

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***YSGOL GYNRADD TALHAIARN
CHURCH STREET
LLANFAIRTALHAIARN
ABERGELE***

School Number: 662-2104

Date of Inspection: 10-12 March 2003

by

MR D GWYNFOR EVANS

Registered Inspector

Date: 15 May 2003

Under Estyn contract number: CT129/02P

© Crown Copyright 2003

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

| | | | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Years | 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 consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

CONTENTS

| | |
|--|-----------|
| 1. CONTEXT | 1 |
| THE SCHOOL AND ITS PRIORITIES | 1 |
| 2. MAIN FINDINGS | 1 |
| THE MAIN FINDINGS OF THE REPORT | 1 |
| 3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS | 4 |
| 3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING..... | 4 |
| 3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM | 4 |
| 4. ETHOS OF THE SCHOOL | 5 |
| 4.1 PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT..... | 5 |
| 4.2 BEHAVIOUR AND ATTITUDES | 5 |
| 4.3 ATTENDANCE..... | 5 |
| 5. QUALITY OF EDUCATION | 6 |
| 5.1 QUALITY OF TEACHING..... | 6 |
| 5.2 ASSESSMENT, RECORDING AND REPORTING | 6 |
| 5.3 CURRICULUM | 7 |
| 5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE..... | 7 |
| 5.5 PROVISION FOR PUPILS WITH SEN..... | 8 |
| 5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS | 8 |
| 5.7 PARTNERSHIP WITH INDUSTRY..... | 9 |
| 6. MANAGEMENT | 9 |
| 6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT | 9 |
| 6.2 LEADERSHIP AND EFFICIENCY | 10 |
| 6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES..... | 11 |
| 7. SUBJECTS AND AREAS OF LEARNING | 11 |
| STANDARDS ACHIEVED BY PUPILS | 11 |
| PROVISION FOR CHILDREN UNDER FIVE YEARS OLD | 11 |
| ENGLISH | 13 |
| WELSH | 15 |
| MATHEMATICS | 15 |
| SCIENCE..... | 16 |
| DESIGN AND TECHNOLOGY | 17 |
| INFORMATION TECHNOLOGY | 17 |
| HISTORY | 18 |
| GEOGRAPHY | 19 |
| ART | 19 |
| MUSIC | 20 |
| PHYSICAL EDUCATION | 20 |
| RELIGIOUS EDUCATION | 21 |
| 8. SCHOOL IMPROVEMENT | 21 |
| 8.1 PROGRESS SINCE THE LAST INSPECTION..... | 21 |
| 8.2 KEY ISSUES FOR ACTION | 22 |
| APPENDIX | 24 |
| A. BASIC INFORMATION ABOUT THE SCHOOL | 24 |
| B. SCHOOL DATA AND INDICATORS | 24 |
| C. RESULTS OF NC ASSESSMENTS AND PUBLIC EXAMINATIONS..... | 25 |
| D. THE EVIDENCE BASE OF THE INSPECTION | 25 |
| E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM..... | 26 |

1. CONTEXT

The School and its Priorities

The school is situated in the village of Llanfairtalhaiarn, near Abergele in the county of Conwy. Talhaiarn primary school is a community primary school serving the village and the surrounding rural area. The school provides education for pupils aged between three and 11. At present, there are 75 pupils on roll including two children of nursery age who attend school each afternoon.

The catchment area is rural in nature and the residential area from which the pupils are drawn is described as neither prosperous nor economically disadvantaged. Twenty-five per cent of the pupils are eligible for free school meals. There are 12 pupils on the school's special educational needs (SEN) register, one of whom has a statement of SEN.

The school is described as a bilingual school. Approximately 12 per cent of the pupils come from Welsh speaking homes and they receive a good proportion of their education through the medium of Welsh. The remainder of the pupils receive their education through the medium of English with the exception of Welsh as a second language.

The school's main aim is to provide all the pupils with the best possible education taking their age, abilities and interests into consideration, and to help them to grow into complete personalities. Attention is given in the current school development plan (SDP) to curricular matters in mathematics, geography, information technology, art and literacy; it is aimed to improve the school environment and to gain Investors in People status.

The present headteacher was appointed to his post in September 2002 and the school was last inspected in the summer term of 1997.

2. MAIN FINDINGS

The main findings of the report

Standards achieved by pupils

Children under five

- The general quality of the educational provision for the under-fives is good and appropriate to their needs. The standards in the six areas of learning are as follows:

| | |
|---|--------------|
| Language, literacy and communication skills | Good |
| Mathematical development | Good |
| Personal and social development | Good |
| Knowledge and understanding of the world | Good |
| Physical development | Satisfactory |
| Creative development | Good |

KS1 and KS2 pupils

- In the classes visited, standards were good in 65 per cent and satisfactory in the remainder (35 per cent).

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects and religious education are as follows:

| Subject | KS1 | KS2 |
|------------------------|--------------|--------------|
| Welsh | Good | Good |
| English | Good | Good |
| Mathematics | Good | Satisfactory |
| Science | Good | Good |
| Design and technology | Satisfactory | Satisfactory |
| Information technology | Good | Good |
| History | Good | Good |
| Geography | Satisfactory | Satisfactory |
| Art | Good | Good |
| Music | Satisfactory | Satisfactory |
| Physical education | Satisfactory | Satisfactory |
| Religious education | Good | Good |

Standards in key skills across the curriculum

The school does not have a policy for the development of key skills across the curriculum. However, the good quality of the teaching ensures that the standards are generally good in listening, speaking, reading, writing and numeracy and satisfactory in information and communications technology (ICT).

Quality of education provided

- The quality of the teaching of children under five is consistently good. In the lessons observed across the school during the inspection, the teaching was good in 62 per cent and satisfactory in the remainder (38 per cent). The good teaching is characterised by a very good relationship between teachers and pupils, good planning, and lessons which include clear learning aims for the pupils and good opportunities for them to review and reinforce what they have learnt. In a few lessons, neither the most able nor the less able pupils are sufficiently extended.
- The quality of assessment, recording and reporting is satisfactory. The procedures for assessing and recording the progress of children under five are effective. A start has been made on creating a portfolio of pupils' work in KS1 and KS2 levelled according to the requirements of the NC in English and mathematics but not in the other subjects. At present, the assessment arrangements are not sufficiently thorough and insufficient use is made of the information to improve pupils' standards of achievement. The reports to parents are good.
- In general, the school provides a curriculum which is of good quality. There is a good programme for children under five to ensure progression and continuity in the six areas of learning. The schemes of work created recently offer good guidance for learning and teaching the curricular areas; however, the schemes of work have not been completed in music, history and physical education. The curriculum is enriched by a range of extra-curricular activities, visits and visitors to the school.
- The quality of the personal and educational guidance provided for pupils is satisfactory. The teachers know their pupils well. Pupils feel at home in a caring and happy environment. The school has appropriate procedures for promoting pupils' health, safety and welfare. The procedures to support pupils' educational development are not yet sufficiently sound.

-
- The provision for pupils with SEN is good and conforms with the Code of Practice. Overall, pupils with SEN make progress consistent with their age and ability.
 - The partnership with parents, the community and other institutions is good. The quality and size of parents' contribution to the life of the school is substantial. The school makes good use of the expertise and support of parents and members of the local community both in classes and in extra-curricular activities. The school has good links with the local community. The links with industry are also good.

Pupils' spiritual, moral, social and cultural development

- Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. The good range of curricular and extra-curricular experiences provided for pupils contributes effectively to these aspects. Moral standards are effectively promoted. Pupils develop a good awareness of their heritage and Welshness and their understanding of other beliefs and cultures is developing satisfactorily.
- Pupils' standards of behaviour are good and they have very positive attitudes towards their work.
- Attendance is good and the school conforms fully with statutory requirements regarding recording and reporting attendance.

Management and efficiency of the school

- Although procedures for self-evaluation and planning for improvement have been formulated, their implementation is unsatisfactory at present. There is no specific programme for evaluating standards in subjects and the quality of the educational provision. The governors are not sufficiently involved in regular evaluation processes.
- In a short time, following his appointment in September 2002, the headteacher has effectively addressed a number of whole-school issues which ensures a clear direction for the work of the school.
- The governors have an active interest in the work of the school. They fulfil their duties conscientiously.
- Appropriate action plans are included in the SDP, but in their present form, neither the stages of implementation nor the methods of evaluation are sufficiently detailed.
- The budget is appropriately managed and the school provides value for money.
- The day-to-day running of the school is smooth and efficient.
- The school is well staffed in accordance with its needs. The adequacy of the accommodation and the supply of learning resources is satisfactory.

Efficiency in dealing with issues identified in the previous inspection

- Following the inspection in 1997, a clear action plan was formulated to address the six key issues. Two have been effectively implemented but there are aspects within the others which have not been sufficiently addressed and they are included within the key issues of this report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Children under five make good progress and achieve good standards in their personal and social, mathematical and creative development, in language and literacy, and in their knowledge and understanding of the world. Their physical development is satisfactory.

In KS1 and KS2, the standards achieved by pupils were good in 65 per cent of the lessons observed and satisfactory in the remainder (35 per cent).

- In KS1, standards are good in English, Welsh, mathematics, science, information technology, history, art and religious education. Standards are satisfactory in design and technology, geography, music and physical education.
- In KS2, standards are good in Welsh, English, science, information technology, history, art and religious education. Standards are satisfactory in mathematics, design and technology, geography, music and physical education.
- In the 2002 NC assessment tests, the school's results by teacher assessment were higher than the national average in KS1. In KS2, the percentage of pupils achieving at least level 4, the expected level, through tests in 2002 was 46 per cent compared with 68 per cent nationally. The results in each of the core subjects were lower than the national results.

3.2 Standards Achieved in Key Skills across the Curriculum

Children under five make good progress in using their key skills across the curriculum and attain good standards in language, numeracy and ICT. In KS1 and KS2, pupils attain good standards in Welsh and English in listening, speaking, reading and writing. The standards in numeracy are good and satisfactory in ICT. The school does not have a policy for the development of key skills.

- Children under five are given good opportunities to apply their language, literacy and communication skills and they achieve standards which are generally good across the six areas of learning. They make good use of their numeracy and ICT skills.
- Standards in listening are good. Pupils listen attentively to teachers' presentations and they respond well in question and answer activities. In discussions, they listen well to the comments of others in the class.
- In KS1 and KS2, standards in speaking are good. Pupils are given good opportunities in lessons to discuss what they study and to give presentations to the whole class. Their subject vocabulary is developing appropriately and the most able can respond at length.
- Standards in reading are good. Pupils of all ages have a good knowledge of the characteristics of books and they enjoy discussing and reading books as individuals and as members of a whole class. Overall, they make satisfactory use of reference books and computer programs to research and to gather information.
- Standards in writing are good. Pupils across both key stages complete a good range of writing tasks successfully. Overall, they organise their work well and present it tidily.
- Pupils in KS1 and KS2 use their developing numeracy skills effectively in a variety of contexts. They are able to apply their knowledge well in subjects such as science, design and technology and geography to measure and calculate.

-
- Standards are satisfactory in ICT in KS1 and KS2. Although pupils make increasing use of ICT in their studies, its use across subjects is too limited particularly to stimulate higher and lower ability pupils.

4. ETHOS OF THE SCHOOL

4.1 Pupils spiritual, moral, social and cultural development

Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. The school conforms with statutory requirements in respect of providing a daily act of collective worship.

- The school has a warm and welcoming atmosphere. It succeeds in developing pupils' self-confidence and nurtures in them respect and tolerance towards others.
- The school provides a whole curriculum and attitudes towards learning which incorporate Christian values, and pupils respond positively to that which is provided for them.
- The services of collective worship and religious education lessons contribute appropriately to pupils' increasing spiritual development. However, the opportunities for pupils to reflect on the messages presented in the services and to extend their self-knowledge are too limited.
- The school community is an orderly one where good moral standards are promoted. Class rules are displayed and pupils know what is expected of them as regards behaviour and moral standards.
- Pupils work and play together harmoniously. They co-operate in class and show willingness to take responsibility.
- The programme of visits and visitors to the school together with the extra-curricular provision extends pupils' experiences and enhances their social and cultural development. The school plays a significant part in helping pupils to appreciate aspects of the culture and traditions of Wales as they take part in events locally and in Urdd activities such as eisteddfodau. They appreciate other beliefs and cultures. The school is firmly embedded in its local community.

4.2 Behaviour and Attitudes

Pupils' behaviour within classes and around the school is generally good. They have positive attitudes towards their work and they show interest in the tasks that they are set.

- Pupils' good behaviour confirms the evidence gathered from parents, governors and staff that the school is a friendly, happy and orderly community.
- The school succeeds in implementing the policies and strategies set to ensure a good standard of behaviour and that benefits the school's effort to promote higher standards.
- No pupil has been excluded from the school in the last 12 months.
- No evidence of bullying or aggressive behaviour was seen during the inspection.

4.3 Attendance

Pupils' attendance is good.

-
-
- Pupils' average attendance during the last three terms was 95.25 per cent.
 - The school does not set specific targets for improving attendance.
 - Pupils' punctuality is good at the start of the day. The lessons and the day's activities begin promptly.
 - The school receives letters from parents to explain absences and there are appropriate arrangements to investigate any absence which causes concern.
 - The school registers are correct and complete and conform with the requirements of National Assembly circular 3/99.

5. QUALITY OF EDUCATION

5.1 Quality of Teaching

The quality of teaching is at least satisfactory and often good across the classes. The quality of teaching children under five is consistently good. In the lessons observed across the school during the inspection, the teaching was good in 62 per cent of the lessons observed, and satisfactory in the remainder (38 per cent).

In the lessons where the teaching is good:

- teachers explain the aims of the lesson clearly to the pupils and arrange good opportunities at the end of the lesson to reinforce and evaluate what has been learnt;
- the lessons are well planned and teachers make good use of a variety of resources and teaching techniques;
- teachers have good knowledge of the subjects they teach;
- there is a good pace to the teaching and pupils are kept working consistently at their tasks throughout the session;
- the relationship between teachers and pupils is very good and teachers make good use of praise and encouragement to promote learning.

At times, in some lessons:

- there is lack of challenge in some of the tasks set for the more able pupils as well as the less able;
- the planning for development of pupils' key skills is not sufficiently specific.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- Arrangements for the assessment and recording of pupils' progress, including baseline assessment for those under five, are constructively timetabled across the school year.
- Some very basic work has been started on collating portfolios of work in English and mathematics, annotated to NC levels. However, there is insufficient formalised assessment of foundation and other core subjects.
- Although assessment is generally accurate there are aspects of targeting the achievement of older pupils which are not adequately refined. There has been considerable discrepancy

between the targets set for pupils in KS2 and their actual achievement in the Standard Assessment Tests (SATs).

- Marking of pupils' written work is regular but there are inconsistencies in the quality of guidance given on how pupils can improve.
- The school uses its assessment procedures for the identification of pupils with SEN and to provide effective provision to meet the pupils' needs. Similar procedures are not used sufficiently to identify and construct provision for more able pupils.
- Recording of pupils' progress over time has improved since the last inspection. Pupils have individual files, which retain samples of work representing their progress through the school.
- The school has begun the process of tracking the progress of pupils in Year (Y) 2 and Y6 but this tends to be of groups rather than of individuals.
- Parents appreciate the quality and detail of the reports they receive on their children's achievement. Reports focus on the pupils' progress in the skills, knowledge and understanding of the subject. Open evenings allow staff to offer guidance to parents on how they can help their child improve.
- There is, currently, insufficient rigorous analysis of assessment data to improve pupils' performance, particularly according to gender and ability.

5.3 Curriculum

The curriculum provided for children under five and for pupils in KS1 and KS2 is appropriate, broad and balanced and conforms with the requirements of the NC and religious education.

- The curriculum for children under five is good and promotes the Desirable Outcomes in the six areas of learning.
- All the NC subjects and religious education are taught for an appropriate period of time.
- The quality of the curricular provision for pupils with SEN is good. The NC is not modified for any pupils.
- Policies have been provided for NC subjects and religious education. There are schemes of work for the subjects with the exception of history, music and physical education.
- The school does not have a policy for the development of key skills.
- The school promotes pupils' personal and social development effectively and pupils respond well to the provision.
- Homework including, for example, reading, language tasks, spelling and mathematics, supports classwork well.
- There is a good range of extra-curricular activities, such as clubs, games between schools, eisteddfod competitions and concerts in the community. These reinforce the co-operation and communication skills of the pupils who take part.
- All pupils are afforded access to the full curriculum and the provision is socially inclusive.

5.4 Support, guidance and pupils' welfare

Overall, the provision for the pupils' personal and educational guidance is satisfactory.

-
- The school makes good provision for the support and guidance of the personal welfare of its pupils. Parents report that the teachers know their pupils well and that their children can approach teachers and receive help when they need it.
 - Relationships between adults and pupils are respectful and supportive. Pupils are confident that they are safe and valued in the school. They evidently feel at ease with the adults in the school. Break and lunch time supervision is caring and vigilant.
 - The well considered personal and social education framework permeates the curriculum successfully, especially in religious education and English. Sex education is incorporated in this system.
 - The academic support that pupils receive at school is satisfactory. The school's system of assessment, recording and reporting is improving as a platform for teaching and learning. However, the lack of whole-school schemes of work in some subject areas and absence of consistent monitoring of teaching and learning result in pupils making uneven progress in some areas of the curriculum.
 - A number of support and guidance policies are in place. Fire drills are held regularly.
 - Child protection procedures are understood and correctly implemented by all concerned.
 - There is an accident book, in which all incidents are recorded, and a risk log.
 - Liaison with support agencies is strong.
 - All pupils are fully integrated into the life of the school. Pupils who are withdrawn from aspects of collective worship and from religious education are set alternative tasks.

5.5 Provision for pupils with SEN

The provision for pupils with SEN is good overall.

- Pupils with SEN participate fully in a broad and well-balanced curriculum, including religious education.
- The 16 per cent of pupils who have been identified as requiring support for SEN are withdrawn for specialist tuition weekly. They make steady progress.
- The SEN Code of Practice is correctly implemented by the headteacher in his role as SEN co-ordinator.
- Clear targets are given in the individual education plans (IEPs), written by class teachers, and are regularly reviewed. However teachers' planning, although regularly geared to match the abilities of groups of pupils, does not consistently demonstrate that sufficient attention is paid to individuals' learning needs.
- There is positive liaison with parents and support agencies.
- The building is not suitable for pupils with physical disabilities.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and community and other institutions is good; these links make a very good contribution to the life of the school.

-
- With a few exceptions, parents showed in the pre-inspection meeting and through questionnaires, their support for the school and their satisfaction with the standards achieved by their children.
 - The quality of the information provided for parents on their child's development and on the general life of the school is good. There is an appropriate home/school agreement.
 - Parents' contribution to the life of the school is very good. The Friends of the School Association raises substantial funds towards the needs of the school and there are notable contributions by individuals.
 - The school plays a prominent part in the life of its community with close links with the area's places of worship. Pupils take part in the local eisteddfod and provide entertainment for various organisations in the area.
 - There are visits by members of the community, including the rector and the local minister, to support the work of the school.
 - The school co-operates well with other primary schools in the area in curricular and extra-curricular activities. Pupils take part in Urdd activities and in the Dragon Sports.
 - The vast majority of pupils transfer to Emrys ap Iwan secondary school. The administrative, social and curricular links are good.
 - The school provides placements for students from Bangor University and from Denbigh Community College. Pupils from the secondary school come to work in the classes on work experience.
 - The school makes good use of the appropriate services organised by the unitary authority (UA) and its officers make regular visits.

5.7 Partnership with industry.

Although the school does not have a relevant policy, the quality of the partnership with industry is good.

- The headteacher and members of staff have attended courses with commercial companies and the school has benefitted substantially from the links created with companies.
- The school receives sponsorship from local companies in fund-raising campaigns and towards various curricular and extra-curricular activities.
- Members of various agencies and public services are invited to the school to talk about their work.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Appropriate procedures have been formulated for self-evaluation and planning for improvement but their implementation is unsatisfactory at present.

- An action plan was formulated to address the key issues identified in the last inspection. The school has succeeded in raising standards in subjects where they were previously unsatisfactory but some other issues remain to be addressed.

-
- The school analyses evidence of pupils' performance and sets targets for pupils who will be sitting the national tests in Y2 and Y6. The test results are discussed but the steps towards improvement are not identified with sufficient detail and vigour.
 - The school does not have sufficiently effective procedures to evaluate standards achieved by pupils across the school. No plan has been formulated to evaluate standards in subjects and whole-school aspects within a specific timetable together with explicit steps to measure success.
 - When planning for improvement, the school gives appropriate attention to extending the learning experiences within and outside the classroom, adding to the school's learning resources and providing appropriate in-service training (INSET) for the staff.
 - The governing body reviews progress in the school by scrutinising the results of external assessments together with the UA's agreed targets but it is not sufficiently involved in regular evaluation procedures. Members do not receive regular reports regarding pupils' standards of achievement across the school and the quality of the educational provision.

6.2 Leadership and efficiency

The school has a good ethos and the personal support and guidance provided for pupils is of good quality. Leadership and efficiency is satisfactory overall.

- The present headteacher was appointed to the school in September 2002. In a short time, he has effectively addressed a number of whole-school issues which ensures a clear direction for the work of the school. He has formulated a good number of whole-school policies and subject schemes of work in this period and their implementation is already having a positive influence on pupils' standards of achievement.
- The school has explicit aims and objectives and they are successfully promoted by all the school staff. There is equal opportunity for all in every aspect of the school's work.
- There are suitable job descriptions for all members of staff. They include responsibilities to co-ordinate subjects, but thus far, the role of co-ordinators is underdeveloped in relation to monitoring standards across the school.
- Members of the governing body take an active interest in the work of the school and they fulfil their duties conscientiously. They are members of sub-committees which deal with curricular issues as well as administrative and management matters. Members are not linked with curricular areas.
- The governors' finance sub-committee monitors the budget regularly. Through the SDP, the governing body ensures that the expenditure relates to the school's educational objectives and priorities. The funds in reserve are used to support the provision for pupils with SEN and to maintain school staffing in a period of falling rolls.
- The latest financial audit report was satisfactory and the school gives appropriate attention to the recommendations identified therein.
- The SDP outlines developments in a number of areas during the period 2002-2003. In its present form, it does not give sufficient details of the stages of implementation or the methods by which they are evaluated.
- The routine administration and day-to-day arrangements are effective and efficient.

6.3 Staffing, accommodation and learning resources

The level of staffing is good. Accommodation and learning resources are satisfactory.

- The school has 3.5 full-time equivalent teachers including the headteacher. The nursery nurse works 32.5 hours per week. The part-time teacher also tutors SEN pupils for half a day per week.
- Teachers are appropriately qualified for the classes they teach and are well deployed according to their strengths. The nursery nurse makes a positive contribution to pupils' learning.
- Induction procedures are in place including good quality mentoring.
- The INSET of staff is satisfactorily guided by the demands of the curriculum. The headteacher conducts professional interviews with staff to identify areas for development. A sound start has been made on applying for Investors in People grading and in Performance Management procedures.
- The external environment has been substantially improved since the last inspection. The new mobile classroom is a valuable asset as is the imaginatively designed play area. Although the accommodation is adequate, space is restricted for assemblies and physical education. There is no self-contained play area for the under-fives. Storage space is scarce.
- The school is kept in good condition and is richly decorated with displays of pupils' work.
- The school has a good number of books but, overall, there are insufficient learning resources for pupils' needs, for example: in religious education, geography and music. There is insufficient computer software to stimulate pupils' learning at both ends of the ability spectrum.
- Children under five have no large toys with which to advance their physical development.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for children under five years old

Provision for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning.

The response of nursery children to the school's provision is very good in personal and social development, good in language, mathematical, knowledge and understanding of the world and creative development. It is satisfactory in physical development.

Reception children make good progress in all the Desirable Outcomes other than in physical development where progress is satisfactory.

Reception children are taught with KS1 pupils each morning but are joined by the nursery children in a specialist classroom each afternoon. The teachers work well as a team to plan and monitor children's progress in achieving the Desirable Outcomes and preparing for the NC. The nursery assistant offers good support in both classes.

Good features

Language, literacy and communication skills

-
- By the age of five, children make good progress, according to their ability and linguistic backgrounds, in acquiring both English and Welsh language, literacy and communication skills.
 - They eagerly ask and respond to questions and converse comfortably with each other in their preferred language during role-play and group work.
 - Because the language they learned is based on their topic work and is continually reinforced, their vocabulary is broad in scope.
 - Children listen very carefully to stories and can remember details vividly. They also carry out instructions promptly and accurately.
 - By the age of five, most children know the sounds and forms of letters and are very comfortable with using books. All are making good progress in phonic awareness and basic reading skills.
 - Most children are improving their pencil control and hand-eye co-ordination; they over-write and copy with increasing skill.

Mathematical development

- Children reinforce their knowledge and understanding of number by singing many number rhymes with great interest and involvement.
- They can count forwards up to at least 10, match and sort objects into sets for example whether they have two or three sides. They can compare 'bigger', 'smaller', 'shorter' and 'longer' objects.
- Children in the reception class make good progress in recognising 2-D and some 3-D shapes. They recognise, and copy, patterns.
- Most children are making steady progress in understanding and using mathematical terms in Welsh and English.

Knowledge and understanding of the world

- Children grow a variety of plants understanding that they need water and light to flourish. They scrutinise cross-sections of various vegetables and fruit, have a good knowledge of different parts of a flower and investigate how a carnation absorbs dye through its stem.
- Children are making good progress in computer skills. They use the mouse accurately, produce their own pictures and are developing competence in modelling.
- Through their topic on toys they learn about the forces of pushing and pulling.
- Although limited accommodation means that water and sand play is done mostly in the spring and summer terms they do grasp the concepts of filling, emptying and capacity.
- They know the functions of all five senses.
- In their work on houses they learn about the properties of different materials, can interpret a simple map and use relevant vocabulary to describe the features they see.
- Children appreciate that people change and that there is a difference between old and new as shown in the differences in houses and household equipment since their great-great-grandparents' day.

Personal and social development

-
- Nursery children are making very good progress in choosing their activities and remaining on task.
 - They work together in pairs and small groups, learning to share and wait their turn and are comfortable with adults.
 - The majority of children in reception are acquiring independent learning skills well.
 - Most children are responsible for their own hygiene and can dress themselves.

Creative development

- Children involve themselves fully in role-play.
- They sing in tune and keep good time.
- Reception children are developing a sense of rhythm using various body parts and a variety of untuned percussion instruments.
- They explore colour, line and pattern with a range of media including printing with fruit and vegetables.
- Most children are making steady progress in creating 3-D objects, for example houses in various parts of the world.

Physical development

- Children under five were not observed in physical education during the inspection but teachers' planning and observation of the children at play indicate that at least satisfactory progress is made in changing movements and responding promptly to directions.

Shortcomings

- Some more mature children are capable of writing more.
- Children in the early years do not experience working with small tools sufficiently.
- They do not play with large toys in order to develop their physical abilities.
- The serious lack of facilities in physical education affects the quality of provision for physical development in the school.

English

Standards of achievement are good throughout the school.

Good features

- In both key stages, pupils give clear and relevant responses in class discussions. They are acquiring a good working vocabulary.
- Pupils listen with interest for the most part to their teacher, other pupils and to recorded information. They can recall the sequence and re-tell the events of a story. They carry out instructions accurately. They make progress as a result of the rich level of language they hear in the classroom.
- Most pupils are reading well. Some read widely. Key Stage 1 pupils are confident in their use of phonics. They make imaginative predictions of how a story may end.
- By the end of KS2, pupils have read an adequate, often rich, repertoire of differing reading materials. The majority of pupils read fluently, using punctuation to guide their

expression. Many pupils can read their own work without hesitation. They have a good grasp of the conventions of books, knowing the difference between fiction and non-fiction, the roles of author and illustrator, and can find information quickly.

- Pupils in KS1 are making good progress in writing. Many pay close attention to simple punctuation and spelling. They write clearly, mostly focusing on word and sentence levels, for example when writing recipes.
- In both key stages, many pupils can write imaginatively and at length.
- In KS2, pupils write for varied purposes and in different forms, including leaflets, newspaper articles, letters and poetry. Many use dictionaries regularly to support their spelling or understanding of vocabulary.
- When they write about the journey of Madog, many pupils write in a lively style.
- They use word-processing well to re-draft their work to improve punctuation, spelling and content.
- Handwriting is good as pupils respond well to the standardised approach in the school to handwriting style.

Shortcomings

- Pupils do not practise giving formal, extended answers sufficiently so they tend to make short responses rather than develop their own or others' ideas.
- Older pupils, especially the more able, too often mar their work by ignoring paragraphing.

Welsh

Standards of achievement are good in both key stages.

Good features

- A substantial majority of the pupils are Welsh learners but they succeed in developing a working Welsh vocabulary quickly. From an early period, they hear good linguistic patterns from their teachers and succeed in imitating them with increasing confidence.
- In KS1 and KS2, pupils listen well to teachers' presentations and instructions and as a result, their understanding of Welsh develops well whatever their linguistic background.
- Substantial emphasis is put on oracy and good use is made of various strategies to encourage pupils to use the language in a variety of activities. Pupils achieve good standards.
- The oral skills of pupils of all ages are well nurtured as they respond to various tasks such as question and answer tasks and presentations in front of the whole class. The most able can respond at length.
- The reading skills of KS1 and KS2 pupils are developing well overall. The first language and second language pupils read accurately and respond with an appropriate understanding of what they read. Pupils use their vocabulary books and dictionaries well to support their reading and writing work.
- In KS1, pupils are able to form letters correctly and also construct simple sentences with assistance. They have an appropriate awareness of basic punctuation. First language pupils in KS2 write regularly in a variety of forms including poetry; they use a good range of adjectives and comparisons in their personal and creative writing.

Shortcomings

- Pupils' ability to respond orally and in writing to a variety of topics is too limited, particularly in KS2.
- Overall, pupils do not extend their reading skills sufficiently through reading for pleasure and gleaning information from written texts and from the screen.

Mathematics

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils have a good understanding of number bonds and place value.
- They count forwards and backwards within 100. They are acquiring appropriate mathematical language being fully confident in the symbols for adding and subtracting.
- Pupils know the value of all coins up to a £1 and can add up and subtract accurately.

-
- Pupils have sound knowledge of 2-D and 3-D shapes, investigate their properties and practical uses with interest.
 - Most pupils tell the time correctly to the quarter of an hour and measure accurately in centimetres.
 - Key Stage 2 pupils build on their competence in number and are making especially good progress in understanding the correlation between fractions, decimals and percentages. Most pupils can explain the process they use in their calculations.
 - They know and describe the properties of 2-D and 3-D shapes correctly using correct mathematical terminology, for example naming different angles.
 - More able pupils are making good progress in solving problems involving everyday practical problems, time and money.
 - By the end of KS2, the majority of pupils can measure weight, length, area, perimeter, volume and capacity. They recognise vertical and horizontal symmetry.
 - They use mathematical software satisfactorily to reinforce their learning.

Shortcomings

- In KS1, pupils are not using ICT sufficiently to sharpen their mental arithmetic.
- Key Stage 2 pupils are not sufficiently involved in individual or small group investigative work.
- Key Stage 2 pupils are not confident in a range of mental strategies they can employ to speed up their mental mathematics.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 have an appropriate knowledge of life processes and living things. They can describe the conditions necessary for plants to grow.
- They have a good knowledge of the life-cycle of the frog and they respond enthusiastically to the good range of experiences presented to them. Their ability to marvel is nurtured effectively.
- Pupils can name a range of common materials and they know some of their properties. They use their senses to examine and describe materials such as wool and metal. They make good use of the magnifying glass in their investigations.
- In KS2, pupils' knowledge and understanding of physical processes is developing well. Year 3 and Y4 pupils know that pushing and pulling are examples of forces. They record their investigative work tidily using appropriate scientific vocabulary.
- Year 5 and Y6 pupils have a good knowledge of the common effects of light. They explain how the apparent position of the sun changes during the day and how shadows change as this happens.
- They are aware that the pitch and loudness of the sounds produced by some objects which vibrate can be changed. When carrying out investigations they recognise the need for a fair test, describing how to vary one factor whilst other factors are kept constant.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2 with good standards in Y5 and Y6.

Good features

- Pupils in KS1 and KS2 have a good understanding of the processes which underpin the design and technology work. They use an increasing range of materials and components which are suitable for making their products.
- Key Stage 1 pupils develop good making skills. They plan and make simple models with moving joints. They use suitable finishing techniques.
- In KS2, pupils design and make products by using a range of materials and components, connecting the working features of the materials with their tasks.
- They use appropriate sheets to plan their work. Year 3 and Y4 pupils design and make a sun hat which protects their faces from the rays of the sun.
- Older pupils in KS2 are able to put a clear mode on the requirements of the task in hand. They develop and convey different aspects of the task and their design ideas in various ways, namely by sketching, creating accurate drawings and by the use of information technology. There is a good example of this in Y5 and Y6 pupils' project as they design and make a machine which is controlled by a computer program.
- When evaluating their work, they keep their original intentions in mind and relate the use of their products to every day life.

Shortcomings

- Key Stage 1 and Y3 and Y4 pupils do not record their initial ideas or the stages in the making process in sufficient detail.
- When evaluating their work, pupils do not give sufficient attention to the strengths and weaknesses of their products and the means by which they can improve them.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- Key Stage 1 and KS2 pupils learn the basic skills well. They are given increasing opportunities to practise these as the school is building a good supply of information technology hardware and software.
- Pupils use ICT equipment and software effectively to communicate and handle information in different forms. Across the school, pupils use a simple database to store information and to feed it into an appropriate program in order to produce graphs, to show weather patterns, for instance.
- Key Stage 2 pupils use ICT equipment and software effectively to communicate, share and exchange information in various forms including text and pictures.

-
- They can vary the size, colour and form of a font in order to produce attractive posters relating, for example, to their theme on cars. They know how to combine picture and text.
 - Pupils make increasing use of the Internet to research and extend their knowledge in different subjects. They use the e-mail successfully to send and receive messages.
 - Older pupils make good progress in the field of control technology. They are proficient in changing the values in a particular Logo procedure in order to see the results.
 - Year 5 and Y6 pupils make increasing use of the interactive white board to extend and develop their ICT skills.

Shortcomings

- Key Stage 1 pupils' modelling and control skills are underdeveloped.
- In general, pupils do not make sufficient use of ICT in their work across the curriculum.

History

Standards of achievement are good in both key stages.

Good features

- Pupils learn about the contributions of significant historical figures such as Guy Fawkes, Mari Jones, Dr Barnardo, Robert the Bruce and Prince Llewelyn. They have good knowledge of local history.
- Key Stage 1 pupils make useful deductions on how homes have changed over time, particularly with reference to John Jones' nineteenth century house in the village.
- Pupils are developing keen enquiry skills. They eagerly explore a number of old household items and make intelligent inferences on how they might have been and comparing them with what is used today.
- Pupils record their work successfully in written and graphic forms.
- Younger KS2 pupils listen carefully to the story of the Wright brothers and, recalling it in vivid detail, record it imaginatively in different ways, for example in newspaper headlines, cartoons and bullet points.
- In their work on the late nineteenth century, pupils delve into differences in everyday living habits and contrasting the rich and the poor. They use the same skills to find out more about the lives of evacuees in the Second World War.
- They are developing sound research skills by using the Internet, CD-ROMs and interpreting photographs.
- Older pupils study the school log book for 1878 and draw conclusions about changes in education. They draw up questions to interview a former teacher of the school in order to emphasise similarities and differences. They are building good skills on data interpretation.
- Pupils learn about the Tudors and their connection to Wales. They construct an advert for the job of Tudor king.

Shortcomings

- More able pupils do not use a sufficiently investigative and problem-solving approach to history at times.

Geography

Standards of achievement are satisfactory in both key stages.

Good features

- Key Stage 1 pupils make effective use of a map of the world to locate different countries. Their knowledge of those countries, including the weather and different types of homes to be found there, is good. By recording the temperature in their local area they can compare the weather in Wales simply with the weather in countries across the world.
- They talk confidently about their favourite countries and record the reasons they have for their choices well.
- Year 3 and Y4 pupils have a good knowledge of their local area. They can refer to some of the physical and human characteristics of the area. Their mapping and recording work is organised.
- They use atlases confidently to locate different countries and capitals. They use co-ordinates and four-figure grid references accurately.
- The mapping skills of Y5 and Y6 pupils are developing well. They know how altitude is shown on a map and how to use co-ordinates to locate places.
- They begin to recognise the ways people effect the environment by making a study of the means by which pupils travel to school.

Shortcomings

- Pupils in KS1 or KS2 do not have an appropriate knowledge of a contrasting locality nor in the case of KS2 pupils of a country that is economically less developed. These aspects have been included in the school's recent scheme of work.
- Pupils' geographical skills and vocabulary are too limited at present to deal with changing geographical patterns and the relationship between them and physical and human processes.

Art

The overall standards of achievement are good in both key stages.

Good features

- As pupils proceed through the school they are developing an appropriate range of skills and techniques using a variety of materials. Pupils use their art skills to reinforce their work across the curriculum especially in English and history.
- Key Stage 1 pupils develop their drawing by observing, discussing and copying the use of line and tone in Isaac Oliver's "Two Little Girls" in self-portraits, using hand and finger prints.
- They mix colours and are learning to add texture to their work. Pupils are making steady progress in 3-D work.
- In KS2, the younger pupils' response to the work of Sokari Douglas Camp at The Oriel Gallery is very positive and eager. They produce imaginative, well considered work.
- Their painting, based on Picasso's "The Weeping Woman", demonstrates good line, tone and colour to convey mood.

-
- They use their sketchbooks positively to develop their skills. They reinforce their knowledge and understanding well from research in art books and the Internet.
 - Older pupils study Holbein's portraits when learning about the Tudors and draw their own self-portraits emphasising use of line. They develop their work on shape, pattern and colour in their research on Paul Klee .
 - By the end of KS2, pupils have made good progress in observational drawing and appraising their own and others' work, for example work seen on ceramics in The Tate Gallery, Liverpool.

Shortcomings

- Pupils in KS1 are capable of working more individually and experimenting with more techniques at times.

Music

Standards of achievement are satisfactory in both key stages.

Good features

- The standard of singing is good. Pupils sing in tune and thoroughly enjoy the experience.
- Pupils perform confidently in class assemblies, concerts and services, and the Urdd. A small number of pupils take advantage of the violin tuition offered. Many participate in recorder lessons and perform for the school every Friday.
- Key Stage 1 pupils listen carefully to, and can identify, a variety of percussion instruments.
- Pupils have a good sense of rhythm, can maintain a steady beat and accurately copy different rhythm patterns, including changes in dynamics.
- They explore different ways in which to produce a sound from untuned instruments.
- Key Stage 2 pupils are making some progress in appraising the music they hear, both in assemblies and in lessons. Older pupils listen well to Smetana's Vltava and are able to remember various elements within it. They can identify some of the instruments and changes in tempo.

Shortcomings

- Although pupils in lower KS2 have begun to compose and record their work with very simple graphic scores, the lack of a scheme of work means that the experience of composing and recording their own work does not feature as a balanced and progressive element across the key stages. This results in skills which are underdeveloped.
- Pupils' ability to compose and appraise in small groups is underdeveloped.

Physical education

Standards of achievement are satisfactory in KS1 and KS2.

The school offers a range of physical education activities including regular visits to the leisure centre in Abergele for swimming for KS2 pupils. Pupils are given good opportunities to take part in team games and a variety of sports and games.

Good features

-
- Key Stage 1 pupils apply themselves well to the warm-up activities at the beginning of their exercises. They make appropriate use of the confined space in the canteen as they run, jump and skip.
 - They enjoy the experiences offered them and participate enthusiastically in all the activities.
 - Key Stage 2 pupils' swimming skills are developing well. They develop confidence in the water, how to rest, float and adopt support positions.
 - The most confident swimmers can vary their method of travel in the water by using either the arms or legs or both to move on their stomachs and on their backs.

Shortcomings

- The development and progress of pupils' physical education skills is limited by the lack of a cross-school scheme of work.
- Pupils' evaluation skills in both key stages are underdeveloped.
- Safety considerations and the size of the canteen limit the nature of activities and the challenge of the work in gymnastics and indoor sports.

Religious education

Standards of achievement are good in both key stages. The school now uses the UA Agreed Syllabus and has incorporated its personal and social education framework into religious education lessons.

Good features

- Key Stage 1 pupils learn about Christianity and Hinduism through listening to, reading, rewriting and illustrating many stories.
- In their discussion on friendship they conclude that to have a friend you must be a friend. They listen carefully to a story and interpret its moral accurately.
- Key Stage 2 pupils study, in addition to Christianity, Judaism in Y3 and Y4 and Buddhism in Y5 and Y6. Their work demonstrates a good understanding.
- They study how certain people have lived a religious life, for example Mari Jones and Tomos Charles. In their work on St Paul, pupils write a post-card describing Paul's Damascene experience.

Shortcomings

- Pupils do not access artefacts sufficiently in order to have first-hand experiences.

| |
|------------------------------|
| 8. SCHOOL IMPROVEMENT |
|------------------------------|

8.1 Progress since the last inspection

Following the inspection in 1997, a clear action plan was formulated to address the six key issues. Two have been effectively implemented but there are aspects within the others that have not been sufficiently addressed.

- 1. Raise standards in art throughout the school and in KS2 in design and technology, information technology and geography.**

Standards in art throughout the school were judged to be good in this inspection and standards in KS2 to be good in information technology and satisfactory in design and technology and geography.

2. Improve the quality of long-term planning particularly in the foundation subjects, in order to influence the coherence, progression and continuity of the work more directly, and improve the standards of achievement.

In those subjects where there are whole-school schemes of work, planning has a positive influence on the coherence and standards of achievement. There are no schemes of work in history, music and physical education. This hinders the coherence and does not promote higher standards.

3. Develop teacher expertise in the foundation subjects, particularly where standards are unsatisfactory.

Since the last inspection, teacher expertise has been developed by providing a relevant INSET programme and by planning according to the needs of the NC. As a result, standards have been successfully raised in subjects where they were previously unsatisfactory.

4. Prioritise more clearly in the SDP and construct specific plans for future development, for example, accommodation issues and teachers' professional development.

The SDPs since the last inspection have given attention to improving aspects within the accommodation and to promoting teachers' professional development. Although there are clear priorities in the SDP, the stages of implementation and the evaluation methods are not sufficiently detailed.

5. Improve the quality of recording assessments and their use; and improve aspects of the reports to parents.

The school has by now an effective method of recording the assessments of individual pupils. However, the use made of the assessments to raise pupils' standards of achievements has not yet developed fully. The reports to parents are good.

6. Ensure better use of the space available in the building, particularly for storage and to organise better accommodation and facilities for the children under five.

There have been a number of improvements to the accommodation and the playground since the last inspection and there are plans for further developments. A purpose-built building has been secured for the children under five but no enclosed play area has been assigned for them.

8.2 Key issues for action

To ensure improvement, the school needs to :

- address the shortcomings identified in subjects particularly where standards are satisfactory;
- complete the schemes of work in history, music and physical education;
- formulate a policy for the development of key skills across the curriculum and plan more specifically to promote these in lessons;
- formalise the methods of assessing pupils' progress and achievement in all subjects across the school;

-
- implement the self-evaluation processes within a specific timetable together with explicit actions for measuring success;
 - in the SDP, expand upon how the key issues and the methods by which they are evaluated are implemented.

APPENDIX

A. Basic Information about the School

| | |
|---------------------|---|
| Name of School | Ysgol Gynradd Talhaiarn |
| School Type | Community |
| Age-range of pupils | 3–11 |
| Address of school | Church Street Llanfairtalhaiarn Abergele Conwy |
| Post-Code | LL22 8SD |
| Telephone Number | 01745 720242 |

| | |
|----------------------|-----------------------|
| Headteacher | Mr Llŷr Gilmour Jones |
| Date of appointment | September 2002 |
| Chair of Governors | Dr Julian Flack |
| Registered Inspector | Mr D G Evans |
| Dates of inspection | 10-12 March 2003 |

B. School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | | |
|--|---------|---|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 1 | 7 | 10 | 13 | 15 | 8 | 10 | 10 | 74 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 3 | 1 | 3.5 |

| <i>Staffing information</i> | |
|--|--------|
| Pupil:teacher ratio, excluding nursery and special classes | 20.3:1 |
| Child:adult (fte) ratio, nursery only | 0.5:1 |
| Average class size, excluding nursery and special classes. | 24.3 |
| Teacher: class ratio | 1:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | |
|---|-----------|------|--------------|
| Term | R and KS1 | KS2 | Whole school |
| Spring 2002 | 92.2 | 94.5 | 93.9 |
| Summer 2002 | 96.0 | 95.5 | 95.9 |
| Autumn 2002 | 95.8 | 94.5 | 95.7 |

| | |
|--|---|
| Number of pupils excluded during 12 months prior to inspection | 0 |
|--|---|

C. Results of NC assessments and public examinations

| National Curriculum Assessment Results KS2: 2002 | | | Number of pupils in Y6:11 | | | | | | | | | |
|--|--------------------|----------|---------------------------|---|---|---|---|----|-----|----|----|---|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | N | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 9 | 36 | 36 | 19 | 0 |
| | | National | - | - | 3 | - | 1 | 5 | 16 | 45 | 29 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 9 | 36 | 36 | 19 | 0 |
| | | National | - | 2 | 2 | - | - | 4 | 12 | 41 | 38 | 0 |
| Welsh | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| | | National | 1 | - | - | - | 1 | 4 | 19 | 49 | 23 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| | | National | 1 | 2 | - | - | - | 3 | 17 | 50 | 24 | 0 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 19 | 36 | 9 | 36 | 0 |
| | | National | - | - | 3 | - | 1 | 4 | 19 | 46 | 27 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 18 | 36 | 9 | 36 | 0 |
| | | National | - | 2 | 1 | - | - | 4 | 19 | 43 | 30 | 0 |
| Science | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 9 | 64 | 0 |
| | | National | - | - | 3 | - | - | 2 | 13 | 49 | 33 | 0 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 9 | 64 | 0 |
| | | National | - | 2 | - | - | - | 1 | 10 | 47 | 38 | 0 |

| Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (first language) or English | | | |
|--|----|---------------|----|
| by Teacher Assessment | | by Test | |
| In the school | 46 | In the school | 46 |
| In Wales | 68 | In Wales | 68 |

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

The school was inspected by a team of three inspectors who were present for six inspector days.

Thirty-one lessons or parts of lessons were inspected.

A sample of pupils were heard reading in both key stages. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education

A sample of pupils' written and practical work was scrutinised in all subjects.

School policies and documents were studied prior to the inspection.

The inspectors held discussions with the teachers during the inspection period on a wide range of issues relating to their responsibilities and the work of the school. Consideration was given to the school's planning documents and various files and records.

Attendance registers were scrutinised.

The inspectors were present for every act of collective worship.

Eight parents attended the pre-inspection meeting and 25 questionnaires were completed.

The Registered Inspector met with the governors before and following the inspection.

A pre-inspection meeting was held with the staff and they were provided with an oral feedback following the inspection.

E. Composition and responsibilities of the inspection team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|----------------------|-------------|--|--|
| Mr D G Evans | RgI | Context Main findings Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement | Welsh science information technology design and technology geography physical education |
| Mrs M Meredith-Jones | Team | Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with special educational needs Staffing, accommodation and learning resources | English mathematics history music art religious education under-fives |
| Mr G Morris | Lay | Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry | |

The visiting inspectors wish to thank the governors, the headteacher and the staff, for the co-operation and courtesy they received during the inspection.