When listening to excerpts of music, pupils identify a number of characteristics and orchestral instruments and express mature opinions, using correct musical terminology. They refer to various tempi when listening to excerpts from Sain Saens' 'Carnival of the Animals' and describe the main elements of the composition.
- Pupils co-operate in groups to produce simple musical compositions. After performing them they make suggestions to improve the compositions and the performance. These evaluations are an effective means of modifying and improving the quality of their work.
- They can produce a piece of work that demonstrates their knowledge of pitch, pace, quality and dynamics.
- Pupils make good use of musical instruments to compose music to convey a particular image. They use a computer programme to record various rhythms.
- The pupils who receive musical tuition from peripatetic teachers use their knowledge effectively to lead and support group work thereby developing the confidence of the remaining pupils.

Shortcomings

- Pupils, in both key stages, have little awareness of Welsh and other famous composers and their music.

Physical education

Ball skills lessons were observed in KS1 and KS2.

Standards in these aspects are satisfactory in KS1 and good in KS2.

Good features

- KS1 pupils are familiar with their teachers' expectations with regard to listening, following instructions and working energetically.
- A small number make some progress in their skills as they practise hitting a ball towards a target.
- They cope well with the competitive aspect when practising their skills.
- By observing and evaluating performances, they suggest how technique can be improved.
- In KS2, pupils' work enthusiastically during activities, and respond appropriately to instructions.
- They co-operate in pairs and in teams as they improve their ball skills and the most able make good progress during the lesson.
- Their ball passing and catching skills develop well and the most able move appropriately as they practise 'attacking and avoiding' during rugby exercises.

Shortcomings

- In KS1, some pupils do not make adequate progress with the techniques that they practise.
- In KS2, a small number of pupils disregard the guidance and instruction they are given as they practise passing techniques that are relevant to rugby.

Religious education

The Conwy Agreed Syllabus is followed appropriately.

Standards are satisfactory in KS1 and good in KS2.

Good features

- KS1 pupils have a good knowledge of some Bible stories; they retell them in their own words and discuss their content. They are also familiar with stories about William Morgan and Mari Jones.

- Their knowledge about the main Christian festivals is good; they understand the purpose of celebrations and about the church as a place of worship.
- Pupils confidently express opinions about matters such as caring for others and friendship. They deal maturely with these issues. They come to understand the significance of stories about St David and St Francis by discussing them, and learn about the value of helping others.
- They discuss the importance of respecting the rules that apply in their classroom and produce their own. They are aware of the importance of values and principles in life.
- In KS2, pupils make good progress in their understanding of religious facts, concepts and symbolism.
- Pupils have a good knowledge and understanding of the stories that are associated with the main Christian festivals and of the significance of special days. They discuss and relate Christian customs and ceremonies to their own lives.
- They visit a chapel and church in their community and understand their religions. They describe the main features of various places of worship and differentiate between them.

- They know about the importance of symbolism in religion and intelligently discuss the religious symbolism of objects such as Easter eggs, candles, stars and gifts during the Christmas period.
- They have a good understanding of the significance of religious customs and rules. They understand that other people have different values which should be respected.
- Pupils' knowledge has recently been enhanced through their study of Judaism. Their knowledge about the Jewish religion is developing well and they can discuss the main characteristics of the Jewish way of life. They name and describe the various artefacts that are used, and explain their significance. They make good use of books and artefacts to develop their understanding, and understand the importance of the Bible for Christians and the Torah for the Jews. They know how the Jewish religion affects people's lives and about the way that they celebrate the Shabbat festival.
- Pupils know about religious leaders and benefactors and about the significance of pilgrimage for the believer.

Shortcomings

- In KS1, the pupils have no awareness of any religion other than Christianity.
- In KS2, pupils' understanding of prayer and customs such as baptism and marriage is superficial.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

In the previous inspection report, six issues were identified as requiring attention by the school:

- *Raising standards in mathematics, information technology and geography in KS2 and in religious education in both key stages;*

Standards in mathematics and geography in KS2 are now good and in information technology they are satisfactory. Religious education is satisfactory in KS1 and good in KS2.

- *attend to the shortcomings identified in other areas of the curriculum;*

Consideration was given to the subjects judged to be satisfactory in the last inspection. English [oracy, reading and writing]: standards in oracy and in reading are now good.

Welsh [oracy and writing]: the judgment is the same in this report, but oracy in KS1 is now good.

Science KS2: standards are now good.

Design and technology KS2; standards continue to be satisfactory in KS2;

History: standards are now good in both key stages.

Art: the judgment is unchanged, namely satisfactory in both key stages.

Music: standards are now good.

Physical education: standards are now good in KS2.

There has therefore been clear progress in most of the areas that were previously satisfactory.

- *attend to the shortcomings identified in the teaching;*

KS1: over dependence on worksheets: this continues to be a shortcoming;

KS2: the tasks set lack challenge: this continues to be the case in a number of the tasks set; *some of the teaching strategies and the nature of the worksheets used lead to uniformity in pupils' responses*: this continues to be the case

It is therefore necessary to pay further attention to these aspects of the teaching.

- *complete the long term plans for all areas of the curriculum;*

Long term curriculum plans have now been produced for the vast majority of the areas of the curriculum. The plans for geography are the only ones awaiting completion and the school is aware of this.

- *establish a whole school strategy to develop pupils' skills in both languages;*

This report concludes that pupils' skills, in both key stages, are generally satisfactory in Welsh, the exception being pupils' reading skills in KS2, which are good. Standards in English are generally good in oracy and in writing in KS2, while they are satisfactory in writing.

Some work is still required to raise standards, most especially in Welsh.

- *implement the intention to monitor the curricular provision and the standard of pupils' work;*

Aspects of the curricular provision, such as adapting and developing schemes of work and establishing a topic approach to teaching, have been monitored. Adequate attention has not yet been given to evaluating curricular standards across the curriculum.

Therefore, there are some matters that require further attention by the school.

8.2 Key issues for action

The school needs to:

- raise standards in the subjects and aspects that are satisfactory;
- give further attention to the shortcomings identified in the teaching, including those aspects that were not dealt with adequately after the last inspection;
- reconsider the curriculum responsibilities so that individual members of staff can be mainly responsible for monitoring whole school standards in specific subjects;
- take action to improve handwriting standards and the presentation of the work of a substantial number of pupils;
- develop the partnership with industry;
- ensure that the school handbook and the governors' annual report to parents conform with the statutory requirements.

{!}APPENDIX

School Data{~}

A. Basic information about the school

| | |
|---------------------|---------------------------------------|
| Name of school | Ysgol Gynradd Tal-y-bont |
| Type | Cynradd |
| Age range of pupils | 3-11 |
| School address | Ffordd Conwy, Tal-y-bont, Conwy |
| Post code | LL 32 8QF |
| Telephone number | 01492 -660 377 |

| | |
|----------------------|------------------------|
| Name of head teacher | Mrs Einir Wyn-Williams |
| Date of appointment | September 1997 |
| Chair of governors | Mr Colin Jones |
| Registered inspector | Mr Len Jones |
| Date of inspection | April 26-28, 2004 |

B. School data and indicators

| <i>Number of pupils in each year group</i> | | | | | | | | |
|--|---|----|----|----|----|----|----|-------|
| Year group | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 4 | 5 | 7 | 5 | 5 | 10 | 5 | 41 |

| <i>Number of teachers</i> | | | |
|---------------------------|-----------|-----------|----------------------|
| | Full time | Part time | Full time equivalent |
| Number of teachers | 2 | 1 | 2.4 |

| <i>Staffing information</i> | |
|--|-------|
| Pupil:teacher ratio, excluding nursery and special classes | 17.08 |
| Average class size : excluding nursery and special classes | 20.5 |
| Teacher : class ratio | 0.8 |

| <i>Attendance in percentages for the three terms preceding the inspection</i> | | | | |
|---|-----------|-----|------|--------------|
| | Reception | KS1 | KS2 | Whole school |
| Spring term | 89 | 95 | 95.2 | 94.5 |
| Summer term | 92 | 95 | 90 | 91.7 |
| Autumn term | 97 | 96 | 96 | 96.1 |

| | |
|---|---|
| Number of pupils excluded during the previous 12 months | 0 |
|---|---|

C. Results of National Curriculum assessments and public examinations

| National Curriculum Assessments KS1: 2003 | Total number of Y2 pupils: 4 |
|--|------------------------------|
| As the number of pupils eligible to be assessed at the end of KS1 was less than five, this information does not need to be included. | |

| National Curriculum Assessments KS2: 2003 | Total number of Y6 pupils: 3 |
|--|------------------------------|
| As the number of pupils eligible to be assessed at the end of KS2 was less than five, this information does not need to be included. | |

D. The evidence base of the inspection

The school was inspected over a period of three days by a team of two professional inspectors and one lay inspector. During this period:

- 27 lessons were observed with the time being shared fairly equally between the classes;
- discussions were held with the pupils, head and teaching staff;
- pupils were questioned about their knowledge and understanding of the work they had completed;
- a good number of pupils were heard reading in Welsh and in English;
- samples of pupils' work were inspected;
- the school's documentation, including policies, schemes of work and the SDP, were inspected;

- the attendance records and assessment records were inspected;
- detailed attention was given to the school budget;
- five attended the parents' meeting, and 14 parents' questionnaires were analysed;
- formal meetings were held with the governing body, before and after the inspection.

E. Composition and responsibilities of the inspection team

| Name | Role | Sections of the report | Subjects [Section 7] |
|-----------------|----------------------|--|---|
| Len Jones | Registered Inspector | 1, 2, 3.1, 3.2, 5.1, 5.2, 6.2, 6.3, 8.1, 8.2 Appendix | Welsh, science, history, geography, art, physical education |
| Gwenan Williams | Team Inspector | 4.1, 5.3, 5.5, 5.4, 6.1, 6.3 | Children under five, English, mathematics design and technology, information technology, music, religious education |
| John Roberts | Lay Inspector | 4.2, 4.3, 5.6, 5.7, 6.3 | |

The inspectors wish to express their thanks to the school's governors, head, staff, pupils and parents for their willing co-operation during the inspection.