

INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996

TALYSARN SCHOOL
FFORDD COEDMADOG
TALYSARN
CAERNARFON
GWYNEDD
LL54 6RH

SCHOOL NUMBER: 661/2108

DATE OF INSPECTION: 2ND – 4TH FEBRUARY 2004

BY

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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 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 shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year
WAG	-	Welsh Assembly Government

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	5
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	6
4. ETHOS OF THE SCHOOL	7
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	7
4.2 BEHAVIOUR AND ATTITUDES	8
4.3 ATTENDANCE	9
5. QUALITY OF EDUCATION	9
5.1 TEACHING	9
5.2 ASSESSMENT, RECORDING AND REPORTING	10
5.3 CURRICULUM	11
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE	11
5.5 PROVISION FOR PUPILS WITH SEN	12
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	13
5.7 PARTNERSHIP WITH INDUSTRY	14
6. MANAGEMENT	15
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	15
6.2 LEADERSHIP AND EFFICIENCY.....	15
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	16
7. SUBJECTS AND AREAS OF LEARNING	17
STANDARDS ACHIEVED BY PUPILS	17
PROVISION FOR THE UNDER-FIVES	17
WELSH	20
ENGLISH	21
MATHEMATICS	22
SCIENCE	23
DESIGN AND TECHNOLOGY	24
INFORMATION TECHNOLOGY	25
HISTORY	26
GEOGRAPHY	27
ART	28
MUSIC	28
PHYSICAL EDUCATION	29
RELIGIOUS EDUCATION	30
8. SCHOOL IMPROVEMENT	31
8.1 PROGRESS SINCE THE LAST INSPECTION	31
8.2 KEY ISSUES FOR ACTION	32
APPENDIX	33
A. BASIC INFORMATION ABOUT THE SCHOOL	33
B. SCHOOL DATA AND INDICATORS	33
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	34
D. THE EVIDENCE BASE OF THE INSPECTION	36
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM	37

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gynradd Talysarn is located in the village of Talysarn in Eryri, Gwynedd. The school serves the village and the local rural community, an area described by the school as one subject to economic disadvantage; 21% of pupils receive free school meals. Approximately 69% of pupils come from homes where Welsh is spoken as a first language but the school estimates that 93% speak Welsh as a first language or to a comparable standard. The number of pupils has fallen over recent years and this has had an evident affect upon financial management; during the inspection, 63 pupils attend the school full-time in addition to nine children who attend the nursery on a part-time basis. Currently four pupils have a statement of SEN according to the requirements of the new CoP, whilst ten further pupils appear on the school SEN register.

The school was last inspected in April 1997 and describes its main priorities as follows:

- to maintain and raise pupils' standards of achievement in every curriculum area according to the requirements of the NC and religious education;
- to nurture a civilised society which places emphasis on moral and humanitarian values;
- to develop pupils' ability to be confidently bilingual, in accordance with the language policy of the LEA, in order to enable them to become full members of the bilingual society in which they live.

The present targets of the school include:

- raising standards of oracy throughout the school
- continuing to raise standards in writing
- To develop ICT

2. MAIN FINDINGS

The main findings of the report

Ysgol Gynradd Talysarn is a good school that has made progress which is at least satisfactory and often good or better, in relation to the key issues noted after the last inspection. The school is a happy, homely and caring community and the commitment of staff is evident in all aspects of the work. Standards of achievement are good or better in the vast majority of NC subjects and there are outstanding characteristics to the supportive ethos. All developments and progress are managed by a committed and sincere head.

- The educational provision for children under five, taken overall, is generally appropriate and promotes the Desirable Outcomes in the six areas of learning. Standards are as follows:

Nursery

Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical Development	Good
Creative Development	Good

Reception

Language, literacy and communication skills	Very Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Very Good
Physical Development	Good
Creative Development	Good

- During the inspection standards of achievement are at least satisfactory in 100% of sessions, including 71% where they are good and 19% where they are very good. In KS1 standards are good in 67% of sessions and very good in a further 11%; in the 22% remaining, standards are satisfactory. In KS2 standards are at least good in 100% of sessions, including 25% where they are very good. Standards in the individual subjects are as follows:

	KS1	KS2
Welsh	Very Good	Very Good
English	Not applicable	Good
Mathematics	Good	Good
Science	Satisfactory	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Very Good
Physical education	Good	Good
Religious education	Good	Very Good

- In key skills standards are good in listening, reading, writing, numeracy and ICT; standards in speaking are satisfactory. Although pupils' linguistic syntax is good, deficiencies in subject-specific vocabulary are often apparent, with a tendency to anglicise words rather than using the correct Welsh term.
- Pupils' spiritual development is good and their moral, social and cultural development very good. Pupils learn to reflect sensibly on what is presented in periods of worship although there remains scope to develop these opportunities for lengthier periods. Pupils' self-awareness is good however, and from a moral perspective, they discuss a number of

challenging concepts such as forgiveness and tolerance very well. Teachers delegate challenging responsibilities to older pupils, such as running the new school council, and the quality of relationships within the school is also very good. There is special emphasis on the Welsh dimension and pupils' knowledge and appreciation of Welsh culture on a local and national level is very good. Pupils also have good appreciation of citizenship and diversity.

- The quality of behaviour is good. Pupils behave very well in the majority of classes and this has a beneficial effect on daily ethos and standards of achievement. Teachers' expectations are high concerning behaviour and discipline. There is some disruption caused by a few pupils in Y3 and Y4, but the firm yet supportive management of the teacher consistently maintains tight discipline.
- Attendance is good with statistics for the last school year showing an average of 95.3%. However the school does not set specific targets for improving attendance.
- During the inspection, the quality of the teaching is at least satisfactory in 100% of sessions, including 64% where it is good and 28% where it is very good. In the early years, teaching is good in 75% of sessions and very good in the 25% remaining. In KS1 teaching is good in 78% of sessions and very good in a further 11%; teaching is satisfactory in the remaining 11%. In KS2 teaching is very good in 50% of sessions and good in a further 43%; in the 7% remaining, teaching is satisfactory. Only two lessons were observed where teaching was less than good; as a result, the quality of teaching is almost consistently good or better in all classes.
- The quality of assessment, recording and reporting is very good. Teachers make very good use of all assessments in order to plan purposefully and the practice of keeping portfolios in core subjects is implemented very well. The school has made very good progress in this respect since the last inspection.
- The quality of the curriculum is good. It is sufficiently broad, generally balanced and meets statutory requirements. Provision reflects social inclusion in every aspect of access and equal opportunities and is well structured according to the main aims of the school.
- The main curriculum priority of the school for the last three years has been to raise standards in speaking. This emphasis has been a notable success, especially from the point of view of syntax and grammar. However there is some evidence that oral tasks are completed at the expense of written recording from time to time, such as in science in KS1 and design technology in KS2; this leads to some imbalance.
- All pupils enjoy a broad range of competitive games and sports and the curriculum is enriched by a purposeful range of extra-curricular activities especially in relation to the Eisteddfod, where pupils enjoy considerable success.
- The quality of support, guidance and pupils' welfare is good but the school has not yet adopted a policy on disability issues as is statutory.
- Provision for SEN is very good. The SENCO, specialist and class teachers prepare very appropriate IEPs for pupils with SEN with achievable targets clearly identified. The very good support provided by the specialist teacher enables the relevant pupils to make progress that is at least good according to their age and ability.

- The quality of school partnerships is very good. Special features include the family literacy and numeracy project and the very close relationship nurtured between the school and the community; pupils also contribute well to local projects in sustainable development.
- The partnership with industry is good. Although the school does not have a policy to manage procedures, every effort is made to ensure sponsorship and enrich the curriculum through local links. Recently the head has initiated a partnership with a trading company, in order to develop her management skills.
- The quality of self-evaluation and planning for improvement is satisfactory. The school interprets the results of the NC tests in detail and takes the process of target-setting seriously. A purposeful start has been made on monitoring the quality of teaching partly by purchasing specialism from the LEA; however, the contribution of curriculum leaders to date has been limited in this respect.
- The school has a satisfactory SDP to drive developments in standards and provision. The evaluation of the previous plan outlines the manner in which it was necessary to revise the document substantially, due to the staffing situation. Current priorities meet the needs of the school and outline INSET needed to ensure these are realised; purposeful attention is also given to aspects of expenditure. However, measurable and specific targets are limited and several success outcomes read as too desirable; monitoring arrangements are not always sufficiently tight.
- The quality of leadership and efficiency is good. It is easy to discuss with the head who is extremely hard working and sincere in her commitment to the school. She has a good appreciation of the strengths and deficiencies of the current situation and has imaginative ideas and vision for further improvements. Her management of the homely, supportive, Welsh ethos of the school is an evident strength and she has succeeded in creating purposeful teamwork among the staff. In all areas of the work, she is supported by a good deputy who is already developing confidence in aspects of management although he is new to the post and to the responsibilities; he also sets a very good role model as a teacher.
- The GB is hard working and sincere in its commitment to the school and well organised in the manner it undertakes its statutory duties. Governors' appreciation of curricular requirements have improved since the last inspection and they receive frequent reports from subject leaders to inform them of standards and developments. Governors have a good overview of the results of the NC tests, their significance, and the manner in which they compare both locally and on a county level. The GB produces a concise annual report to parents but there are some gaps in the statutory requirements therein. Minutes of the GB meetings show an informed discussion of several aspects of management including finance and the SPD; their ownership of the SDP is good.
- Financial management is generally rigorous. Staffing is prioritised within the budget and a sensible under spend is aimed at annually to maintain present levels. Substantial expenditure was necessary in this respect last year, and, as a result, the current surplus is less than the desired percentage. However the school remains within budget and with the pupil roll now stable, is in a positive situation to rebuild somewhat in this respect. Close attention is paid to the priorities of the SDP when the annual budget is set and some monitoring of the quality of teaching has been a way of measuring the cost-efficiency of this main priority. Consistent

monitoring of SEN by the SENCO is also a means to ensure value for money on internal expenditure on this aspect.

- The school gives good value for money.
- Human and teaching resources are managed efficiently and effectively. The building is in good condition with much care given to hygiene throughout. There remain some health and safety issues in relation to the yard, especially the steps leading to the main entrance and the manner in which the school gate is often left open. However, entry to the school building is tightly controlled by a number of safety features.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of achievement are at least satisfactory in 100% of sessions, including 71% where they are good and 19% where they are very good. In KS1 standards are good in 67% of sessions and very good in a further 11%; in the 22% remaining standards are satisfactory. In KS2 standards are at least good in 100% of sessions including 25% where they are very good.

- The educational provision for children under five is generally appropriate and promotes the Desirable Outcomes of the six areas of learning. Standards in the nursery are at least good and very good in personal and social development. In the reception, standards are at least good and very good in language, literacy and communication skills, personal and social development and knowledge and understanding of the world.
- In core subjects, work in language is very good in Welsh in both key stages and good in English in KS2; the school does not formally introduce English in KS1 nor assess pupils statutorily in this respect. There is evident accuracy in Welsh syntax and pupils respond very well to the challenging activities prepared for them.
- Standards are good in mathematics in both key stages. In science standards are satisfactory in KS1 and good in KS2; there is not always sufficient challenge in the practical work in KS1 and some shortcomings in AT1.
- In foundation subjects, standards are good in information technology, history, geography, art and physical education in both key stages. In design and technology standards are good in KS1 but satisfactory in KS2 where there are shortcomings in evaluation. In music, standards are good in KS1 but very good in KS2 where pupils compose tastefully structured pieces, and make very good progress in two-part singing.
- Standards in religious education are good in KS1 and very good in KS2 where pupils have a notable appreciation of what it means to be a member of a Christian community whilst also having a broad knowledge of a number of the main faiths of the world, such as Judaism and Hinduism.
- In KS1 teacher assessments for 2003 show that the majority achieve national expectations (level two) in Welsh, mathematics and science. In Welsh and mathematics, approximately

83% of pupils achieve level two and approximately a further 8% level three. In science approximately 92% achieve level two and approximately 8% level three. Approximately 83% achieved the core subject indicator. When results are benchmarked against comparable Welsh schools with 17-24% receiving free school meals, statistics are above the median in Welsh and mathematics and in the upper quartile in science. The small number of pupils makes a comparison between the performance of boys and girls difficult, but boys perform better by 15% in Welsh and the girls by 20% in mathematics.

- In KS2 standards of achievement of pupils in the NC tests for 2003 show that the majority achieve national expectations (level four) in Welsh, mathematics and science. In Welsh, approximately 60% achieve level four and approximately 30% further level five. In mathematics, approximately 27% achieve level four and approximately 46% level five. In science, approximately 55% achieve level four and approximately 9% level five. Only a minority, approximately 36% of pupils, achieve level four in English as well as approximately 9% level five. Approximately 64% of pupils achieve the core subject indicator. When benchmarked against schools with 17-24% receiving free school meals, results in Welsh are almost in the upper quartile, mathematics below the median, and science and English in the lower quartile. The percentage of pupils achieving the core subject indicator is also below the median.
- The pattern of results in KS2 over a period of three years shows results that are consistently higher than the local and county average. One significant reason for the comparatively low results in 2003 was that almost 18% of pupils were absent for the tests in English, mathematics and science; the result for Welsh, where everybody was present, gives a fairer picture of anticipated achievement. 10% of pupils were statemented for SEN and some of the results in English remain the subject of an appeal. Because of the low number of boys (two only) a reasonable comparison cannot be drawn between the performance of boys and girls.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards are good in listening, reading, writing, numeracy and ICT; standards in speaking are satisfactory.

- The progress and achievement of children under five in the key skills across the six areas of learning are at least good and very good in language in the reception class.
- Pupils in KS1 and KS2 listen closely and politely to their teachers and peers. The quality of listening in periods of worship is also good and pupils respect opinions in a sensible fashion, taking time to consider their personal contribution. Through sensible listening, pupils make lively contributions to discussions at the beginning of lessons and the good quality of listening is also a means of promoting success in paired work, a strategy often used by teachers.
- Pupils often speak in a lively manner and are full of ideas when contributing to discussions. The quality of syntax is at least good and sometimes very good across the curriculum. However, pupils' appreciation of subject-specific vocabulary is more unsteady with a tendency to anglicise terms rather than use the correct Welsh word. This has a detrimental effect on standards overall.

- Pupils discover information from the internet confidently and quickly; they read, sort and use this well. They read prepared worksheets accurately and develop self-responsibility for their learning by fluent reading in a variety of contexts, including historical documents and scientific data.
- Across the curriculum there are good examples of writing to record practical tasks or research facts. Pupils often respond in an extended manner to imaginative stimulus, such as empathising with an evacuee. At the upper end of the school, pupils make good progress in their ability to develop their own formats for recording practical work in science.
- Pupils make good use of data in several curriculum areas and interpret this sensibly in discussions. Every opportunity is taken to develop knowledge and skills in numeracy across the curriculum, such as interpreting the shape-structure of the Star of David in religious education, or the significance of numbers in a pentatonic scale in music. Pupils measure correctly in different units in practical experiments in science and use art programs to research concepts such as symmetry; they discuss the results of this work with understanding.
- Pupils' ICT skills are frequently promoted across the curriculum and their knowledge of concepts and management in a range of skills are good in this respect. Their ability to work independently is developing well. They adapt their knowledge of musical and artistic elements well in their computer work and the range of data they produce on the computer is also good; they show evident understanding as they discuss the results.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements for a daily act of worship. Assemblies are soundly based on Christian values and contemporary contexts as well as examples from pupils' daily lives to ensure that messages are relevant. Pupils learn to reflect sensibly on what is presented although there is scope to provide extended time for this aspect.
- Experiences offered in art and music provide further opportunities for pupils to develop their appreciation of awe and self-knowledge; they respond enthusiastically and in an imaginative manner to these opportunities.
- Moral provision places special emphasis on the difference between right and wrong and pupils' understanding of this is very good in a variety of contexts. There is a strong feeling that sound moral values are key to a successful ethos and respect toward the individual, others and property is well emphasised in school rules. Within one period of worship during inspection, pupils offered a broad list of moral values relevant to their daily life including honesty, forgiveness, obedience, tolerance and politeness.
- Pupils' moral responsibility is well promoted by supporting a number of charities annually, with special emphasis on children's causes; the humanitarian nature of this work contributes positively to standards, and pupils have a good understanding of its purpose and outcomes.

- Teachers delegate sensible and challenging responsibilities to older pupils such as their leadership role in the school council. Minutes of council meetings, which is a relatively new venture, show a mature discussion of several interesting ideas by pupils; their initiative in this respect has initiated several new ventures in the school such as the playtime healthy food shop. Older pupils are notably caring towards younger ones. All pupils take great pride in such opportunities to show initiative and complete their tasks with pride.
- Every opportunity is taken to play a prominent part in the daily life of the village and the local community in turn appreciates the role and contribution of pupils and staff.
- Special emphasis is placed on the Welsh dimension and pupils' appreciation of the Welsh culture on a local and national level is very good. They recognise some of the main symbols of Wales and consistently play a prominent part in the activities of the Urdd Eisteddfod, both locally and nationally. Their appreciation of their citizenship within their locality is good.
- Teachers are fully aware of their duty in ensuring that pupils respect ethnic equality and take every opportunity that rises naturally within lessons and periods of worship to nurture positive values in this respect, according to the useful policy of the school. A good number of pupils display thorough knowledge of other religions as they discuss ceremonies and festivals; as a result, they develop increasing understanding of the concepts of diversity.
- Pupils respond well to the efforts of the school to nurture their spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes is good.

- Pupils behave very well in the majority of classes and this has a positive effect on daily ethos and standards of achievement; pupils' commitment to good behaviour enables them to concentrate well and to show evident interest in their work.
- Teacher's expectations are high in terms of behaviour and discipline, with a sound feeling that it is key to the success of the happy, homely ethos of the school. There is some disruption caused by a few pupils in Y3 and Y4 but the firm yet supportive management of the teacher consistently maintains tight discipline.
- Play on the yard is enthusiastic and energetic but little conflict occurs; pupils respect each other and are especially polite to teachers and visitors.
- School rules have been discussed in detail by the pupil council where satisfaction with the current situation was voiced; such an exercise has also promoted pupils' sense of ownership of the rules.
- The school has a comprehensive policy for dealing with any instances of bullying. During inspection, no such instances were seen.
- There have been no suspensions during the last educational year.

4.3 Attendance

The quality of attendance is good.

- Attendance statistics show an average on 95.3% over the last three terms.
- Pupils arrive promptly in school and lessons start on time during the day.
- The school fully meets the requirements of WAG circular 3/99 in relation to pupil registration. All registers are complete and correct.
- No unauthorised absences have been noted in registers over the last year.
- The school does not set specific targets for improving attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

During inspection the quality of teaching is at least satisfactory in 100% of sessions, including 64% where it is good and 28% very good. In the early years teaching is good in 75% of sessions and very good in the 25% remaining. In KS1 teaching is good in 78% of sessions and very good in a further 11%; teaching is satisfactory in the 11% remaining. In KS2 teaching is very good in 50% of sessions and good in a further 43%; in the 7% remaining teaching is satisfactory. Only in two lessons was the teaching seen to be less than satisfactory; as a result the quality of teaching is always consistently good or better in all classes.

Good features

- Teacher expectations are high in all aspects of the work and pupils endeavour hard to respond well to this.
- Individual lessons are carefully planned with clear aims and objectives that are introduced to pupils at the beginning of lessons and thoroughly revised at the end of the learning session. In some classes, teachers allow pupils to read the aims and objectives aloud; this is good practice.
- Teachers' knowledge and understanding of subjects taught is at least good and often very good.
- Lessons are well resourced, which is further evidence of careful planning.
- Teachers' questioning skills are at least good and often very good, displaying sound sequence and direction, and sufficient differentiation to ensure that the more able pupils are well challenged.

- Teaching strategies are appropriately varied to meet the needs of pupils and task. The consistent use of paired work across the school is good practice.
- Good use is made of teachers' specialisms, especially in music and physical education; this has a beneficial effect upon standards.

Shortcomings

- In two lessons during the inspection, introductions were far too long and had a detrimental effect on time management and pupils' ability to complete a sufficient amount of work.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is very good.

- Teachers know pupils very well and are aware of their abilities. Assessments are consistent and correct and meet statutory requirements, including those for SEN.
- Children under five are appropriately assessed according to baseline assessments. Very good use is made of these assessments for purposeful planning.
- LEA booklets are used to record teachers' detailed comments in all subjects. These assessments are used to set appropriate, new targets for every pupil.
- Pupils are afforded opportunities to self-assess their development orally and in writing in some subjects; they take responsibility for setting some of their own personal targets which is very good practice.
- Portfolios of levelled work in core subjects are kept to show continuity and progression of learning and aid consistency of the assessments; again this practice is implemented very well.
- All data including NC test results and Standardised Tests, is effectively interpreted to identify shortcomings and design strategies.
- Pupils' work is marked consistently. For the most part, comments are constructive and pupils receive help in improving their work.
- Parents are provided with three opportunities to view their children's' work every year. Reports to parents are produced by means of a computerised program, with additions from the school including very useful comments on pupil development in all NC subjects. They provide a fair and honest reflection of pupil achievement and give suggestions for further improvement.

5.3 Curriculum

The quality of the curriculum is good.

- The curriculum is sufficiently broad, generally balanced and meets statutory requirements. Provision reflects social inclusion in all aspects of access and equal opportunities and is well structured to the main aims of the school.
- The curriculum for children under five is good and provides enriching experiences which promote the development and enthusiasm of pupils across the six areas of learning.
- There is a policy document for each area of the NC and religious education. These are useful documents which emphasise the Cwricwlwm Cymreig and key skills in a purposeful manner and are well matched to the needs of Ysgol Talysarn.
- Schemes of work are detailed in several respects and show the continuity and progression of the learning to a considerable extent. The music document is a model of good practice as it shows subject specific elements within teaching and learning activities. In general, planning for the key skills is good.
- The main curriculum priority in the school over the last three years has been to raise standards of speaking. This emphasis has been an evident success especially in relation to pupils' linguistic syntax. However, there is some evidence that oral work is completed at the expense of the written tasks, such as in science in KS1 and design technology in KS2; this leads to some occasional imbalance.
- The school has an useful homework policy that is well supported by parents. Provision is enhanced by a book, allowing parents the opportunity to note their own comments on both provision and standards. This co-operation influences standards of achievement well.
- There is no formal scheme of work for PSE but the school uses a range of guidelines and resources, such as those from ACAAC to prepare a teaching programme which meets pupils' needs. A curriculum map identifies the different areas covered and the manner in which these integrate with different subjects. Special ventures, such as the school council, promote notions of citizenship and promote good standards in this respect.
- All pupils enjoy a broad range of competitive sports and games and the curriculum is enriched by a purposeful range of extra-curricular activities, especially the Eisteddfod, where pupils enjoy considerable success.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good.

- Matters of health and safety are monitored by the LEA policy but with an appendix relating this directly to Ysgol Talysarn; teachers implement these guidelines equitably and pupils are aware of a number of matters related to their daily lives.

- Useful links have been forged between the school and a number of agencies. The police visit regularly and there are beneficial links with the Fire Brigade and the nurse to promote good support and guidance.
- Staff show good knowledge of the detailed guidelines for child protection. Again, considerable use is made of LEA guidance in this respect, all of which is implemented well.
- Supervision for pupils is identified clearly within documentation and is effective in its implementation throughout the day.
- The school's equal opportunities policy ensures that no pupils is discriminated against on the basis of race, belief, language, educational ability, social standing or disability. Again, this policy is seen to be well implemented in pupils' daily life and as a result, social inclusion is good.
- The school gives clear information on the misuse of alcohol and drugs and the likely effects of abuse. These arrangements are managed by a suitable policy. Only under exceptional circumstances does the head administer medicines in school.
- There is a detailed policy regarding sex education outlining the special arrangements made for Y6. Parents who expressed an opinion support this provision fully.
- The school has not yet adopted a policy on disabled issues as is statutory.
- Pupils' work is marked regularly and thoroughly and in a constructive manner which includes specific reference on how to improve work; as a result, this educational support and guidance is good.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is very good.

- Arrangements for the 14 pupils comply fully with the requirements of the new CoP. Four pupils have a statement of SEN. And all appropriate pupils make progress which is at least good according to their age and ability.
- Pupils with SEN have full access to all NC subjects and have been fully integrated to the activities of the school.
- Very appropriate use is made of standardised tests for early recognition of SEN. Pupils' progress is consistently and continuously assessed and the register is regularly updated.
- The SENCO, specialist teacher and class teachers prepare IEPs which are very appropriate for pupils setting clear, achievable targets; these are updated three times a year.
- Class teachers set very appropriate, differentiated tasks within lessons in an effort to meet the needs of each individual pupil.

- The very good support given by the specialist teacher in SEN promotes pupils' progress. She works extremely effectively with individuals and small groups on a withdrawal basis, to strengthen the concepts and skills introduced in class.
- Very good support is also given to pupils with SEN by the support assistants, which promotes evident progress in pupils' skills.
- Two pupils benefit greatly from attending the special educational unit at Ysgol Bron-Y-Foel every morning. They receive support of a high quality in core subjects and make good progress both in their work and behaviour.
- Parents of children with SEN are contacted regularly and these close links promote improvements in standards.
- Very good use is made of external agencies such as those in language and speech therapy. There is good support from the governor who is responsible for SEN, who visits the school on a termly basis.
- Pupils with SEN make good and effective use of all recently purchased resources, making very good progress in language skills according to their age and ability.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the school partnerships is very good.

- The school prepares a good range of information for parents and makes every effort to ensure regular discussions on several aspects of educational and social issues. As part of the inspection process, twenty-six parental questionnaires were received and the vast majority were very positive in their support of the school and staff efforts. 12 parents attended the pre-inspection meeting with the RGI and their comments were also very supportive.
- Parents play only a limited role within classes, but the parent-teacher association is flourishing and a means of raising substantial sums of money for purchasing additional resources; this in turn has a beneficial effect on standards of achievement. The parental prospectus meets such requirements apart from a few small deficiencies in relation to some of the school's policies.
- The family literacy and numeracy project is a notable feature of the partnership; it is evidently a great success and makes a specific contribution to improvements in standards since the last inspection. The project is lead by the SEN teacher, which is further evidence of the good use made of her specialism.
- The school plays a very prominent role in the local community which, in turn, appreciates the role teachers and staff play. All arrangements are managed by a detailed policy document. Purposeful links have been developed with the religious communities of the area and the vestry of the village church is used for the family literacy and numeracy project.

- Pupils' efforts to raise money are often linked to local causes, a number of which directly influence standards, including the work with the Nantlle Brass Band and the link between Tai Eryri for the fruit shop.
- The school makes considerable use of community land for a range of special arrangements such as sports. Pupils also play a prominent role in the efforts of the community to promote sustainable development by recycling a number of materials.
- There are several very good features to relationships with other schools. Talysarn pupils join with pupils from other local schools to sing carols across the broader community at Christmas. There is also regular sharing of learning resources to enrich current provision further.
- There are good transfer arrangements between Talysarn and Ysgol Uwchradd Dyffryn Nantlle, on a pastoral and a curricular level.
- Pupils from the local college come to the school regularly as part of their nursery nurse course. There are also appropriate arrangements to receive students on teaching practice from the local University and it is apparent that these work smoothly.

5.7 Partnership with Industry

The partnership with industry is good.

- The school does not have a formal policy to manage the partnership with industry, but it is evident that the GB and the head have worked hard to create purposeful links with the businesses of the locality. The head has just commenced a programme of links with a national company in order to further develop her management skills.
- Local business links provide financial support for the school in several respects such as advertisements in the sports programme. The local printing press is generous in donating art resources to the school and a local computer company has provided appropriate software, which again enriches the resource collection.
- The school has ensured favourable terms with the local bus company which is of considerable assistance when financing trips.
- Older pupils of the school operate a business venture selling healthy foods at playtimes. Teacher plans clearly show how this will eventually be related to pupils' work in information technology, by means of a spreadsheet, though this aspect of the work has yet had sufficient time to influence standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- Good use is made of local and national data to compare aspects of school performance; the head has a good picture of comparative performance over a period of years. NC tests are interpreted in detail and this information is used to help in the process of setting targets which are challenging and appropriate.
- The school is consistently refining the manner in which it sets targets, although some differences between targets and results still remain. Teachers do however, identify specific pupils who are borderline in terms of attainment level, and prepare additional support to raise their standards further. In several individual examples this strategy has been a recent specific success, giving a result that was higher than the target.
- A purposeful start has been made on establishing an ethos of monitoring the quality of standards and teaching across the school, with the head mainly responsible; the school has also purchased the specialist advice of the LEA to help in this respect. Written comments identify strengths and areas for development in a positive fashion but the role of curriculum leaders in the process is insufficiently developed.
- The culture of self-evaluation also extends to several aspects of the daily life of the school, especially ethos. This consistent attention has obviously influenced standards, but the school has not arrived at a specific judgement on several aspects of provision.
- The school has a satisfactory SDP to drive developments in standards and provision. The evaluation of the previous plan outlines the manner in which it was necessary to revise the document substantially, due to the staffing situation. Current priorities meet the needs of the school and outline INSET needed to ensure these are realised; purposeful attention is also given to aspects of expenditure. However, measurable and specific targets are limited and several success outcomes read as too desirable; monitoring arrangements are not always sufficiently tight.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The GB has adopted a number of purposeful aims and objectives for the school and these are included as an introduction to the SDP.
- It is easy to discuss with the head who is very hard working and sincere in her commitment to the school. She has a good appreciation of the strengths and deficiencies of the current situation and has imaginative ideas as a basis for a sound vision for further development. Her management of the homely, supportive and Welsh ethos of the school is an evident strength and she has succeeded in creating a sense of purposeful teamwork among the staff.

- In all aspects of the work the head is aided by a good deputy who is already developing in confidence, in several important aspects of management, despite being relatively new to the post and the responsibilities; he also sets a very good role model as a teacher.
- The GB is hard working and sincere in its commitment to the school and well organised in the manner it undertakes its statutory duties. A small number of sub-committees have been established to shoulder the burden of the work equitably. Governors' appreciation of curricular requirements have improved since the last inspection and they receive frequent reports from subject leaders to inform them of standards and developments. Governors have a good overview of the results of the NC tests, their significance and the manner in which they compare both locally and on a county level. The GB produces a concise annual report to parents but there are some gaps in the statutory requirements therein.
- Minutes of the GB meetings show an informed discussion on several aspects of management including finance and the SPD; their ownership of the SDP is good.
- Financial management is generally rigorous. Staffing is prioritised within the budget and a sensible under spend is aimed at annually to maintain present levels. Substantial expenditure was necessary in this respect last year, and, as a result, the current surplus is less than the desired percentage. However the school remains within budget and with the pupil roll now stable, is in a positive situation to rebuild in this respect. Close attention is paid to the priorities of the SDP when the annual budget is set and some monitoring of the quality of teaching has been a way of measuring the cost-efficiency of this main priority. Consistent monitoring of SEN by the SENCO is also a means to ensure value for money on internal expenditure on this aspect.
- There is a written agreement deputising expenditure powers to the head; however this is now ten years old and in need of reconsideration.
- The day-to-day management of the school is smooth and secure under the leadership of the head.
- The school meets statutory requirements and plays close attention to guidelines issued by the WAG.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Current staffing is appropriate for the school and reflects the commitment of the GB to prioritise staffing within the budget. The collection of resources is good as is the condition of the building, but there are some deficiencies and shortcomings in the boundaries.

- There are three full-time teachers including the head and one part-time teacher. All are graduates and one is currently on a temporary contract.
- As the number of teaching staff is small the range of initial qualifications is naturally narrow, mainly in language and humanities. However there has been good commitment to extended INSET over the years to build further specialism and as a result, there is a good

basis for creating and developing a broad and balanced curriculum for pupils. The commitment to INSET is also well related annually to the priorities in the SDP.

- There are two full-time support teachers within class working one-to-one with two pupils with statements of SEN; this provision is financed by the LEA. One support assistant also acts as a nursery nurse during morning sessions, financed by the school. The use of support assistants is always efficient and they have a marked effect on standards, having developed good relationships with both pupils and class teachers.
- The school also finances an SEN teacher for one day a week to provide additional support to specific pupils. Again this money is efficiently spent and provision has an evident influence on standards of achievement.
- A support grant was received by the school to raise standards by financing the two support assistants for a further hour a day with special emphasis on raising standards in reading. This provision is also influencing standards of achievement in general, and specifically in reading.
- Two peripatetic music teachers visit the school to offer woodwind, brass and violin tuition. Appropriate pupils make good progress.
- A clerk is financed for twenty hours a week, ten hours for administration and ten hours of teacher support.
- The school possesses a good collection of resources, sufficient to meet the needs of the NC and religious education in each school year.
- Accessibility of resources is good and consistent use is made of provision within lessons.
- Space is very appropriate for pupils and efficient use is made of it. Much care is given to hygiene and the cleanliness of the building by the caretaker.
- The hard yard is smoothly surfaced and is safe for pupils, but the stairs which lead to the main entrance of the building are dangerous and need to be painted to clearly show the size of the step. The playing field is of a good size but is naturally wet.
- The school operates a safe system for access into the building. However several times during the inspection the main gate was found to be open during break times; urgent attention needs to be given to this.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Provision for children under five is generally appropriate and promotes a desirable outcome for the six areas of learning.

Standards in the nursery are very good in personal and social development and good in the remaining five areas. Standards in the reception class are very good in language, personal and social development and knowledge and understanding of the world and good in the remaining three areas.

Language, Literacy and Communication Skills

Standards are good in the nursery and very good in the reception.

Good features

- Nursery children listen well and respond enthusiastically to simple instructions and stories. They recognise some letters and hold books correctly. In role play, they speak confidently on the phone.
- Reception children listen very well both to adults and each other. They speak with natural enthusiasm and respond positively to challenging questions. They play roles very confidently and reflect opinions about their favourite toys very effectively. They know several letters and form the shapes of a number of them correctly. They read familiar words and all write their names correctly.

Shortcomings

- There are no significant shortcomings.

Personal and Social Development

Standards are very good in both the nursery and reception.

Good features

- Nursery children play and work together very well and respond very effectively to the organisation of activities. They show very good self-control and are aware of the need for personal hygiene. They wait their turn patiently and ask and say thank you very courteously. They show good levels of independence and benefit from sharing the room with reception children.
- Reception children understand the importance of class rules and they are very ready to share resources. They have formed an exceptionally good relationship with other children and adults. They listen politely and wait their turn when necessary. They dress and undress themselves independently after physical education lessons. They benefit socially from sharing the room with Y1 and Y2 children every afternoon.

Shortcomings

- There are no significant shortcomings.

Mathematical Development

Standards are good in both the nursery and reception.

Good features

- Nursery children count up to ten easily and understand the concept of small and larger numbers. They sort objects according to shape and colour and they create and finish patterns well.
- Reception children count up to 20 and add numbers effectively. They understand the meaning of zero and use simple number rhymes to reinforce their knowledge. They use a good range of two-dimensional shapes to structure pictures such as rockets. They make appropriate use of mathematical language such as 'more than' and 'less than' in their work on numbers.

Shortcomings

- There are no significant shortcomings.

Knowledge and Understanding of the World

Standards are good in the nursery and very good in the reception.

Good features

- Nursery children name the members of their family and discuss the weather effectively. They list different ways of travelling and, as they play in the Travel Agency they name a number of countries confidently. They know a great deal about their homes and village. They speak enthusiastically about nocturnal creatures.
- Reception children have a very good understanding of the world. They know the order of the days of the week and identify a number of the external parts of the body. They understand how the weather affects their lives. They know their colours very well and list the differences between day and night enthusiastically.

Shortcomings

- There are no significant shortcomings.

Physical Development

Standards are good in both the nursery and reception.

Good features

- Nursery children use gluing equipment, building kits and pencils effectively. As they play with large toys, they make sensible use of empty space and show good control over their bodies.

- Reception children use small equipment such as paintbrushes, pencils and scissors effectively and safely. In physical education lessons they show good appreciation of different parts of the body and work with energy.

Shortcomings

- There are no significant shortcomings.

Creative Development

Standards are good in both the nursery and reception.

Good features

- Nursery children work confidently in different mediums and their creative skills develop well. They perform songs in a lively fashion and keep a steady beat as they clap rhythms.
- Reception children know a good range of Welsh songs and sing these with enthusiasm and often adding energetic movements. They mix paint well and experiment with a broad range of materials creating masks, models and lively paintwork.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards are very good in both key stages.

Good features

- Pupils in KS1 listen closely and show good understanding by asking sensible questions. They discuss their work with enthusiasm and show considerable confidence in role play. They speak in a lively fashion using good, correct, oral language. Pupils who speak Welsh as a second language make very good progress in a short space of time.
- Pupils in KS2 well listen to each other and voice opinions very confidently. They perform in public very well and succeed in explaining and discussing their work with ease. They speak correctly using rich vocabulary, idioms and syntax.
- Pupils in KS1 read a broad range of books with understanding and discuss characters and plot very effectively. They use appropriate terms such as author, cover, press and publisher as they discuss their favourite books and use appropriate strategies to read unfamiliar texts. They have good knowledge of phonics and sensibly predict how a story might end.
- In KS2 pupils discuss books in a well informed manner and generally read fluently, with good understanding. They read very effectively in public using enunciation and pauses

appropriately. They have very good library and research skills, and discover information quickly. The most able, at the upper end of the school, discuss the different styles of authors in great detail.

- Pupils in KS1 write very effectively for a number of purposes and for different audiences. They use different forms to create lively and interesting work. They show increasing understanding of sentences and punctuation. In their stories and descriptive pieces they make very good progress in their use of syntax and adjectives.
- Pupils in KS2 use a variety of formats such as newspaper articles, letters, drama scripts, diaries and poetry very successfully. They develop their ideas in an organised manner and plan their work carefully. They vary their sentences and make effective use of language guidelines on the walls of the class to improve the accuracy of their work. They understand how to redraft pieces of work in order to improve them. The majority of pupils create work with good levels of accuracy in terms of syntax and spelling and a great number write in an extended fashion.
- Presentation and handwriting is at least satisfactory and often good.

Shortcomings

- There are no significant shortcomings.

English

KS1 pupils are not formally assessed in English but the school builds upon pupils' natural language by introducing them to oral activities. They make good progress in their speaking skills. In KS2 standards are good.

Good features

- Pupils in KS2 listen well and respond with enthusiasm to comments, instructions and questions. They ask relevant questions and voice opinions confidently. They speak with considerable confidence and fluency with adults.
- The majority of pupils read correctly with good understanding. They use appropriate strategies to decode unfamiliar words. Pupils across the KS enjoy shared reading of the class novel, producing work of a high standard as they discuss and complete written tasks based on books. Pupils in Y3 and Y4 discuss a variety of novels with enthusiasm whilst pupils in Y5 and Y6 empathise well with characters in books. Pupils find information from books and electronic resources effectively and the majority use dictionaries in an appropriate fashion.
- The majority of pupils write well in a variety of formats with good levels of accuracy in terms of punctuation and spelling. A small number write very well forming extended pieces of work for particular purposes. Pupils show a sound appreciation of the sequence of events. They write effective poetry, for instance acrostic poems based on the Snow Spider, and show sensitivity and understanding of idioms and similes to create effect. Pupils in Y3 and Y4 use varied adjectives to create poems entitled 'What is Blue?' and are aware of the need to use effective comparisons as they write in a descriptive fashion.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards are good in both key stages.

Good features

- Pupils in KS1 work confidently with a good range of numbers and count confidently onwards to twenty and backwards to zero. They discuss number bonds with understanding and their understanding of numbers in the context of money also develops well. Pupils in Y1 use a calculator correctly and confidently to investigate number bonds and paired patterns.
- By Y2 pupils make good progress in their knowledge of the simplest multiplication tables and begin to see the relationship between multiplication and addition. They count confidently in two's and adapt their knowledge of the number patterns of odd and even numbers.
- Pupils in KS1 know a good range of two and three-dimensional shapes and develop in their knowledge of their properties. Shape and measurement vocabulary develops well and by the end of Y2 pupils measure correctly in standard units, such as metres and centimetres. They use a computerised art program to investigate and consolidate their understanding of more challenging concepts such as symmetry.
- KS1 pupils collect simple information correctly and record this in appropriate graph format, enabling them to discuss and interpret the data correctly.
- Standards of numeracy continue to be good in Y3 and Y4. Pupils have a good understanding of place value up to hundreds and make evident progress in their ability to use multiplication tables. They identify multiples quickly and clearly explain the strategies they use as they solve the problems. Their knowledge and understanding of simple fractions is also good.
- Younger pupils in KS2 make evident progress in their understanding of time and use both conventional and digital clocks to record their work.
- Shape work in Y3 and Y4 is challenges pupils well. They recognise a good range of two and three-dimensional shapes and develop a broad vocabulary to complete tasks successfully according to properties. Concepts such as reflection and symmetry have also been thoroughly understood by the majority.
- Measurement work in Y3 and Y4 is extended to use of half a centimetre and millimetres. Pupils' work is neatly presented and is consistently correct.

- At the upper end of the school, pupils make good progress in their number work. They use a broad range of numbers including negative and square examples. They find patterns confidently as they solve problems. By Y6, they understand the relationship between fractions, percentages and decimals soundly. Their understanding of place value is well established and they explain this as they multiply by a hundred or tens. They discuss large numbers correctly.
- In shape work, pupils in Y5 and Y6 use and discuss a broad range of two-dimensional shapes. They develop mature vocabulary to identify different kinds of triangles and important facts, such as the total of angles within each triangle equals 180 degrees; these are well memorised. Pupils come to recognise a good range of polygons and understand that shapes are regular or irregular.
- All pupils use a broad range of data with understanding, in a variety of contexts such as the weather. They choose appropriate graph formats to present different kinds of information and in discussion they interpret results with good levels of understanding.

Shortcomings

- There are no significant shortcomings.

Science

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 identify a range of external bodily parts correctly and confidently. They discuss the differences between humans, animals and plants and explain some life cycles in detail such as the manner in which frogspawn turns into tadpoles and then into frogs.
- Pupils in Y1 and Y2 know a broad range of basic forces such as pushing and pulling and understand the effect these have on objects. Pupils in Y1 sort objects appropriately according to the kind of force needed to move them, while pupils in Y2 also understand that force can change the shape of objects.
- When pupils in KS1 experiment practically, they do so in an organised fashion under the guidance of the teacher; the quality of recording is good.
- In Y3 and Y4 pupils have detailed scientific knowledge and explain their work by means of mature vocabulary. Their appreciation of fair testing is secure and they have a clear understanding of constants and variables.
- Younger pupils in KS2 understand a broad range of forces, including friction and gravity, and explain these well. They understand that different forces can change the shape of objects, as well as the direction and speed of moving objects.
- Pupils in Y3 and Y4 have a broad knowledge of light and electricity. They build circuits correctly to light a bulb and understand that individual bulbs would be less potent if more

than one was used. They understand the effect of the sun on shadows and the most able explain in detail how night and day occur. They understand that light travels in straight lines and their understanding of concepts such as transparency, translucency and opaqueness is secure.

- Older pupils in KS2 have a detailed knowledge of materials. Their understanding of solids, liquids and gases is secure and they understand and explain the process of reversibility clearly.
- Evident progress is seen in the work on forces at the upper end of the school. Pupils remember the forces studied in previous years well and add to their knowledge base by developing knowledge of concepts such as up-thrust and air pressure.
- Pupils in Y5 and Y6 develop in their ability to arrange their own experiments and means of recording. Appropriate attention is given to the properties of fair testing in their work and they understand the importance of repeating tests in order to secure dependable results.

Shortcomings

- There is insufficient emphasis on some important aspects of AT1 in practical experimentation in KS1. Pupils do not justify their predictions and emphasis on recording aspects of fair testing have been insufficiently developed.

Design and technology

Standards are good in KS1 and satisfactory in KS2.

- KS1 pupils understand the process of technology well, through using different building kits and simple toys to express their ideas.
- Pupils in KS1 build moveable vehicles that respond well to the requirements of the task. They add simple frameworks to strengthen their objects using challenging skills such as sawing to complete these. They experiment with different means of connecting moving parts; finished products often move smoothly and easily.
- In Y1 pupils design their work through simple pictures but by Y2 there is considerable progress, as pupils explain the manner in which a model of Santa Claus moves within the design. The quality of evaluation is sensible in response to a set of criteria prepared by the teacher.
- Work on cross-stitching in KS2 has been carefully planned with clear links between the design and the finished product. The work is of high quality, very neat and detailed, and attractively displayed.
- In KS2 pupils display good investigative skills, such as the work on levers and pulleys in Y5 and Y6. The results are used appropriately to consolidate and enhance the quality of the finished product.

Shortcomings

- In KS2 there is insufficient emphasis on evaluation. At times, there is little difference between initial ideas and final designs, with several examples of worksheets where evaluations have not been completed.

Information technology

Standards are good in both key stages.

Good Features

- In KS1 the vast majority of pupils work independently on equipment and name different parts of the computer correctly. They successfully click the mouse and move objects across the screen confidently and quickly.
- Pupils in Y1 and Y2 use computer pictograms to interpret data and information correctly and clearly.
- Word processing skills are good in KS1. Pupils complete a suitable amount of work and the most able begin to design pages with special borders.
- Computerised art work is good in KS1; pupils draw clear shapes and make good use of the potential of the program to create different colours.
- Pupils in KS1 create simple programs for a roamer and control these successfully.
- Musical composition is a notable feature of computer work in KS2; standards are consistently good. Pupils use the equipment sensibly to deepen their understanding of several musical elements and create challenging textures.
- Older pupils of the school use a control box successfully. They input simple commands and operate these to move a vehicle forwards and backwards. They discuss with understanding the role which motor and pulleys play in the process.
- Older pupils gather information from the internet well and display good reading skills in this respect. They use their word-processing skills to create interesting information sheets in historical studies including cutting and pasting digital pictures for their work.
- Pupils in KS2 adapt well to the use of databases. They collect, input and question information correctly and quickly, interpreting the graphs they produce with understanding.

Shortcomings

- There are no significant shortcomings.

History

Standards are good in both KS1 and KS2.

Good features

- Pupils in KS1 understand well the concept of yesterday and today. They know that features such as means of transport change over time and use appropriate terms to discuss transport in past times. They speak enthusiastically about old toys and compare these effectively with modern examples.
- Pupils in both key stages understand chronology well and make effective use of time lines.
- Pupils in KS1 have sound knowledge of various aspects of the Victorian age. They name and recognise washing artefacts and compare ways of living long ago with those of today.
- Pupils in KS2 have a good appreciation of the history of their locality and the importance of the slate quarries. They speak confidently about the changes that have taken place in their village over the years.
- In Y3 and Y4 pupils speak enthusiastically about the history of the sinking of The Royal Charter. They compare the architecture of the ship with the Titanic and make sensible comments about the differences in the provision on the Titanic for those who were rich and those who were poor.
- Pupils in Y5 and Y6 show sound knowledge of the Second World War. They use a variety of sources including newspapers, diaries and letters to collect information about the period and following a visit by a member of the County archive, they are aware of the artefacts of the period and recognise how the war had an affect on their own village. They empathise well with characters such as Anne Frank who lived under difficult conditions and show sound understanding of cause and effect.
- Pupils at the upper end of the school recall work completed on the Celts and the Romans with good levels of understanding.
- Visits to local places of historical interest such as the Segontium and the Toy Museum have clearly enthused pupils, and served to deepen their understanding of history; they discuss these enthusiastically.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are good in both key stages.

Good features

- Pupils in KS1 know the features of the seasons and understand well the effect the weather has on people and plants.
- Pupils in KS1 display simple mapping skills and record their journey from home to the school confidently. They discuss the features of their locality well, naming streets and buildings correctly.
- In KS1, pupils compare Talysarn well with the village of Penygroes. They know that Cardiff is the Capital of Wales and confidently recall facts about the city. They also compare living conditions in Wales with those in Botswana effectively and, on a simple level, are aware of some of the features of living in Australia.
- Pupils in both key stages understand geographical terms well and use these correctly as they discuss their work.
- Pupils in KS2 use six-point grid reference to locate specific areas on the map. They have good knowledge of co-ordinates and use the points of the compass and map keys effectively
- Pupils in KS2 compare their village well with the town of Llandudno, and have considerable knowledge about Lesotho as a land of economic development; they effectively compare ways of life there, with those in Wales.
- Pupils in KS2 have good knowledge of their locality. They discuss physical and man-made features of the rest of Wales well. They know the names of the continents, countries and oceans of the world and locate these correctly in an atlas.
- Pupils across the school discuss the influence of man on the environment effectively according to their age and they are aware of their individual responsibility to contribute to sustainable development.
- Pupils across the school make good use of aerial photographs, maps, data and visits to plan geographical investigations.

Shortcomings

- There are no significant shortcomings.

Art

Standards are good in both key stages.

Good Features

- In KS1 pupils have a good understanding of the effect which mixing paints has on colours. They experiment with enthusiasm, and use the results sensibly in their own efforts.
- Pupils in KS1 make good use of the computer to research into more complex concepts such as symmetry in art.
- Work on paint and emulating the work of the masters is often very good. Pupils study the techniques in detail and produce several striking displays on a broad range of artists such as Van Gough, Warhol and Picasso.
- By emulating the works of the masters, pupils also develop good understanding of different artistic concepts such as tone, texture, line, background and foreground. They discuss these well and use them sensibly in their own work.
- Current evidence for the school, as well as photographs from the past, show a broad range of work in three-dimensions including some on a large scale. The quality of the work is at least good, with some very good examples, especially the plates created with a local Welsh artist.

Shortcomings

- There are no significant shortcomings.

Music

Standards are good in KS1 and very good in KS2.

Good Features

- The quality of singing is good. Pupils enunciate clearly and sing in a rhythmic fashion with the vast majority maintaining the pitch correctly. They breathe correctly to add additional interpretation to the words.
- Older pupils make very good progress in two-part singing.
- Pupils in KS1 understand the opposite characteristics of a number of the musical elements, such as pitch, duration and pace; they discuss these successfully in their work.
- In KS1 pupils choose and sort different sounds to be used as an accompaniment to a story. They develop simple graphic scores to record their ideas and explain these with understanding. The final taped performance is well structured and tasteful.
- Across both keys stages, pupils control an appropriate range of percussion instruments successfully.

- Work on composing is very good at the upper end of the school. Pupils adapt their knowledge of the musical elements well and structure their performances maturely, by means of ostinato and drone. They understand the pentatonic scale very well and use this to create challenging textures.
- Composing work on a computer is very good. KS2 pupils use the equipment sensibly to deepen their understanding of several musical elements and the final structures are tasteful.
- In both key stages, pupils evaluate music critically, by regular discussion regarding the use of a broad range of elements.

Shortcomings

- There are no significant shortcomings.

Physical education

During the inspection one lesson in gymnastics was seen in KS1, one in KS2 and one dance lesson in KS2. On the basis of this evidence standards are judged to be good in both key stages.

Good features

- In the gymnastics lesson, pupils in KS1 move with energy and show good control. They use space appropriately and show a good appreciation of different parts of the body as they create different shapes.
- In the gymnastics lesson in KS2, pupils are well aware of the quality of their shapes, and maintain balance and empty spaces well.
- In the dance lesson, pupils in KS2 respond enthusiastically to music as they create dance with a historical theme. They plan their work carefully and evaluate movements well. They dance in a disciplined fashion with movements which flow easily.
- Pupils across the school know of the beneficial effects of physical education and they show enthusiasm and perseverance in their physical education lessons.
- Sports clubs, which are held after school, have a beneficial effect on pupils' standards and promote their development in ball control skills. KS2 pupils' skills develop further as they take part in a range of games and competitive sports with other schools.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards are good in KS1 and very good in KS2.

Good features

- Pupils in KS1 have a good appreciation of the Bible as a holy book. They know a great number of Bible stories and recall these correctly.
- Pupils in KS2 relate Bible stories, such as the Good Samaritan, to their own lives very effectively. As a result of a visit by a Christian drama group, they are familiar with several stories from the Old Testament.
- Pupils across the school understand the significance of prayer and write their own sincere prayers for use in periods of worship.
- Through purposeful activities, pupils collect money for good causes and through the life and work of the school they have a very good understanding of what it means to belong to a Christian community.
- Pupils across the school have very good awareness of principles such as friendship, family life, care for others, sharing and making sure the environment is safe. Pupils in Y3 and Y4 use these effectively in role play and in circle times.
- By visiting local places of worship, children in both key stages have good appreciation of the main features of chapels and churches and the use made of artefacts within them. For instance, pupils in KS1 know about the practice of Baptism in the church and talk enthusiastically about the pretend Baptism arranged for them in the local church. Following a visit to the Cathedral in Bangor, pupils in KS2 have very detailed knowledge of some aspects of architecture and Christian artefacts.
- Pupils in both key stages have good knowledge of the life and contribution of some of the main humanitarians of the world such as Doctor Barnado. They also know about important historical characters in Welsh religion, such as Dewi Sant, Esgob William Morgan and Mari Jones. Pupils in KS2 appreciate the Christian influence on individuals well.
- Pupils in KS1 have a basic knowledge of some of the main features of Hindu festivals and compare these effectively with Christianity on a simple level.
- Children in KS2 discuss aspects of Judaism in very good detail; they compare and contrast these well with Christianity.
- The Locally Agreed Syllabus is followed well throughout the school.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in April 1997 where seven key issues were outlined. Progress is at least satisfactory and often good or very good.

To raise expectations and provide more challenges for the middle and lower ability groups in KS2 and the most able children in KS1.

- Progress is good. Teachers plan their lessons carefully with differentiated work a consistent feature of provision, both on an age basis and on individual abilities.

To create an effective scheme of work for language and to use this to raise expectations and standards especially in written English work.

- Progress is good. The language scheme is detailed and of marked benefit to teachers as they create individual lessons. Standards in written English are now good and work in Welsh is very good.

To complete a revised scheme of work in every curriculum area and ensure that they are equitably implemented within activities, in order to raise standards - especially in geography and physical education.

- Progress is good. There is a detailed scheme of work in every subject, as a basis for the teaching. Teachers' ownership of schemes is good and they have an evident influence on the improvement in standards since the last inspection. Standards in geography and physical education have improved since the last inspection and are now both good.

To develop consistency on the assessment system and make better use of it to promote progress and to give better information to parents on children's progress.

- Progress is very good. The school has adopted the LEA assessment scheme and uses it effectively to record in detail and for purposeful planning. The quality of reports to parents is very good.

To provide opportunity for teachers with subject-responsibilities to monitor the effectiveness of their teaching in the subject throughout the school and to increase the roles of the governors in relation to monitoring the curriculum.

- Progress is satisfactory and it is noted that changes in the staff have not helped the school progress in this respect. However the head has undertaken some monitoring of teaching and the school has also purchased LEA expertise to aid in the process. Current staff have made a beneficial start in monitoring standards of work.

To give attention to health and safety issues in general especially in relation to the yard, its condition and its supervision and to secure the entrance to the school.

- Progress is satisfactory. The yard is now smoothly surfaced but some of the steps are still a matter of concern. Supervision on the yard is tight although the gate is sometimes open

during the day. However the entrance to the building is carefully managed by means of a special lock and a sound is clearly heard when the main door has been opened.

8.2 Key Issues for Action

The school needs to:

- take appropriate steps to raise standards in the few subjects judged to be satisfactory within the report and respond to the challenge of maintaining the evident progress that has been made in standards since the last inspection across the subject range;
- raise expectations and give closer attention to the development of speaking and vocabulary across the curriculum, whilst, at the same time ensuring that oral activities are not planned at the expense of written recording in any subject;
- ensure the SDP shows measurable and specific success outcomes and that monitoring arrangements are rigorous for every priority;
- extend the good practice which currently exists in monitoring teaching, so as to include all curriculum leaders in the work;
- ensure that the GB adopts a policy on disability issues as is statutory and to delete all statutory gaps in the annual report;
- respond promptly to matters of health and safety identified in the report.

Key Issues 2 and 4 are already identified in the current SDP.

Inspectors wish to thank the GB, head, staff, parents and pupils of Ysgol Talysarn for their cooperation and help both before and during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Talysarn
School type	Primary
Age -range of pupils	3-11
Address of school	Ffordd Coedmadog Talysarn Caernarfon
Post-Code	LL54 6RH
Telephone Number	01286 880885

Headteacher	Miss Marina Roberts
Date of appointment	January 1991
Chair of Governors	Mrs Sandra Foxhall
Registered Inspector	Mr Meurig Thomas
Dates of inspection	February 2 nd -4 th , 2004

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	4.5	11	7	7	10	10	11	7	67.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil : adult (fte) ratio in nursery classes	9:1
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.75	97.5	95.1	96.11
Term 2	93.8	94.4	93.85	94.01
Term 3	97.51	93.75	96.45	95.9

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 12						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
WELSH	Teacher Assessment	School	0	0	0	8.3	83.4	8.3	0
WE: Oracy	Teacher Assessment	School	0	0	0	8.3	83.4	8.3	0
WE: Reading	Teacher Assessment	School	0	0	0	8.3	83.4	8.4	0
WE: Writing	Teacher Assessment	School	0	0	0	8.3	83.4	8.4	0
MATHEMATICS	Teacher Assessment	School	0	0	0	8.3	83.4	8.3	0
SCIENCE	Teacher Assessment	School	0	0	0	0	91.7	8.3	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school:	83.4%	In Wales	79%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
 A Pupils who have failed to register a level due to absence
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 11						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	9.1	0	9.1	63.6	18.2	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	18	0	0	0	9.1	9.1	18.2	36.5	9.1	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	0	0	10	0	0	60	30	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	0	0	0	0	0	10	0	0	60	30	0
		National	1	1	0	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	0	0	9.1	0	0	54.4	36.5	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	18	0	0	0	9.1	0	0	27.3	45.6	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	9.1	0	0	63.6	27.3	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	18	0	0	0	0	0	18.2	54.7	9.1	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	63.3%	In the school:	63.3%
In Wales:	70%	In Wales:	71%

- D Pupils who are exempted 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
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

- The school was inspected over three days by three inspectors. Professional inspectors were in school for five days and the lay inspector for one day. 30 teaching sessions or part sessions were inspected.
- All teachers were visited and work in all subjects of the NC and religious education inspected.
- Discussions were held with pupils to ascertain their knowledge of curriculum areas and their attitude to learning.
- Pupils work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.
- Discussion also took place with the head and staff, including non teaching staff, to establish their specific responsibilities and professional perspectives.
- School documentation was examined and a detailed discussion took place with the head concerning financial matters.
- The views of parents and governors were received and analysed.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr Meurig Thomas	1. The school and its priorities 2. Main Findings 3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and Technology Information Technology Art Music
Mr Gwilym Morris	4.2 Behaviour and attitudes 4.3 Attendance 5.4 Support, guidance and pupils welfare 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mrs Zohrah Evans	4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN 6.3 Staffing, accommodation and learning resources	Early Years Welsh English History Geography Physical Education Religious Education