

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

**YSGOL GYNRADD Y GROESLON  
GROESLON  
CAERNARFON  
GWYNEDD  
LL54 7DT**

**School Number: 661/ 2057**

**Date of Inspection: 9 – 10 October 2001**

**By  
Mr D. M. Cray  
Registered Inspector WO 92/16768**

**Date: 11 December 2001**

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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(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.

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## 1. CONTEXT

### The school and its priorities

The school is located some five miles to the south of the historic town of Caernarfon and serves the village of Groeslon and its environs. Pupils attend the school from an area half of which is said to be relatively prosperous and the other half to be neither prosperous nor economically disadvantaged. There are currently 87 pupils on the school register – seven of them of nursery age who attend the school on a part-time basis. Some 10% of pupils are entitled to receive free school meals and six (7%) are designated as having special educational needs (SEN). The school operates the bilingual policy of Gwynedd Unitary Authority (UA) and some 90% of the pupils speak Welsh to first language standard, whilst 70% of them have been brought up in homes where Welsh is the main spoken language.

The school was last inspected in October 1996 and since then there have been some changes. Pupils are now admitted on a part-time basis in the month of September following their third birthday and a new deputy headteacher was appointed in January 1999. The school has also experienced a reduction in pupil numbers.

The school's aims and objectives are outlined in the prospectus and the priorities indicated in the School Development Plan (SDP) include producing whole-school literacy and numeracy strategies, establishing a spelling policy and reviewing a number of schemes of work.

The school sets appropriate targets.

## 2. MAIN FINDINGS

### The main findings of the report

- Ysgol y Groeslon is a school of which the whole community can be proud and which makes a good contribution to the development of its pupils.
- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication skills	Satisfactory	Satisfactory
Personal and Social Development	Good	Good
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good

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

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

- In KS1, the school's results in the NC assessments for 2001 are higher than the national averages (2000) in Welsh and are slightly lower in mathematics and science. In KS2, the results for 2001 are significantly higher than the national averages (2000) in Welsh, mathematics and science and are slightly lower in English.
- The provision for pupils with SEN is good and they reach standards that are commensurate with their ability.
- The progress made by the under-fives in the development of their key skills across the curriculum is at least satisfactory. Overall, pupils in KS1 and KS2 make good progress in the development of their own key skills.
- Very good teaching was seen in 21% of lessons observed; it was good in 58% and satisfactory in 21%. Without exception, members of staff are hard working.
- The school provides a good quality curriculum and the pupils receive a range of interesting experiences. The programme of external educational visits and that of visitors to the school are well organised and support and enhance the curriculum offered. Pupils are fluently bilingual by the age of 11 years, but there is not always enough linguistic balance in the KS2 curriculum. The school has no written policy on Personal and Social Education (PSE), but this aspect is promoted throughout all aspects of the life and work of the school.
- The pupils' spiritual, moral, social and cultural development is good and standards of behaviour are also good.

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- The SDP is a comprehensive document, which contains a very useful review of the previous year and which reflects the school's own priorities, those of the Local Education Authority (LEA) and those set at a national level. It is the result of whole-school discussion and consensus. The school operates an appropriate programme of self-evaluation, although the present lack of formality and the absence of detailed procedures to support the arrangements made hampers the ability of the school to analyse its performance with sufficient accuracy.
  - The pupils' work is marked regularly. Profiles are kept for each pupil, but their contents are not arranged in any particular order and nor are all the samples dated and levelled.
  - The school has a caring and homely ethos. All members of staff are easily approachable and they work well as a team. The governors are highly experienced and they perform their duties effectively. The school conforms to the requirements in respect of teaching time, but the annual governors' report to parents does not meet fully with all requirements. The arrangement for releasing the nursery children before the end of the morning session does not make fully efficient use of school resources.
  - There are good links between the school and parents, the community and other institutions.
  - Since the last inspection, the school has made significant progress. Pupils' standards of achievement have improved in all subjects and they are now generally good. The curriculum is thoroughly planned and differentiated and the task of revising the schemes of work to conform to the requirements of Curriculum 2000 is almost complete. The school's programme of self-evaluation refers to monitoring various aspects of the curriculum, but at present the procedures for their evaluation are not sufficiently defined. The school's assessment arrangements continue to develop, but are not yet sufficiently well established. The school makes effective use of the space available.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

- It was adjudged that pupils' standards of achievement were very good in 8% of lessons observed, good in 64% and satisfactory in 28%. No unsatisfactory standards were observed in any subject.
- The standards achieved by the under-fives in the six areas of learning are at least satisfactory and are often good.
- In KS1, pupils' standards of achievement in Welsh, mathematics and science are good. They are also good in design and technology, history, art, music and religious education. Standards are satisfactory in geography. No physical education lessons were observed and the inspectors do not express any views on the standards achieved. In information technology, pupils' standards of achievement are very good.

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- In KS2, with the exception of English, where standards are satisfactory and information technology where standards are very good, the standards achieved by pupils in the subjects of the curriculum are good.
  - Eighty two per cent of pupils at the school attained Level 2 (L2) or above in the three core subjects in the NC end of KS1 assessments in 2001. In 2000 the figure was 92% (Wales 80%) and in 1999 it was 100% (Wales 78%).
  - By the end of KS2 in 2001, 79% of pupils at the school attained L4 or above, as determined by the NC task/test results in the three core subjects. In 2000 the figure was 72% (Wales 63%) and in 1999 it was 60% (Wales 58%).
  - In KS1, the school's results in the NC assessments for 2001 are higher than the national averages (2000) in Welsh and are slightly lower in mathematics and science. In KS2, the results for 2001 are significantly higher than the national averages (2000) in Welsh, mathematics and science and are slightly lower in English.
  - In KS1, girls attained higher levels than boys in oracy, reading and writing Welsh, mathematics and science. In KS2, where more than twice the number of boys as opposed to girls were assessed at the end of the key stage, the girls attained higher levels than the boys in the core subjects, with the exception of Welsh.
  - There is a good correlation between teacher assessments and the NC task and test results.
  - Overall, the school sets appropriate targets, which it succeeds in achieving.

### **3.2 Standards achieved in key skills across the curriculum**

- The under-fives make progress that is at least satisfactory in their application of their developing skills in early literacy, early numeracy and information and communications technology (ICT) across the six areas of learning.
- The pupils in both key stages listen attentively. They are able to effectively remember, recall and analyse what they have heard across the entire curriculum.
- In KS1 and in KS2, the pupils make effective use of reference books and other texts to collect information in a range of contexts across the curriculum.
- The pupils' skills in writing Welsh in a range of contexts across the curriculum are developing well in both key stages. In KS2, the pupils' written work in English does not support their work across curriculum subjects to the extent that it does in Welsh.
- In KS1 and in KS2, the pupils make good use of their numeracy skills in a range of contexts. Examples of highly effective work on data handling and interpretation were seen in science in KS2.
- Pupils in both key stages make very good progress in the application of their ICT skills in all subjects of the curriculum. They make confident use of the equipment in order to present information, solve problems and for expressive work.

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## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The pupils' spiritual, moral, social and cultural development is good.

- The school fulfils the statutory requirements for collective worship and in the whole-school assemblies the pupils are given appropriate opportunities to reflect on spiritual and moral issues.
- The relationship amongst the pupils and between pupils and staff is good. The school takes advantage of every opportunity to promote good values and attitudes.
- The culture and heritage of Wales feature prominently within the school curriculum. The pupils are also given opportunities to learn about other cultures and beliefs. This promotes their tolerance of people of different races and backgrounds.
- The pupils are aware of others less fortunate than themselves and are happy to work to raise money for charitable and other good causes.
- The variety and frequency of the extra-curricular experiences afforded to pupils make a very good contribution to the pupils' social and cultural development.

### **4.2 Behaviour and attitudes**

The pupils' behaviour is good.

- The pupils display admirable self-discipline when working independently or when working together in groups.
- They show respect for each other and for their teachers.
- Good behaviour is encouraged by means of an effective rewards system.
- The school has appropriate guidelines including a home-school agreement to promote good behaviour and to prevent bullying.

### **4.3 Attendance**

The levels of attendance are good.

- On average, the levels of attendance are consistently higher than 94% and last term stood at 96%.
- There are very few cases of unauthorised absences and parents are aware of their responsibilities.
- Although the school is working towards improving attendance through the home-school agreement, it has not as yet set specific targets for achieving this.

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- The school works closely with the LEA Welfare Officer.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

Very good teaching was seen in 21% of lessons observed; it was good in 58% and satisfactory in 21%. No examples of unsatisfactory teaching were seen. Without exception, members of staff are hard working.

#### **Good features**

- A disciplined working environment that supports the work of the pupils.
- Thorough and effective direct teaching of skills and concepts to individuals, groups and to the whole class, with good emphasis on practical and investigative activities.
- Teachers who provide clear instructions and who make effective use of questioning skills.
- The teachers' firm grasp of subject-based knowledge.
- Teachers and pupils who show respect to each other and enjoy good inter-relationships.
- Differentiated work for the age and ability ranges within the various classes.
- Interesting presentations that instil curiosity and maintain pupils' motivational levels.
- High quality displays and exhibits and the use of equipment and resources to support the learning.
- Reviewing work undertaken previously at the beginning of lessons together with effective summarising at the end.

#### **Shortcomings**

- The pace of learning is not sufficiently well maintained in some lessons.
- There is occasionally a tendency to excessively guide and instruct the pupils.

### **5.2 Assessment, recording and reporting**

The standard of assessment and recording is satisfactory and the standard of reporting is good.

- Pupils' work is marked regularly. At its best, the marking not only corrects spelling and punctuation mistakes, but also provides an indication of how the pupil can improve the quality and content of his or her work.

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- The school has recently adopted the LEA system for recording and assessing pupils' progress. At the end of last term assessments were conducted in the core subjects and in one foundation subject. On the recording sheets, a detailed record was kept of the next steps for the three ability strands.
  - Profiles are maintained for each pupil. They contain examples of pupils' work in the core subjects – and occasionally in the foundation subjects – for every school year. The collection is not arranged in any particular order and nor are the samples always dated and levelled.
  - The pupils do not play a sufficiently active part in the process of assessing their own progress.
  - The assessment arrangements for the under-fives are appropriate and baseline assessments are undertaken on four year olds in accordance with County procedures.
  - Pupils with SEN are assessed in accordance with the requirements of the Code of Practice (CoP).
  - The annual reports to parents conform to the statutory requirements and are of good quality. An open evening is held at the end of the summer term to give parents an opportunity to discuss the contents of the reports with the teachers.

### **5.3 Curriculum**

The school curriculum is relevant, broad and differentiated and fulfils the statutory requirements. It is of good quality.

- The provision for the under-fives is appropriate and fulfils the requirements of the six areas of learning.
- The curriculum for KS1 pupils is balanced and gives appropriate attention to the subject areas. The KS2 curriculum is wholly appropriate, but there is not always enough linguistic balance in presenting aspects of the core and foundation subjects.
- The school has policies and schemes of work for all subjects. The majority of schemes have been reviewed recently to conform to the requirements of the revised curriculum.
- The curriculum is presented in thematic fashion and the termly plans and the short-term plans ensure that the pupils receive interesting and varied experiences.
- Subject co-ordinators have been designated for all areas with the exception of physical education.
- The language policy of the LEA is reflected in the school policy and all pupils are fluently bilingual by the age of 11 years.
- The school has no written policy on PSE, but this aspect is promoted throughout all aspects of the life and work of the school.

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- Homework is set in order to supplement pupils' learning.
  - The school has a well-organised programme of external educational visits and also a visitors' programme which supports and enhances the pupils' curriculum and reinforces their awareness of their own area.
  - The Cwricwlwm Cymreig features prominently in all aspects of school life.

#### **5.4 Support, guidance and pupils' welfare**

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

- The teachers and assistants take great care of the safety and personal welfare of pupils and the school is a very happy community.
- The pupils know that they can approach their teachers for any advice or support.
- Equal opportunities are provided to pupils in all aspects of the life and work of the school.
- The school has produced a number of policies relating to health and safety such as child protection, drug prevention, first aid and the staff are aware of their responsibilities in these areas.
- The school's policy on sex education is implemented in accordance with the guidelines set by the governing body.

#### **5.5 Provision for pupils with Special Educational Needs (SEN)**

The provision for pupils with SEN is good and they achieve standards that are commensurate with their ability.

- There are currently six pupils with SEN – four of them statemented.
- In accordance with the requirements, a register is kept of pupils with SEN.
- The headteacher acts as coordinator and works in partnership with an experienced member of the governing body. Everyone is aware of his or her responsibilities.
- A range of appropriate methods is employed for the early detection of pupils with SEN.
- They are well supported by the teachers and by the classroom assistants. Appropriately differentiated work is provided for them and they are fully integrated into their classes.
- Two of the pupils have NC disapplications.
- The pupils with a statement have Individual Education Plans (IEP) that contain long-term targets together with a series of short-term steps, but there is no reference in them as to when these targets have been achieved. They are updated as and when required and they are generally of good quality.

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- Annual reviews are conducted in the spring term and there are close links between the school and the parents of pupils with SEN. All parents fully avail themselves of this arrangement.
  - The relationship between the school and external agencies is good, and there is close co-operation with the local support units.

## **5.6 Partnerships with parents and community, schools and other institutions**

There are good links between the school and parents, the community and other institutions.

- There is a formal home-school agreement that contains a number of meaningful objectives to promote a good relationship.
- Parents make an active contribution to the life of the school; they raise money and assist with a number of different activities, such as sports and educational visits.
- Effective arrangements are in place to provide parents with a report on their children's progress and to enable them to visit the school to discuss their development.
- Parents are informed regularly about school activities through a system of letters.
- The school makes a significant and valuable contribution to the life of the local community by organising concerts, services and by raising funds for charitable and other good causes.
- Good use is made of the expertise of individual members of the community, including authors, who contribute to the pupils' education by visiting the school to talk about their work and their experiences.
- Effective social, administrative and curricular links have been developed with Ysgol Dyffryn Nantlle, the secondary school to which pupils transfer.
- There are good arrangements in place to enable new pupils to visit the nursery class before attending school for the first time. Their parents are also given the opportunity to meet the teachers at the same time.
- There are good links with a number of other agencies including University of Wales, Bangor and Coleg Menai. The links with the LEA are strong and valuable.

## **5.7 Partnership with industry**

Overall, the school's links with industry are satisfactory.

- Although the school has no specific policy or strategy, it takes advantage of its links with a number of local industries and the experiences of staff and pupils are enhanced as a result of their visits.
- Local businesses have been involved with a number of school projects.
- The school's links with the Education Business Partnership (EBP) and the local Training and Enterprise Council (TEC) have not as yet been sufficiently developed.

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## 6. MANAGEMENT

### 6.1 Quality of self-evaluation and planning for improvement

The school's arrangements for self-evaluation and planning for improvement are developing well.

- An appropriate programme of self-evaluation is operated over a three-year period, but the current lack of formality and detailed procedures to support the arrangements is hampering the school's ability to accurately analyse its performance.
- The SDP lists the issues for development up until 2004. It is a comprehensive document that contains a very useful review of the previous year, reflects the school's own priorities, those of the LEA and priorities set at a national level. It is carefully costed against specific criteria and in service training (INSET) needs are also indicated. The school is already ahead of schedule in the implementation of its priorities for the current year. The content of the Plan is the result of whole school discussion and consensus.
- The targets set by the governing body for the headteacher and deputy are appropriate.
- Appropriate whole-school targets are set for the core subjects over a three-year period according to the requirements. They are based on the school's expectations of individual pupils.
- A detailed analysis is undertaken of the SATs results and particular attention is paid to any modifications needed to the teaching input. The school is aware of the differences between the attainments of boys and girls, but there are no specific strategies to attend those differences.

### 6.2 Leadership and efficiency

There are several good facets to the leadership and efficiency of the school.

- The school exudes a caring and homely ethos. Daily routines are performed efficiently by the headteacher with the support of colleagues. All members of staff are easily approachable and they work well as a team.
- School procedures are guided by a range of policies that have been adopted over a period of years. Several of them are out of date and as yet no arrangements have been made for their review.
- Job descriptions for all members of staff have been revised recently. The present allocation of subject responsibilities is unbalanced as a result of staffing changes made in the recent past.
- Staff meetings are held regularly to discuss curricular and management issues.
- Although he now receives occasional secretarial support to lessen the administrative burden, the headteacher is allocated very little non-contact time to deal with management issues.

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- The governors are very experienced and they perform their duties effectively. They have a highly developed awareness of curricular matters and they fully avail themselves of the opportunities afforded to them to further develop their awareness, either through in-school arrangements or by means of training provided by the LEA. With the assistance of the headteacher and LEA staff, they have a firm grasp of financial matters.
  - The arrangement for releasing the nursery children before the end of the morning session does not make fully efficient use of school resources.
  - The school conforms fully to the requirements in respect of teaching time, but the information provided in the prospectus distributed to parents is not wholly accurate.
  - The annual report of the governing body to parents does not fully conform to requirements.

### **6.3 Staffing, accommodation and learning resources**

- The number of teachers employed at the school is appropriate and they are qualified to teach the ages of pupils in their care. They take full advantage of the INSET programme provided by the LEA and the school benefits from their professional development.
- The literacy teacher and the peripatetic music teachers who visit the school make valuable contributions to the educational development of the pupils taught by them.
- The nursery assistant and the classroom assistants provide an invaluable service and they contribute sensitively to the care of the pupils and the experiences they receive. The support staff help ensure that the school is run effectively from day to day.
- The school has an adequate supply of resources for presenting the NC and overall they are in good condition.
- The school is located on a flat and expansive site, which provides plenty of room for pupils on the yard and the playing fields that form part of the campus.
- The original building, which dates back to the last century is in generally good condition and the classrooms are sufficiently large for the numbers of pupils accommodated in them. More recently, an extension was built which now houses the kitchen, the hall and the junior classrooms. Although it is not as well built as the original building, it is properly maintained. Recently, part of the building had to be restored following a fire that caused extensive damage.
- The building and grounds are kept clean and their appearance is a credit to the school's cleaner.
- In all parts of the school there are high quality displays that show off pupils' work to good effect.

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## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

The educational provision for the under-fives is appropriate and it successfully promotes the desirable outcomes for children's learning. The standards achieved in the six areas of learning are at least satisfactory and are often good. The nursery children attend school for two hours each morning.

*The standards of achievement in the language, literacy and communication skills of the nursery and reception children are satisfactory.*

- The children listen attentively to their teacher and are able to communicate satisfactorily with their peers. They enjoy listening to stories and begin to use the new vocabulary introduced to them within the class theme. They are aware that pictures and words convey the meaning of a story.
- Some of the older children begin to recognise letters and are able to correctly trace and form their letters. The more able children can underwrite and are also able to write a sentence or two with little or no assistance. They have appropriate control of pencil and crayon.
- The learners come to understand Welsh very quickly and are able to engage in simple communication with their peers and members of staff.

*Their mathematical development is satisfactory.*

- They are able to correctly sort, match, arrange and complete sequences. They can count correctly up to ten and above and the more able children can add and subtract numbers up to ten. Their understanding of mathematical concepts such as 'one less' and 'one more' is developing satisfactorily. They recognise simple two-dimensional shapes and are able to tell the time to the nearest hour. The older children begin to work with pennies.

*The children's personal and social skills are developing well.*

- The nursery children have settled quickly at school. The reception children are thoroughly at ease when moving and working within the classroom and are able to concentrate for increasing periods of time. They are very happy to share and they understand that they have to wait for their turn when playing games. They behave well and play together happily.

*The children's development in their knowledge and understanding of the world is good.*

- Following their visit to Glynllifon, they are able to talk about changes in the natural world during the autumn term. They conduct an experiment and subsequently observe a flower changing its colour as a result of adding colour to the water container. They know of the differences between night and day and can talk about the sources of light. They are aware that plants need light in order to grow. They make increasing use of the computer and exhibit good mouse control skills.

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*The children's physical development is good.*

- They are able to handle small items such as crayons, paintbrushes and scissors with increasing dexterity. They move confidently both within and without the school buildings and have an appropriate awareness of space. They use the large toys and the climbing equipment with increasing skill.

*The children's creative development is good.*

- The children's creative skills are developing well. They use a variety of materials and media to paint, design and print. They make good use of colour and shape in their freehand painting and their copy of the sunflower by Van Gogh is delightful. They sing simple songs pleasantly and use their imagination during role-play

### **Shortcomings**

There are no significant shortcomings.

### **Welsh**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, the pupils listen with interest to the teacher's presentations. They respond well to various stories and tales and a high percentage are happy to answer or ask questions and to express their views. They display increasing confidence when practising their oral skills and can repeat a story using complete sentences.
- In KS2, the pupils speak with growing confidence. They have a firm grasp of language patterns and possess a broad vocabulary. They listen to each other during group discussions and are able to express their views and make their opinions known clearly and meaningfully.
- In KS1, the pupils come to be able to read independently. They understand the phonetical method of analysing unfamiliar words. In Year 2 (Y2), a high percentage of pupils can read correctly and meaningfully and recall the main features of a story.
- Pupils in KS2 are able to read a range of books appropriate to their age and ability. The experience of meeting a well-known author has further stimulated their interest in books. A high percentage of pupils can discuss the class book with pleasure and enjoyment. They can read clearly and expressively and are able to refer meaningfully to events in the book. They make regular use of reference books and computers to gather additional information.
- The pupils' writing skills are developing well throughout Y1 and by Y2 they are able to write short pieces of factual and creative work, using appropriate vocabulary. They make regular use of capital letters and full stops and can correctly spell simple words.
- In KS2, the pupils produce a good variety of written work. They make effective use of language to record and to elaborate on aspects of work in other subjects. When writing creatively, the more able pupils display a grasp of continuity and make regular use of

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idioms and similes in their work. They make appropriate use of punctuation and they write in paragraphical form. Individual pupils produce work of very good quality.

### **Shortcomings**

There are no significant shortcomings.

## **English**

Pupils are introduced to some activities through the medium of English in KS1, but English is not formally introduced until KS2. Overall, standards of achievement are satisfactory.

### **Good features**

- The pupils listen attentively to the teachers' presentations and they exhibit an understanding of what is presented. Pupils at the lower end of the key stage are somewhat reticent to speak and to express their views, but at the upper end of the school a substantial number are able to discuss their work confidently and intelligibly, making good use of language patterns. A number of pupils achieve good standards.
- In their reading, the pupils achieve varying degrees of fluency and expression and those in the upper strand read correctly and display an understanding of what is being read. This group is able to express their views on the content of a book, and can describe the main characters and events. They are able to use a dictionary and reference books and they can all use CD-ROMs or the Internet to search for additional information.
- The pupils' written work is satisfactory with a minority of pupils at the upper end of the school producing work of good quality. They write in a range of various styles for different purposes. A number of older pupils produce extended pieces of writing, making correct use of punctuation and paragraphs.

### **Shortcomings**

- A number of pupils have difficulty in reading unfamiliar words and at times are unable to understand what they are reading.
- A minority of pupils lack confidence in responding to imaginative and creative writing tasks.

## **Mathematics**

Standards are good in KS1 and KS2.

### **Good features**

- Pupils in both key stages successfully and regularly use and apply their mathematical skills across the curriculum.
- Standards of work in the four rules of number are good throughout the school.
- KS1 pupils are able to name and recognise a variety of two and three-dimensional shapes and can describe some of their characteristics, using appropriate mathematical vocabulary.

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- They gather data on the hours of sunlight experienced during a given period and are able to correctly transfer the information onto a simple bar graph.
  - They recognise all denominations of money and record them correctly, including sums to the value of more than one pound.
  - Standards of work on measurements are consistently good in each class.
  - Early in KS2, the pupils correctly use simple fractions in practical situations.
  - Through practical activities, they make progress in their understanding of different shapes.
  - The older pupils make good progress when gathering, interpreting and representing data in various graphical forms on the computer.
  - They respond correctly when using a decimal number line. They realise that decimal, fractional and percentage forms can be of equivalent value.

### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards are generally good in both key stages.

#### **Good features**

- In KS1, the pupils begin to develop good investigative and experimentation skills. They also develop an appropriate scientific vocabulary.
- They know that electricity contains energy and can recognise a range of electrical equipment. They understand their function and are aware of the need to take care when using them. They are able to investigate a number of different objects around the school and can indicate correctly whether or not electricity is needed to operate them.
- They respond well to the opportunity to study and appreciate plants and animals and to consider the living conditions necessary for their survival.
- Through their investigations of various materials they know that chocolate changes when heated and that cream can be made into butter by churning it.
- In KS2, the skills associated with the scientific process develop in tandem with the pupils' knowledge and understanding.
- Younger pupils in KS2 have successfully compared various materials on the basis of their magnetic characteristics. They know that not all metals are magnetic.
- Pupils in Y5 and 6 have thoroughly investigated the changes that various materials undergo. They can describe the methods used to separate mixtures, using the correct scientific terminology. They are aware of the need to work safely and they form correct conclusions, presenting their findings textually, diagrammatically and in linear graph format.
- They can explain how the Earth orbits the Sun and on its own axis. They know that this causes night and day.

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- Through experimenting with a mirror and torch, they know that light travels from a direct source.

### **Shortcomings**

There are no significant shortcomings.

## **Design and technology**

No lessons were observed, but it was adjudged that standards are good in KS1 and in KS2 on the basis of discussions with pupils and following an examination of their work.

### **Good features**

- In KS1, the pupils develop their technical skills through discussion and by various practical designing and making activities.
- They talk meaningfully about their work and can produce a drawing of what they plan to do.
- With assistance, they select appropriate materials for the task set for them by their teacher.
- They record in order the steps taken during the process of designing and making.
- Work undertaken previously on hats and sunglasses shows that the pupils possess good measuring, cutting, gluing and colouring skills.
- In KS2, when designing and making musical instruments out of waste materials, the pupils have become more aware of the characteristics of various materials. They are able to produce a variety of well-made instruments.
- Y5 and 6 have conducted detailed investigations into the background of the cross-stitch as well as equipment used on playing fields and the building of bridges. A range of sources was used to discover information and the pupils presented and developed a number of ideas that led eventually to the final designs. The finished articles are of a very good quality and examples of cross-stitch work have been attractively framed for display purposes.
- Their current work shows detailed research leading to the production of 'pop-up' Christmas cards.
- A significant percentage of the pupils can offer critical evaluations of their work, together with suggestions as to how to improve its quality.

### **Shortcomings**

- There is little evidence that the pupils refine their designs as they develop in KS1 and at the lower end of KS2.

## **Information technology**

Pupils' standards of achievement are very good in both key stages.

### **Good features**

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- In KS1, from an early age the children are very confident in their use of equipment. They use a range of suitable software to support and improve their key skills across the curriculum.
  - The pupils' word processing skills are high. They select the size of fonts, choose colours and can create a suitable border for their work to produce attractive presentations.
  - They handle the mouse with great dexterity to produce drawings and can change the size of the brush according to requirements.
  - They gather information, store it in a simple database and correctly present it in a variety of graphical formats. They are able to pose meaningful questions about their work.
  - In KS2, the pupils build firmly on the work produced in the previous key stage. The technology is used to its full potential in their work.
  - They possess highly developed word processing skills and take full advantage of the options available to them to convey the atmosphere of what they have written.
  - They are able to produce a spreadsheet for a savings bank, and can feed information into it and undertake a correct analysis of their work.
  - By using the Super Logo programme, they create simple and more complex procedures, storing, re-loading and printing their work.
  - They are familiar with importing pictures they have taken with a digital camera and also a scanner to enhance their work. They make effective use of e-mail to communicate outside the school, and highly successful use is made of the Internet and CD-ROMs to gather information.
  - The story books, which include pictures prepared for KS1 by Y5 and 6 pupils, are impressive and of a very high standard.

### **Shortcomings**

- There are no significant shortcomings.

### **History**

Standards are good in both key stages.

#### **Good features**

- In KS1, the pupils develop their understanding of the differences between lifestyles past and present. They know about the difficult living conditions endured by children in the middle of the nineteenth century.
- They have a good recollection of the presentation given by an expert on old kitchen utensils and of the differences between them and modern day kitchen equipment.
- They recognise and are able to name a number of artefacts relating to milking in days gone by. They know how butter was produced and that the process has now changed.

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- In KS2, following their work on the Victorian Period, the pupils can talk about the differences in society and in education then and now. They are able to refer to several historical sources that provide evidence of this.
  - They become increasingly aware of their heritage by listening to stories about characters from Welsh culture and history such as Hedd Wyn and his contribution to Welsh literature.
  - They can describe living conditions in the Celtic Period and know about Caradog and the battle against the Romans.
  - Older pupils in KS2 possess a range and depth of information and good understanding of the Roman Period. Their visit to a Roman fortress has been a useful stimulus for their studies.
  - Their study of the Second World War is thorough. Following a period of research and of listening to presentations, they are able to effectively communicate their understanding and findings. The splendid display of artefacts in the Y5/6 classroom is particularly useful in helping to build up a picture of the period.

### **Shortcomings**

- Some pupils in KS2 are unsure of the difference between opinion and fact.

### **Geography**

Pupils' standards of achievement are satisfactory in KS1 and are good in KS2.

#### **Good features**

- In KS1, the pupils have observed the weather and have correctly recorded the information obtained using recognised symbols. They know of the effects of weather on their everyday lives.
- They have a basic understanding of some of the differences between life in Africa and in Wales.
- They know that places vary in size and that there are differences between the kinds of shops available in Groeslon and Caernarfon.
- They can correctly trace the journey of milk from the farm to the home.
- In KS2, the younger pupils have completed a useful piece of research on the type of refuse found in the school grounds and this has increased their awareness of environmental matters.
- They know of the main geographical features of their locality and can use appropriate vocabulary to describe them.
- When looking at ordnance survey maps, older pupils are able to describe the physical and human features they see. They recognise the main symbols and are able to correctly use six figure map references.
- Through their study of the local area known as Y Foryd, they know about the problems and balance that has to be maintained between man and nature. They know of the various influences and their effects on the area and can offer answers. This work is of a very high standard.

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- They know that climate affects conditions for growth and the types of foods produced in different countries. They have a well-developed awareness of World continents and make effective use of the skills needed to use an atlas.

### **Shortcomings**

- The geographical enquiry skills of pupils in KS1 are not sufficiently developed.

## **Art**

Standards are good in both key stages.

### **Good features**

- In KS1, the pupils use a range of media to produce good quality work. They exhibit the ability to mix colours and their understanding of colour and tone is developing well.
- They are able to copy the work of artists such as Kyffin Williams and Van Gogh and they produce good quality original work. Their stitching and gluing work shows a lively imagination and their understanding of shape and form is appropriately extended when modelling with clay.
- In KS2, the pupils experiment extensively with different techniques and they display the ability to observe objects in some detail when sketching with pencil, biro or charcoal. Their landscape drawings show off their experimental work with shades in green paint.
- They are able to evaluate and research the history of artists such as Monet, Picasso and Jonah Jones and can create impressive drawings using some of the techniques employed by these artists. Their three-dimensional Roman artefacts and their mosaic work are highly effective and much of their artwork is inspired by their practical and educational visits.
- Older pupils have produced detailed and commendable work in cross-stitch style and examples of the pupils' artwork are exhibited attractively throughout the school.

### **Shortcomings**

- There are no significant shortcomings.

## **Music**

Standards of achievement are good in both key stages.

### **Good features**

- The pupils sing a variety of hymns and songs. Their pronunciation is good and gives full value to the notes at the end of sentences. They sing pleasantly and in tune.
- In KS1, the pupils are able to simulate the teacher's rhythmic patterns and they can also create their own simple rhythms. The more able pupils are able to maintain the rhythmic pattern as they play with one or two other patterns concurrently.
- In KS2, the pupils can sing to the accompaniment of a tape of a musical. They are aware of the rhythm and words and can join the song at the correct beat.

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- They display the ability to listen attentively to music from Brittany and can express their views about the sounds created by the bagpipe and other instruments. They are aware of the meaning of quality and dynamics in music and they respond correctly to specific instructions.

### **Shortcomings**

- There is little evidence that the pupils have been engaged in composing their own music.

## **Physical education**

During the year, the pupils take part in a balanced programme of physical education activities. A high percentage of pupils gain certificates in swimming.

During the inspection only one lesson was inspected, in KS2; standards of achievement were found to be good

### **Good features**

- At the lower end of KS2, the pupils move confidently about the yard, running, skipping and changing direction. They have a good awareness of space. Their throwing, catching and batting skills are well developed, as is their hand-eye co-ordination. They observe each other's performances and practise to improve their own performances.

### **Shortcomings**

- No significant shortcomings were observed.

## **Religious education**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, the pupils know a number of Bible stories and are able to repeat them meaningfully. They are able to talk about the main Christian festivals and are aware of the function of prayer. They have produced their own thanksgiving prayers.
- They know of some of the practices of the Hindu faith and have written about them.
- In KS2, the pupils know about a number of Christian benefactors such as Griffith Jones and Mari Jones. They also know about Welsh saints such as Cybi and Seiriol and about their contribution in spreading the message of the Gospel.
- They can refer intelligently to the importance of water in religion and their written work displays the depth of their research into the practices and symbolism of baptism. They are able to compare and contrast the use made of water in Christianity and Hinduism.
- They learn about Judaism and are able to talk with interest about artefacts and practices relating to that faith.

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### Shortcomings

- There are no significant shortcomings.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress since the last inspection

The report produced following the last inspection held in October 1996 listed the following as being key issues for action:

- improve standards of achievement in English, Welsh, mathematics, science, design and technology, information technology, history, geography, music and physical education;
- establish a system for curriculum development and monitoring;
- improve thematic planning methods by focussing specifically on differentiating the work so that the more able pupils are extended and the less able pupils are given tasks that better correspond to their abilities;
- develop the assessment system in accordance with the intentions outlined in the SDP and develop the pupils' ability to evaluate their own work;
- ensure that better use is made of the space available to KS2 pupils;
- complete the work of developing schemes of work.

Since the last inspection, the school has made significant progress. Pupils' standards of achievement have improved in all subjects and they are now generally good. The curriculum is thoroughly planned and differentiated and the task of revising the schemes of work to conform to the requirements of Curriculum 2000 is almost complete. The school's programme of self-evaluation refers to monitoring various aspects of the curriculum, but at present the procedures for their evaluation are not sufficiently defined. The school's assessment arrangements continue to develop, but are not yet sufficiently well established. The school makes effective use of the space available.

### 8.2 Key issues for action

The school needs to:

- to maintain the existing good standards and to address the shortcomings identified within the various subject areas;
- establish more formalised procedures to support the school's programme of self-evaluation;
- complete the work of developing the school's assessment system;
- provide better linguistic balance within the KS2 curriculum;
- re-consider the arrangements made for nursery age children;
- ensure that the annual governors' report to parents fully conforms to requirements.

## APPENDIX

### A. Basic information about the school

Name of School	Ysgol Gynradd y Groeslon
School type	Community
Age-range of pupils	3-11
Address of school	Groeslon Caernarfon Gwynedd
Post-Code	LL54 7DT
Telephone Number	(01286) 830111
Headteacher	Mr I G Jones
Date of appointment	1 September 1985
Chair of Governors / Appropriate Authority	Mr G W Jones
Registered Inspector	Mr D M Cray
Dates of inspection	9-10 October 2001

### 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	3.5	13	12	9	11	14	8	13	83.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.9:1
Pupil : adult (fte) ratio in nursery classes	:1
Pupil : adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1:1

<b>Percentage attendance for three complete terms prior to the inspection</b>				
<b>Term</b>	<b>R</b>	<b>KS1</b>	<b>KS2</b>	<b>Whole school</b>
1 Summer	96.45%	95.5%	96.2%	96.2%
2 Spring	87.95%	90%	92%	91.5%
3 Autumn	95.9%	96.45%	96.8%	97%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection.	0

### C. Results of National Curriculum assessments.

#### END OF KEY STAGE 1: 2001

<b>National Curriculum Assessment KS 1 Results: 2001</b>			<b>Number of pupils in Y2:11</b>					
<b>Percentage of pupils at each level</b>								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School			9	9	82	
		National		1	12	66	21	
	Task/test	School			9	9	82	
		National	1	1	11	66	21	
WE: Oracy	Teacher Assessment	School			9	9	82	
		National		1	12	67	20	
	Task/Test	School			9	9	82	
		National		1	12	67	20	
WE: Reading	Teacher Assessment	School			9	27	64	
		National		2	16	59	23	
	Task/Test	School			9	27	64	
		National	1	1	16	55	27	
WE: Writing	Teacher Assessment	School		9	9	45	36	
		National		3	22	66	9	
	Task/Test	School		9	9	45	36	
		National		3	21	66	10	
MATHEMATICS	Teacher Assessment	School			18	73	9	
		National		2	10	65	23	
	Task/Test	School			18	55	27	
		National		2	7	63	27	
SCIENCE	Teacher Assessment	School				18	82	
		National		2	11	70	17	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	82%	In Wales:	80%
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D Pupils who have been disapplied from the statutory arrangements

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W Pupils who are working towards level 1

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6:14					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School						7	21	43	29	
		National			1	1	1	6	21	48	22	
	Test/Task	School			7				21	43	29	
		National		2	2			5	17	48	26	
Welsh	Teacher assessment	School						7	14	43	36	
		National	2		1		1	5	24	49	18	
	Test/Task	School						7	14	43	36	
		National	2	2	2			4	22	50	18	
Mathematics	Teacher assessment	School						7	7	50	36	
		National			1		1	5	22	47	24	
	Test/Task	School						7	14	57	22	
		National		2	2			5	22	44	25	
Science	Teacher assessment	School							7	50	43	
		National			2			4	17	52	25	
	Test/Task	School							7	50	43	
		National		2				3	14	55	26	

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:	79%	In the school:	79%
In Wales:	64%	In Wales:	63%

- D Pupils who are excepted under statutory arrangements from part or all of the NC  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

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## D. The evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spend five full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty three lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- fourteen parents were present at the pre-inspection meeting and 23 ( 40%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

## E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	Rgl	1; 2; 3.1; 3.2; 5.1; 5.5; 6.1; 6.2; 8.1; 8.2	Mathematics; science; design and technology; information technology; history; geography.
Miss B J H Davies	Team	4.1; 5.2; 5.3; 5.4; 6.3;	The early years; Welsh; English; art; music; physical education; religious education.
Mr R H Thomas	Lay	4.2; 4.3; 5.6; 5.7	

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