

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gynradd Y Talwrn
Y Talwrn
Llangefni
Ynys Môn
LL77 7TG**

School Number: 660/2166

Date of Inspection: 22 – 24 June, 2005

by

**Mr Meurig Thomas
W093 17639**

Date: 24th August 2005

Under Estyn contract number: T/195/04P

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Ysgol Gynradd y Talwrn was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd y Talwrn took place between 21st – 23rd June 2005. An independent team of inspectors, led by Mr Meurig Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspections that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupils referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of acronyms used in this report:

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
PTA	-	Parent Teacher Association
SDP	-	School Development Plan
SEN	-	Special Education Needs
WAG	-	Welsh Assembly Government
Y	-	Year

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Context

The nature of the provider

1. Ysgol Y Talwrn is located in the small village of Y Talwrn a few miles outside the county town of Llangefni in the middle of the Isle of Anglesey. The school serves the local village and rural community mainly, but some pupils come from the town of Llangefni also. The school describes the area as one which is comparatively prosperous with only 3% of pupils eligible for free school meals; this is considerably lower than the county average of 19.7%.
2. Approximately 43% of pupils come from homes where Welsh is the main language but on the whole, most pupils come from a bilingual background and the school estimates that approximately 90% of pupils speak Welsh as a first language or to a comparable standard; Welsh is the main medium of education. Currently there are 40 full time pupils in the school.
3. One pupil has a statement of SEN according to the requirements of the new CoP; a further five pupils appear on the school SEN register; this represents about 15% of total pupils.

The school's priorities and targets

4. The school was last inspected in the summer term, 1999 and described it's main priorities as follows :
 - to maintain and raise standards of achievements 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;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The current targets of the school include the commitment to :
 - Establish a new assessment structure within the school;
 - Raise standards in work in design and technology;
 - Improve measuring and recording skills in science throughout the school;
 - Establish the Workplace Remodelling scheme;

Summary

6. Ysgol y Talwrn is an outstanding school in very many respects. Pupils achieve high standards in their work, and the quality of leadership and management is visionary and ambitious. The school is a flourishing, vibrant community in which pupils feel appreciated and supported in every aspect of their educational and personal development.

Table of grades awarded

7. The inspection team judged the work of the school as follows:

Key question	Inspection grade
1. How well do learners achieve?	Grade 1
2. How effective are teaching, training and assessment?	Grade 1
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4. How well are learners cared for, guided and supported?	Grade 1
5. How effective are leadership and strategic management?	Grade 1
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7. How efficient are leaders and managers in using resources?	Grade 1

Standards

8. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that the pupils' attainment as they start the school is commensurate with the LEA average for the majority of pupils.
9. In KS1 and KS2 in the subjects inspected standards of achievement are as follows :-

Subject	Key Stage 1	Key Stage 2
English	N/A	Grade 1
Mathematics	Grade 2	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 1
Religious Education	Grade 1	Grade 1
Physical Education	Grade 2	Grade 1

10. In lessons inspected standards are as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0	0	0

11. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
12. Children in the early years make outstanding progress across the range of key skills in literacy and communication, personal and social skills, numeracy and ICT. They demonstrate very good attitudes towards learning, and confidence across all skills, demonstrating increasing independence in a substantial proportion of activities and a sense of adventure when undertaking tasks or investigating new concepts.
13. In the key skills in KS1 and KS2, pupils' listening, speaking, and writing skills are outstanding. They listen carefully and politely on every occasion, often critically and in detail; they speak confidently, in an extended fashion using extensive vocabulary, characteristics which are also very apparent in their written work. Standards in reading are good in both key stages. Standards in numeracy and ICT are also outstanding; pupils adapt their number and measurement skills in a broad range of contexts, whilst work on data is of a very high standard. They work independently and confidently on computers in a broad range of challenging and extended tasks, supporting their learning very well as a result. Pupils make outstanding progress in developing their bilingual competences.
14. Pupils with SEN make progress which is at least good and sometimes very good. They achieve the targets noted for them and there is sound evidence of pupils who make sufficient progress to be withdrawn from the register. Also, some pupils who are on the register make progress which enables them to achieve the core subject indicator (at least level four in all of mathematics, science, and either Welsh or English) at the end of KS2.
15. Pupils show outstanding progress in their personal and social skills with purposeful co-operation within the range of teaching strategies and lively discussions in all classes. They make good progress in their ability to solve problems with some pupils at the upper end of the school adapting previous knowledge very well in this respect.
16. In creative skills standards are at least good and outstanding in art, dance, and composing original poetry.
17. In KS1 teacher assessments for 2004 show that the majority of pupils achieve national expectations (level two) in Welsh (78%), mathematics (89)%, and science (89)%; statistics include 45% who achieve level three in Welsh, 56% in mathematics, and 45% in science. 78% achieve the core subject indicator (level two in all three subjects) including 100% of boys. All results are substantially higher than national and county norms. When benchmarked

against similar schools with up to 8% of pupils receiving free school meals, results are often below the median; however, the small number of pupils affect this comparison to a considerable extent and there is no regular pattern between the performance of boys and girls.

18. In KS2 standards of achievement of pupils in the NC tests for 2004 show that all achieve national expectations (level four) in Welsh, English, mathematics, and science. 83% achieve level 5 in Welsh, 67% in English, and 84% in mathematics and science. 100% achieve the core subject indicator (at least level four in all of mathematics, science and either English or Welsh). Again these results are substantially higher than county and national norms.
19. Trends in attainment in both key stages compare favourably with results over the last three years and with targets for the two years to come.
20. Pupils' attitudes towards their learning, the interest which they show in their work, and their ability to concentrate, are very good. They work hard in lessons, are eager to contribute in the activities prepared for them and are enthusiastic about their work.
21. Pupils behave very well and the older pupils reflect mature citizenship within the school and community, voicing tremendous pride in their personal successes and those of the school in general. All pupils respond in a very positive manner to the high expectations of the teachers and these responsible attitudes have a beneficial effect on the progress which they make in standards of achievement. They are polite without exception and show respect towards their peers and adults; the quality of relationships within the school is very good.
22. Throughout the school pupils' understanding of matters of equal opportunities is good. They respect diversity within faiths, attitudes, and cultural traditions within society whilst the older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community and the business enterprise for pupils in KS2 realises a regular and substantial profit, to be spent by the school council.
23. Pupils have a sound appreciation of the strengths and weaknesses of their work and standards in this respect are outstanding. They discuss their personal targets with understanding with the most able pupils in KS2 offering their own suggestions to teachers when they feel their targets have been achieved. Pupils with SEN are very aware of their own personal targets.
24. Attendance statistics for the last three terms averaged 96%. Pupils come to the school regularly and punctually at the start of the day.

Quality of Education and Training

25. In the lessons inspected teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
62%	38%	0	0	0

26. The percentage of lessons which are judged to be grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.

27. In all the lessons teaching is on an appropriate level with a consistent and clear focus, well honed aims and objectives and excellent planning in terms of detail and thoroughness. Lessons are very well resourced. Teachers have an excellent relationship with their pupils and they all promote and prepare well for equal opportunities in their teaching strategies and deliver excellent linguistic role models.

28. In over half the lessons inspected there are outstanding features to the teaching. These include :

- a purposeful range of teaching and strategies and techniques;
- excellent questioning skills;
- high expectations;
- challenging pace;
- detailed knowledge of the subjects being taught;
- excellent use of the interactive whiteboard to enrich the quality of imaginative introductions;
- an outstanding match of activities to meet individual needs;
- an outstanding ability to integrate different aspects across the curriculum;
- special emphasis on transferring responsibility for learning to pupils and developing their independence;
- very appropriate use of praise and success.

29. Teachers use a variety of skilful means to strengthen and consolidate pupils' bilingual competences in lessons.

30. The quality of assessment is outstanding. Assessments are consistent and correct and meet statutory requirements, including those for SEN. Teachers know their pupils very well.

31. Excellent use is made of the results of the NC tests to investigate and analyse standards for the purpose of setting targets. Portfolios of levelled work in a number of subjects are kept in order to moderate standards.

32. Annual reports to parents conform with statutory requirements. They present a clear picture of achievement and ability in every subject, offer comments about personal and social development and give clear guidance as to how to improve work.

33. The school has responded in an outstanding fashion to the needs of pupils and provides equality of opportunity to a broad and balanced curriculum with very good emphasis on social inclusion. Curricular breadth includes outstanding provision in all of the Cwricwlwm Cymreig, PSE and the partnership with industry; provision for education in sustainable development is good.
34. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. Pupils' appreciation of diversity is very good, and older pupils discuss concepts such as fairness, justice equality and tolerance in a mature and informed manner. The quality of partnerships with parents and the community are also outstanding.
35. The quality of support and guidance offered to pupils is a further outstanding feature. Pupils are happy in the school and have very good relationships with their peers and teachers within the very caring, inclusive community. There is a strong feeling amongst pupils that they are appreciated and supported. Parents who expressed an opinion also voiced strong confidence in the care and guidance offered by the school.
36. Provision for SEN is outstanding and meets in full the requirements of the CoP.

Leadership and management

37. The quality of leadership and management is outstanding. The leadership of the head teacher is purposeful, imaginative, ambitious and effective. She gives a strong sense of direction to the work of the school and a secure sense of vision towards maintaining and improving standards and provision. She also sets an outstanding role model as a class teacher. A number of purposeful aims and objectives have been established for the school; these are included as an introduction to the SDP and are reflected well in the work of the school. There is an attitude of trust and co-operation between all the staff.
38. Target setting and self-evaluation are developed very well within the management strategies of the school. Targets are consistently challenging and the school enjoys considerable success in achieving them. Outstanding practice in monitoring the quality of provision and standards is evident both in practice and in documentation .
39. The GB is very supportive and well informed in a number of management issues. Governors play a very practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.
40. The SDP is a useful planning document which notes clearly the priorities of the school and these match well the current needs. Responsibilities, timescales, and the obligations of expenditure and personnel are clearly noted.
41. A detailed analysis of a range of pupil tests including baseline assessments in reception class and NC tests in KS2 are undertaken. Good use is made of this

analysis to improve teaching and learning and especially to identify and target pupils who require further attention.

42. The self-evaluation report created by the school is of a good quality. On the whole the inspection team agreed with the judgement of the school in four out of the seven questions; in those questions where agreement was not reached the judgement of the team was higher.
43. The school has made outstanding progress since the last inspection and dealt well with all key issues. This success has had considerable benefit on standards of achievement and quality of teaching especially.
44. As there are only two teachers in the school, the range of their initial qualifications is naturally narrow. However, they make full use of their expertise to exchange classes for music and art and this use of staff is outstanding. Teachers regularly attend a range of INSET courses and their commitment to professional development has been closely related to the priorities identified in the SDP. The use of the support assistant is also outstanding.
45. The school has sufficient and accessible resources for every age, including the children under five, in every subject, whilst resource expenditure matches current priorities. Most are of very good quality.
46. School buildings are kept clean and are in good condition. On the whole space within classes is very limited, however, and this has a detrimental effect on the work of children under five at times. Also the school hall limits very evidently some of the work in physical education, although the school overcomes this by hiring the nearby sports hall.
47. Financial management is rigorous and the school operates within its budget. Currently the financial reserves are somewhat higher than the recommendation of 5% of the overall budget, but expenditure plans are in hand to show how this will be reduced in the near future. The school is well placed to finance the new Workplace Remodelling arrangements from September onwards. The consistent monitoring of every aspect of standards and provision is a valuable means to ensure cost efficiency of all expenditure.
48. The school gives outstanding value for money.

Recommendations

In order to improve the school needs to:

R1: continue to respond to the challenge of maintaining the high standards of achievement and teaching and to target excellence across the school.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features.

49. The judgement of the inspection team matches that of the school in the self evaluation report.
50. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that the pupils' attainment as they start the school is commensurate with the LEA average for the majority of pupils.
51. In KS1 and KS2 in the subjects inspected standards of achievement are as follows:-

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Art	Grade 2	Grade 1
Religious Education	Grade 1	Grade 1
Physical Education	Grade 2	Grade 1

52. In lessons inspected standards are as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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53. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
54. Children in the early years make outstanding progress across the range of key skills in literacy and communication, personal and social skills, numeracy and ICT. They demonstrate very good attitudes towards learning, and confidence across all skills, demonstrating increasing independence in a substantial proportion of activities and a sense of adventure when undertaking tasks or investigating new concepts.
55. In the key skills in KS1 and KS2, pupils' listening, speaking, and writing skills are outstanding. They listen carefully and politely on every occasion, often critically and in detail; they speak confidently, in an extended fashion using extensive vocabulary, characteristics which are also very apparent in their written work. Standards in reading are good in both key stages. Standards in numeracy and ICT are also outstanding; pupils adapt their number and

measurement skills in a broad range of contexts, whilst work on data is of a very high standard. They work independently and confidently on computers in a broad range of challenging and extended tasks, supporting their learning very well as a result. Pupils make outstanding progress in developing their bilingual competences.

56. Pupils with SEN make progress which is at least good and sometimes very good. They achieve the targets noted for them and there is sound evidence of pupils who make sufficient progress to be withdrawn from the register. Also pupils who are on the register make progress which enables them to achieve the core subject indicator (at least level four in all of mathematics, science and either Welsh or English) at the end of KS2.
57. Pupils show outstanding progress in their personal and social skills with happy co-operation within the range of teaching strategies and lively discussions in all classes. They make good progress in their ability to solve problems with some pupils at the upper end of the school adapting previous knowledge very well in this respect.
58. In creative skills standards are at least good and outstanding in art, dance, and composing original poetry.
59. In KS1 teacher assessments for 2004 show that the majority of pupils achieve national expectations (level two) in Welsh (78%), mathematics (89)%, and science (89)%; statistics include 45% who achieve level three in Welsh, 56% in mathematics, and 45% in science. 78% achieve the core subject indicator (level two in all three subjects) including 100% of boys. All results are substantially higher than national and county norms. When benchmarked against similar schools with up to 8% of pupils receiving free school meals, results are often below the median; however, the small number of pupils affect this comparison to a considerable extent and there is no regular pattern between the performance of boys and girls.
60. In KS2 standards of achievement of pupils in the NC tests for 2004 show that all achieve national expectations (level four) in Welsh, English, mathematics, and science. 83% achieve level 5 in Welsh, 67% in English, and 84% in mathematics and science. 100% achieve the core subject indicator (at least level four in all of mathematics, science and either Welsh or English). Again these results are substantially higher than county and national norms.
61. Trends in attainment in both key stages compare favourably with results over the last three years and with targets for the two years to come.
62. Pupils' attitudes towards their learning, the interest which they show in their work, and their ability to concentrate, are very good. They work hard in lessons, are eager to contribute in the activities prepared for them and are enthusiastic about their work.
63. Pupils behave very well and older pupils reflect mature citizenship within the school and community, voicing tremendous pride in their personal successes

and those of the school in general. All pupils respond in a very positive manner to the high expectations of the teachers and these responsible attitudes have a beneficial effect on the progress which they make in standards of achievement. They are polite without exception and show respect towards their peers and adults; the quality of relationships within the school is very good.

64. Throughout the school pupils' understanding of matters of equal opportunities is good. They respect diversity within faiths, attitudes, and cultural traditions within society whilst the older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community and the business enterprise for pupils in KS2 realises a regular and substantial profit, to be spent by the school council.
65. Pupils have a sound appreciation of the strengths and weaknesses of their work and standards in this respect are outstanding. They discuss their personal targets with understanding with the most able pupils in KS2 offering their own suggestions to teachers when they feel their targets have been achieved. Pupils with SEN are very aware of their own personal targets.
66. Attendance statistics for the last three terms averaged 96%. Pupils come to the school regularly and punctually at the start of the day.

The quality of education and training

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

Grade 1: Good with outstanding features

67. The judgement of the inspection team does not match the Grade 2 awarded by the school in the self evaluation report
68. In the lessons inspected teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
62%	38%	0	0	0

69. The percentage of lessons judged at grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.
70. In all the lessons teaching is on an appropriate level with a consistent and clear focus, well honed aims and objectives and excellent planning in terms of detail and thoroughness. Lessons are very well resourced. Teachers have an excellent relationship with their pupils and they all promote and prepare well for equal opportunities in their teaching strategies and deliver excellent linguistic role models.

71. In over half the lessons inspected there are outstanding features to the teaching. These include :
- a purposeful range of teaching strategies and techniques;
 - excellent questioning skills;
 - high expectations;
 - challenging pace;
 - detailed knowledge of the subjects being taught;
 - excellent use of the interactive whiteboard to enrich the quality of imaginative introductions;
 - an outstanding match of activities to meet individual needs;
 - an outstanding ability to integrate different aspects across the curriculum;
 - special emphasis on transferring responsibility for learning to pupils and developing their independence;
 - very appropriate use of praise and success.
72. Teachers use a variety of skilful means to strengthen and consolidate pupils' bilingual competences in lessons. They make very effective use of a range of techniques to extend pupils' skills in both Welsh and English.
73. The quality of assessment is outstanding. Assessments are consistent and correct and meet statutory requirements, including those for SEN. Teachers know their pupils very well.
74. There are very purposeful and well organised systems in place to ensure that pupils' progress is consistently recorded. Excellent use is made of the results of the NC tests to investigate and analyse standards for the purpose of setting targets. Portfolios of levelled work in a number of subjects are kept in order to moderate standards.
75. The standard of marking is very good; it is clear and relevant and comments give clear guidance to pupils as to the next steps for further progress. Comments are useful and good use is made of them to develop the targets given to each pupil.
76. Annual reports to parents conform with statutory requirements. They present a clear picture of achievement and pupil ability in every subject and give comments about their personal and social development. Comments are constructive and give clear guidance as to how to improve work.

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

Grade 1: Good with outstanding features.

77. The findings of the inspection team match those of the school in the self-evaluation document.

78. The school responds in an outstanding manner to pupils' learning needs. The curriculum is broad and 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.
79. The school prepares programmes of study which are planned in detail and which are available to all pupils irrespective of ability, gender, or racial background. There is outstanding provision for pupils with SEN within classes where teachers prepare very good differentiated tasks to meet the range of age and abilities of their pupils.
80. A range of policies for every subject in the NC, religious education and the under fives has been developed. These are concise documents which consider the unique nature and requirements of every subject carefully. They form a good collection of documentation as a basis for curriculum management. Teachers' schemes of work are also good and show the continuity and progression of learning clearly. Within individual lessons teachers prepare carefully for developing pupils' key skills in literacy and communication, numeracy and ICT, but this planning is not always clear within long term plans. Planning for creative skills is very good within creative subjects. Teachers also prepare very well for developing pupils' bilingual competences; this is based on a secure policy and one of the main aims of the school. Sound attention is given to developing pupils' increasing independence within learning according to age and competence; especially in KS2 practice and standards are outstanding in this respect.
81. The quality of the Curriculum Cymreig is very good with pupils showing outstanding pride in their Welshness and by the upper end of the school discussing a range of elements and characters which identify modern Wales. Their ability to discuss traditional elements without stereotyping is also an outstanding feature in this respect.
82. Teachers plan for pupils' interests in the opportunities prepared for them at lunchtimes and in after-school clubs. The influence of the Urdd also has a beneficial effect in this respect. Pupils benefit from equal opportunities in all these extra curricular activities and gain valuable new skills as a result. Pupils' learning is made more interesting through regular visits which they make to places of interest and through the work of visitors who bring their studies alive, for instance in history, geography and art.
83. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. They have a special appreciation of ownership and responsibility towards the school and the environment and develop well in their ability to meditate on concepts which are introduced in periods of worship. Opportunities in music and art deepen their appreciation of awe and by the upper end of the school they discuss a number of challenging moral concepts such as justice and fairness in a sensible and mature fashion.
84. The school makes excellent provision for pupils' personal and social education, mainly by integrating requirements within NC subjects. There are also a

number of special enterprises including purposeful circle time discussion groups. There are frequent opportunities for pupils to take responsibility for others and for themselves. Members of the school council take a lively part in several aspects of school life and co-operate with teachers in several respects. Older pupils especially appreciate such opportunities to show initiative and to influence matters which affect their daily lives. These opportunities, as well as a broad range of humanitarian work enable pupils to make excellent progress in their appreciation of global and local citizenship.

85. There are very effective partnerships with parents. As part of the inspection process 26 questionnaires completed by parents were received and the vast majority of these were very positive in the support of the school and the staff efforts. 19 parents came to the pre-inspection meeting with the registered inspector and the majority of their comments were also very supportive. The PTA is flourishing and a means of raising substantial sums of money for the purchase of other resources. The school is proactive in the manner in which it receives the comments and commentary of parents on provision and standards; one special means of doing this is the parental questionnaire which was recently completed; there is secure evidence that the school is already acting upon some of the suggestions made within this constructive process.
86. The school promotes appreciation of other cultures in geography, history, and religious education. In art and music also pupils investigate other western cultures and others through the studying of concepts such as style. Racial differences and diversity are enthusiastically respected, based on a secure policy, whilst a range of humanitarian activities are also woven into plans. Standards are outstanding.
87. The partnership with the community is outstanding and a means of enriching the quality of the curriculum in several respects as well as providing rich activities for all pupils. The contribution of the community is appreciated by staff and pupils, whilst the community in its turn reflects great pride in the success and contributions of the school.
88. Provision for sustainable development is good with pupils recycling paper regularly and also using waste food and fruits to create compost for their gardening and environmental work. They show a detailed knowledge of village and town schemes in Llangefni and Y Talwrn for recycling a greater range of materials, including tin cans and bottles.
89. The partnership with industry is outstanding. Across the school pupils are introduced to a variety of aspects of the world of work in a positive fashion. Older pupils receive frequent opportunities to develop their business enterprise skills by selling examples of their own excellent artwork produced in school. They organise this enterprise carefully by means of a computer spreadsheet, pricing items sensibly and making a substantial profit which swells the finances of the school council.

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

Grade 1, Good with outstanding features.

90. The findings of the inspection team match the grade given by the school in the self-evaluation document.
91. The quality of support and guidance offered to pupils is an outstanding feature. Pupils are happy in the school and have very good relationships with peers and teachers within the very caring, inclusive community. There is a strong feeling amongst pupils that they are appreciated and supported. Parents who expressed an opinion also voiced strong confidence in the care and guidance offered by the school.
92. There were no incidents of bullying during inspection but the school has detailed guidelines for staff should the need arise. Parents and pupils report that staff implement this policy effectively.
93. There is regular, documented evidence of individuals and groups of pupils seeking permission to hold circle time discussion groups to highlight problems or particular worries. This is outstanding practice and reflects the high levels of self confidence and independence which have been developed as a result of the care offered.
94. There are close connections with nursery circles and the school ensures that the younger pupils settle quickly. There are outstanding transferral arrangements with the secondary school on both the pastoral and curriculum level with pupils studying a number of transfer units of work between Y6 and Y7. Ysgol Y Talwrn receives reports from Y7 and makes effective use of these to monitor standards. The school also shares teaching expertise with the secondary school, such as the current arrangements in gymnastics.
95. The school monitors attendance and punctuality in a rigorous fashion and tries hard to maintain and improve standards in this respect. Registers are a model of good practice, neatness and accuracy.
96. The school is enthusiastic in the manner in which it develops principles of healthy eating, for instance by encouraging pupils to drink water in order to develop their ability to concentrate.
97. Staff have very good knowledge of the detailed guidelines in place in the area of child protection. The head teacher is responsible for this area and protocols for implementation are very well established.
98. Arrangements for taking care of pupils who have an accident or who feel unwell are effective and the head teacher has first aid qualifications. There are specified procedures for dispensing medicines and the school takes steps to protect the children from the sun.

99. The sex education policy is well established and implemented with the praise of parents in this respect. Provision for drugs and alcohol related education are also effective and have an evident effect on pupils' attitudes.
100. Appropriate practical steps are taken to ensure pupils' safety while they are in school. Regular fire drills are held and all extinguishers are in place. All access doors are kept locked during the day.
101. Provision for the six children with SEN, including the one pupil who has a statement, is outstanding and conforms fully with the CoP. Effective use is made of standardised tests to promote early recognition of needs. Pupils with SEN receive very good help from class teachers and the support assistant to achieve the targets noted in their IEPs. Differentiated tasks within classrooms also meet the needs of the variety of children in a very effective manner. Very good use is made of external agencies and the close links between the school and parents promotes progress; in this respect the link with the secondary school is outstanding and the designated governor also makes a valuable contribution to provision. Pupils with SEN make progress which is at least good according to their ability.
102. The school provision promotes equal opportunities very well for all pupils. The school tries hard to improve physical access for pupils with physical disabilities, and a comprehensive audit has been recently completed. An action plan is now in place should the need arise to make further adjustments.
103. The school's cultural and racial diversity policy is equitably implemented by all teachers and pupils respect diversity very well. In a number of subjects work reflects the importance that the school gives to tolerance and respect. The school succeeds very well in developing pupils' awareness of other cultures.
104. Pupils' work is marked regularly and in a very effective manner, with good use of praise, appreciation and specific criteria. Comments noted by teachers are constructive and give clear guidance as to how improve the work.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1, Good with outstanding features.

105. The judgement of the team does not match the grade 2 made by the school in the self-evaluation document.
106. The quality of leadership and management is outstanding. The leadership of the head teacher is purposeful, imaginative, ambitious and effective. She gives a strong sense of direction to the work of the school and a secure sense of vision towards maintaining and improving standards and provision. She also sets an outstanding role model as a class teacher. A number of purposeful

aims and objectives has been established for the school; these are included as an introduction to the SDP and are reflected well in the work of the school. There is an attitude of trust and co-operation between all the staff.

107. Target setting and self-evaluation are developed very well within the management strategies of the school. Targets are consistently challenging and the school celebrates considerable success in achieving them. Both teachers take every opportunity to monitor the quality of standards and provision within classes including the quality of teaching and current practice reflects considerable action taken as a result of the written outcomes of these activities. Additionally there is a useful exchange system where the head was monitored by the head from another small school nearby and she has in turn visited that school for the same purpose; this is outstanding practice. All monitoring is undertaken according to specified and agreed aims and objectives.
108. The GB is very supportive and well informed in a number of management matters. Governors play an outstandingly practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.
109. Very good consideration is given to national priorities. The importance of social inclusion and equal opportunities is one of the main aims and successes of the school and this is reflected regularly within all activities. Recent events such as the Green School Award Scheme is of evident benefit in enabling pupils to become mature citizens.
110. The staff evaluation system is effective and promotes continuous professional development which in turn feeds plans towards improving school provision. The school has earned the quality mark of the Basic Skills Agency and has been accredited under the Investors in People scheme.

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

Grade 1: good with outstanding features.

111. The judgement of the team does not match the grade 2 made by the school in the self-evaluation document.
112. The staff, governors, and head teacher, are completely committed to improving standards. Everyone is included in the self-evaluation process and the governors are also very hardworking in this process. Good use is made of the specialism of both teachers in art and music to promote and maintain high standards; in every other subject leadership responsibility is shared between the two effectively.
113. The SDP is an outstanding planning document which notes clearly the priorities of the school and these match current needs well. Responsibilities, timescales, and the obligations of expenditure and personnel are clearly noted.

114. A detailed analysis of a range of pupil tests including baseline assessments in reception class and NC tests in KS2 are undertaken. Excellent use is made of this analysis to improve teaching and learning and especially to identify and target pupils who require further attention in order that they may also have the opportunity to achieve more.
115. Performance management is already having a good effect on the school with comprehensive systems in place to lead the process. The head teacher has succeeded very well in establishing a culture of self-evaluation and this makes a positive contribution to noting the staff's professional needs. The manner in which the organisation for performance management feeds into the school development plan reflects an integrated system and this is outstanding practice.
116. The school has made outstanding progress since the last inspection and dealt with all key issues appropriately. This success has had considerable benefit on standards of achievement and quality of teaching especially.
117. The self-evaluation report created by the school is of good quality. On the whole the inspection team agreed with the school in four out of the seven questions; in those questions where agreement was not met the evaluation of the team was higher.

Key question 7: How efficient are leaders and managers in using resources?

Grade 1: good with outstanding features.

118. The judgement of the team does not match the grade 2 made by the school in the self-evaluation document.
119. As there are only two teachers in the school the range of their initial qualifications is naturally narrow. However, they make full use of their expertise to exchange classes for music and art and this use of staff is outstanding. Responsibilities are fairly distributed and free time is ensured to undertake monitoring between teachers. Teachers attend a range of in-service and training courses consistently and their commitment to professional development has been closely related to the priorities identified in the SDP. The very good effect which INSET has is seen in several aspects of the teaching. The use of the support assistant is also outstanding.
120. The school has sufficient and accessible resources for every age, including the children under five, in every subject, whilst resource expenditure matches current priorities. Most are of very good quality. There is one computer for every two children in the school.
121. School buildings are kept clean and are in good condition. On the whole space within classes is very limited, however, and this has a detrimental effect on the work of children under five at times. Also, the school hall limits very evidently some of the work in physical education, although the school overcomes this by

hiring the nearby sports hall. There are many striking displays, especially of pupils' art work.

122. Outstanding use is made of the local environment, visits to places of interest and contributions of visitors who enrich pupils' experiences. They contribute substantially to raising standards.

123. Financial management is rigorous and the school operates within its budget. Currently the financial reserves are somewhat higher than the recommendation of 5% of the overall budget, but expenditure plans are in hand to show how this will be reduced in the near future. The school is well placed to finance the new Workplace Remodelling arrangements from September onwards. The consistent monitoring of every aspect of standards and provision is a valuable means to ensure cost efficiency of all expenditure.

124. The school gives outstanding value for money.

Standards achieved in subjects and areas of learning

Subject 1 : English

125. English is officially introduced in KS2 but pupils in KS1 receive valuable experiences in the speaking, listening and writing, which set sound foundations for the language by the time they arrive in Y3.

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features.

126. The vast majority of the pupils achieve excellent standards in oracy. They speak confidently and contribute in a relevant and extended fashion to discussions. They communicate clearly as they ask and respond to questions and as they express and justify opinions. Individuals use rich language and they change frequently and easily from colloquial to more formal contexts.

127. Standards in reading are good with some very good readers in each year. They read a broad range of books and individuals talk about favourite authors and read widely in school and in their leisure hours. They discuss books confidently as well as author styles. Approximately 90% of pupils read with increasing fluency and enunciation, making good progress as they read out loud. The remainder read well according to their age and ability and show good deconstruction skills. They gather information from a range of books and electronic formats and use dictionaries and thesauri confidently.

128. Considerable progress is seen in writing throughout the key stage. Pupils produce a broad and varied range of written work in different formats and for different purposes, varying sentence construction and paragraphing effectively.

They create excellent effects and spell with good levels of accuracy. By Y5 and Y6 they extend their ideas and use rich, vivid vocabulary and complex sentence construction, writing in an engaging fashion. The content of their work is interesting and mature. Following stimulation they write very interesting poetry of a high standard with striking images. Their factual writing is clear and well organised. The majority of pupils have developed neat handwriting.

Shortcomings

129. There are no important shortcomings.

Subject 2: Mathematics

KS1: Grade 2: good features and no significant shortcomings

KS2: Grade 1: good with outstanding features

130. In KS1 pupils are confident as they discuss different aspects of number work. By the end of Y2 appreciation of place value is secure within hundreds. Pupils double correctly using numbers up to 30 and halve within numbers up to 100. They understand the concepts of odd and even numbers clearly and list number bonds to 20 confidently and quickly. The simplest multiplication tables have been thoroughly learnt by the majority of pupils and they deepen their knowledge of concepts of even numbers by knowing that two odd numbers always make an even one. Across KS1 pupils have good understanding of number in the context of money.

131. Pupils in KS1 undertake measurements in a variety of contexts including length, weight, and volume. They apply previous knowledge confidently in their practical work, using non standardised measurements in Y1. A good number of the more able pupils remember measurement facts, such as that 1000 millilitres make one litre. In this respect they develop well in their knowledge of simple fractions and write these clearly on every occasion.

132. Pupils in KS1 know a good number of two and three dimensional shapes and discuss their properties confidently orally.

133. Data work develops well in KS1. Pupils use a range of appropriate graphs to present information and analyse these correctly within discussions. They use information technology purposefully to input data developing challenging pace in their work.

134. In KS2 pupils develop well in their knowledge of multiplication tables with the most able at the upper end of the school very quick and accurate in this work. Work on decimals also shows outstanding features with older pupils discussing and organising numbers up to three decimal points, explaining place value confidently and quickly.

135. By Y6 pupils display several outstanding features as they discuss a broad range of numbers confidently, including square, negative and prime numbers. They understand the relationship between fractions, percentages, and decimals thoroughly, making challenging and quick comparisons.
136. Shape work is good in KS2. Pupils come to recognise an increasing range of shapes in two and three dimensions and understand that nets are a useful tool to build these. They develop broad and mature vocabulary to discuss the properties of angles, and measure these in great detail correctly. They discover perimeters and areas quickly and confidently recording the results consistently within the appropriate standardised formulae.
137. Data work is at least good in KS2 with outstanding features by the upper end of the school. Pupils input and question information correctly and confidently and arrange this systematically and form a broad range of graphs to present their results, coming to secure judgements as to what kind of graph is best suited to the task. Their interpretation skills are also confident and correct.
138. KS2 pupils develop increasing confidence and independence in their work and are skilled and adventurous in the manner in which they investigate mathematics, especially in number and data work; these skills too are outstanding.

Shortcomings

139. There are no significant shortcomings.

Subject 3: Geography

KS1: Good with outstanding features

KS2: Good with outstanding features

140. Pupils in KS1 reflect good information about their village and locality. They explain in detail that they live in a rural locality and know the importance of agriculture to the area.
141. Following a walk around the village pupils in Y1 and Y2 name a great number of local features and categorise these correctly to physical and human features. They extend their knowledge to locate Talwrn on a map of Ynys Mon, the island within Wales and Wales as a part of the United Kingdom. They know Cardiff is the capital city and identify useful comparisons as some of the main differences between city and village life.
142. KS1 pupils know the four points of the compass very well and locate these correctly within the class. In Y2 the most able pupils extend this knowledge to more complex directions such as north east. Mapping skills are outstanding; pupils follow the course of their journey on a map successfully and develop

these skills well by means of information technology. They discuss aerial photographs well to identify evident local places.

143. Pupils visit Penmon as an area of contrast and compare this in detail with Y Talwrn. They name the main ruins and buildings in Penmon and explain the importance of the lighthouse there with enthusiasm.
144. In KS1, pupils' understanding of geography is enhanced by a host of interesting historical facts such as the purpose and story of the cenotaph in Talwrn and the famous shipwreck of the Rothesay Castle in Penmon. This knowledge is outstanding.
145. In KS2 pupils have a broad and challenging geographical vocabulary and use this confidently. When they describe the terrain of Eryri they note the physical characteristics in detail, and explain concepts such as erosion very well and the manner in which it occurs both naturally, and as a result of human activity; as a result they formulate interesting ideas regarding the importance of conservation in the National Park.
146. KS2 pupils use maps in a mature fashion using an atlas cleverly to locate continents and countries correctly, accurately, and quickly. Mapping skills of the older pupils at KS2 are outstanding. They understand the purpose of a key and use this in detail. By Y6 pupils use six figure vertical and horizontal co-ordinates to identify specific areas on a map. The work on scale is outstanding where pupils discover correct measurements in kilometres having measured scale in centimetres on the map. Different compass directions are related to specific angles very well.
147. Pupils in KS2 show very good knowledge of New Zealand as a different country and use facts confidently to draw comparisons in this respect.
148. Pupils in Y6 make outstanding use of the Powerpoint program to prepare interesting, imaginative and challenging presentations of the geographical information they learn in the lessons.

Shortcomings.

149. There are no significant shortcomings.

Subject 4: Art

KS1: Grade 2: good with no important shortcomings

KS2 Grade 1: good with outstanding features

150. In KS1 pupils show confidence as they mix colours and experiment with different mediums to create a variety of good effects. Their understanding of colour and of the effects of repeating patterns is good.

151. Pupils in KS1 have good understanding of different techniques of shape, texture, line, and symmetry within their art work.
152. Pupils in KS1 use a computer program with considerable expertise to create patterns and colourful and interesting pictures; they develop their art skills well by this means.
153. KS1 pupils co-operate to create tasteful collages using a good range of mediums. They produce objects and large scale artefacts of good standard in two and three dimensions using a variety of materials, equipment, and processes.
154. Pupils in both key stages are aware of the work of famous artists and emulate these well in their own work.
155. In KS2 pupils create pictures of outstanding quality. They discuss line, tone, colour, pattern, shape, texture and format and adapt these confidently to their own work.
156. In KS2, pupils' ability to describe and make comparisons between their own work and the work of other artists and craftspeople is outstanding. They discuss their ideas and feelings appropriately. They experiment with some of the techniques used by other artists and investigate art from different periods, areas, and cultures, in a critical and detailed fashion.
157. Pupils in KS2 have visited the local gallery and studied the work of local artists noting their skills and discussing their impressions effectively. Following work with an artist-in-residence they use shapes from nature, and create images, objects and artefacts in two and three dimensions of outstanding standards.
158. KS2 pupils make consistent and purposeful use of sketch books to record their work and comments and to experiment with different techniques.

Shortcomings.

159. There are no significant shortcomings.

Subject 5 Religious Education

KS1: Grade 1: good with outstanding features

KS2: Grade 1: good with outstanding features

Good and outstanding features.

160. Pupils in KS1 have outstanding knowledge of Bible stories, recall these in detail and write them in their own words. They differentiate very well between the Old and New Testaments.

161. Pupils in KS1 are aware of the main religious holidays and understand their symbolism and significance.
162. Following a visit to the church and local chapel, KS1 pupils note the main characteristics and significance of such places of worship, drawing many comparisons between the two, and recalling their visit in outstanding detail.
163. KS1 pupils know stories which are relevant to the Welsh religious traditions such as the tale of Mari Jones. They compare the importance of the Bible to the Christian with that of the Torah to the Jew in a detailed and mature fashion.
164. Pupils in KS2 recognise that Christianity is the main religion in Wales and they discuss various aspects of the Christian life very effectively, drawing on their own experiences in an outstanding fashion.
165. Knowledge of humanitarians is outstanding in KS2. Pupils discuss in a mature fashion the work of the Salvation Army and Fair Trade, and their impact in contemporary Wales. They actively relate their views to principles of responsibility and concern in their own lives, showing excellent empathy with those who are less fortunate than themselves. They are well aware of the importance of caring for others and for the world.
166. Pupils in KS2 understand the significance of prayer and compose their own prayers effectively and with feeling.
167. KS2 pupils are familiar with elements of Hinduism and compare differences with Christianity in considerable detail. They are aware of the importance of symbols in several religions and explain the significance and role of religious artefacts in outstanding detail.

Shortcomings

168. There are no important shortcomings.

Subject 6 Physical Education

KS1: grade 2: good features and no significant shortcomings

KS2: grade 1: good with outstanding features

Good and Outstanding Features

169. The judgement for KS1 is based on the one gymnastics lesson observed. Pupils work with energy in the lesson. They stretch their bodies well making good use of appropriate levels. They have clear appreciation of different parts of the body including the small parts. They identify a range of travelling techniques and change direction easily as they move.

170. Pupils in KS2 have good knowledge of the beneficial effects of physical education. They give good consideration to health and safety in their work, warming their muscles thoroughly before starting on the work.
171. In the games work pupils in KS2 show good catching and throwing skills and develop increasing control as they do so whilst running quickly. They develop appropriate tactics for defence and attack and make purposeful use of location and stance in their work. They work with considerable energy throughout developing co-operative team skills well.
172. Dance work is outstanding in KS2. Pupils use different levels cleverly in their work and create interesting, imaginative shapes. They stretch very well and show sound appreciation of body tension as they adapt their gymnastic skills very well within their task. They respond very rhythmically to the symbolism of music and create the spirit and atmosphere of the work very well within their smooth movements.
173. Gymnastic work is good in KS2. Pupils know basic movements and shapes well and adapt these successfully within sequences of movements. They move smoothly in floor work and on equipment, and by the end of the Key stage, a good number of pupils are confident in taking their weight on their hands.

Shortcomings

174. There are no important shortcomings.

School's response to the inspection

The findings of the inspection confirm that we have maintained standards since our last inspection and raised standards in subjects such as English, mathematics and Children under 5. We rejoice that the inspectors discovered outstanding progress in pupils' key, social and personal skills, and that their attitudes towards learning, their interest, and ability to concentrate are judged to be very good. Additionally, our care and support systems, which complement our curricular provision, are recognised as outstanding features. The inspection report emphasises the elements that make our school what it is. Especially, the report confirms that we achieve our aims.

An action plan will be established to respond to the recommendation made in the report.

A copy of the action plan will be sent to all parents and the annual report of the GB will report on the progress we make in relation to the recommendation.

Appendix A

Basic information about the school

Name of school	Ysgol Y Talwrn
School type	Primary
Age-range of pupils	4-11
Address of school	Y Talwrn Ynys Môn
Post-code	LL77 7TG
Telephone number	01248 723363
Headteacher	Miss Rwth Williams
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Gwilym Bennett
Registered inspector	Mr Meurig Thomas
Dates of inspection	22 nd -24 th June 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	6	7	4	8	4	5	6	40

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	100	97	98	98
Spring 2005	93	94	97	95
Summer 2004	93	93	96	94

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88	In Wales	80

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	100	In the school	100
In Wales	71	In Wales	71

Appendix D

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 17 lessons or part lessons
- all classes;
- acts of collective worship (as observers only);
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self evaluation report;
- 26 responses to a parent's questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with the staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Meurig Thomas RGI:	Context Summary Key Questions 1,3,5 and 6 Mathematics, geography and physical education
Mr Gwilym Morris: Lay	Contributions to Key Questions 1,3,4 and 7.
Mrs Rhianwen Hughes Roberts: Team	Key Questions 2, 4 and 7 English, art and religious education
Mrs Einir Wyn Williams: Peer Assessor	Contributions to all aspects of the inspection.

Acknowledgement

The inspection team would like to thank governors, staff and pupils of the school for their cooperation during the inspection.

Contractors

CISU
APCC/UWIC
Cyncoed Road
Caerdydd CF23 6XD

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Ysgol Gynradd Y Talwrn
Y Talwrn
Llangefni
Ynys Môn
LL77 7TG**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 22 – 24 June, 2005

by

**Mr Meurig Thomas
W093 17639**

Date: 24th August 2005

Under Estyn contract number: T/195/04P

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Ysgol Gynradd y Talwrn was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd y Talwrn took place between 21st – 23rd June 2005. An independent team of inspectors, led by Mr Meurig Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspections that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupils referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

List of acronyms used in this report:

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
PTA	-	Parent Teacher Association
SDP	-	School Development Plan
SEN	-	Special Education Needs
WAG	-	Welsh Assembly Government
Y	-	Year

Context

The nature of the provider

1. Ysgol Y Talwrn is located in the small village of Y Talwrn a few miles outside the county town of Llangefni in the middle of the Isle of Anglesey. The school serves the local village and rural community mainly, but some pupils come from the town of Llangefni also. The school describes the area as one which is comparatively prosperous with only 3% of pupils eligible for free school meals; this is considerably lower than the county average of 19.7%.
2. Approximately 43% of pupils come from homes where Welsh is the main language but on the whole, most pupils come from a bilingual background and the school estimates that approximately 90% of pupils speak Welsh as a first language or to a comparable standard; Welsh is the main medium of education. Currently there are 40 full time pupils in the school.
3. One pupil has a statement of SEN according to the requirements of the new CoP; a further five pupils appear on the school SEN register; this represents about 15% of total pupils.

The school's priorities and targets

4. The school was last inspected in the summer term, 1999 and described it's main priorities as follows :
 - to maintain and raise standards of achievements 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;
 - according to the bilingual policy of the LEA to develop pupils' abilities to be confidently bilingual in order for them to become full members of the bilingual community in which they live.
5. The current targets of the school include the commitment to :
 - Establish a new assessment structure within the school;
 - Raise standards in work in design and technology;
 - Improve measuring and recording skills in science throughout the school;
 - Establish the Workplace Remodelling scheme;

Summary

6. Ysgol y Talwrn is an outstanding school in very many respects. Pupils achieve high standards in their work, and the quality of leadership and management is visionary and ambitious. The school is a flourishing, vibrant community in which pupils feel appreciated and supported in every aspect of their educational and personal development.

Table of grades awarded

7. The inspection team judged the work of the school as follows:

Key question	Inspection grade
1. How well do learners achieve?	Grade 1
2. How effective are teaching, training and assessment?	Grade 1
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4. How well are learners cared for, guided and supported?	Grade 1
5. How effective are leadership and strategic management?	Grade 1
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7. How efficient are leaders and managers in using resources?	Grade 1

Standards

8. The overall quality of educational provision for the under-fives is appropriate to their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments suggest that the pupils' attainment as they start the school is commensurate with the LEA average for the majority of pupils.
9. In KS1 and KS2 in the subjects inspected standards of achievement are as follows :-

Subject	Key Stage 1	Key Stage 2
English	N/A	Grade 1
Mathematics	Grade 2	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 1
Religious Education	Grade 1	Grade 1
Physical Education	Grade 2	Grade 1

10. In lessons inspected standards are as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
54%	46%	0	0	0

11. Pupils' achievement in lessons is substantially higher than the WAG target for the whole of Wales in 2007, namely 98% of lessons to be Grade 3 and 65% good or better (Grade 2).
12. Children in the early years make outstanding progress across the range of key skills in literacy and communication, personal and social skills, numeracy and ICT. They demonstrate very good attitudes towards learning, and confidence across all skills, demonstrating increasing independence in a substantial proportion of activities and a sense of adventure when undertaking tasks or investigating new concepts.
13. In the key skills in KS1 and KS2, pupils' listening, speaking, and writing skills are outstanding. They listen carefully and politely on every occasion, often critically and in detail; they speak confidently, in an extended fashion using extensive vocabulary, characteristics which are also very apparent in their written work. Standards in reading are good in both key stages. Standards in numeracy and ICT are also outstanding; pupils adapt their number and measurement skills in a broad range of contexts, whilst work on data is of a very high standard. They work independently and confidently on computers in a broad range of challenging and extended tasks, supporting their learning very well as a result. Pupils make outstanding progress in developing their bilingual competences.
14. Pupils with SEN make progress which is at least good and sometimes very good. They achieve the targets noted for them and there is sound evidence of pupils who make sufficient progress to be withdrawn from the register. Also, some pupils who are on the register make progress which enables them to achieve the core subject indicator (at least level four in all of mathematics, science, and either Welsh or English) at the end of KS2.
15. Pupils show outstanding progress in their personal and social skills with purposeful co-operation within the range of teaching strategies and lively discussions in all classes. They make good progress in their ability to solve problems with some pupils at the upper end of the school adapting previous knowledge very well in this respect.
16. In creative skills standards are at least good and outstanding in art, dance, and composing original poetry.
17. In KS1 teacher assessments for 2004 show that the majority of pupils achieve national expectations (level two) in Welsh (78%), mathematics (89)%, and science (89)%; statistics include 45% who achieve level three in Welsh, 56% in mathematics, and 45% in science. 78% achieve the core subject indicator (level two in all three subjects) including 100% of boys. All results are substantially higher than national and county norms. When benchmarked

against similar schools with up to 8% of pupils receiving free school meals, results are often below the median; however, the small number of pupils affect this comparison to a considerable extent and there is no regular pattern between the performance of boys and girls.

18. In KS2 standards of achievement of pupils in the NC tests for 2004 show that all achieve national expectations (level four) in Welsh, English, mathematics, and science. 83% achieve level 5 in Welsh, 67% in English, and 84% in mathematics and science. 100% achieve the core subject indicator (at least level four in all of mathematics, science and either English or Welsh). Again these results are substantially higher than county and national norms.
19. Trends in attainment in both key stages compare favourably with results over the last three years and with targets for the two years to come.
20. Pupils' attitudes towards their learning, the interest which they show in their work, and their ability to concentrate, are very good. They work hard in lessons, are eager to contribute in the activities prepared for them and are enthusiastic about their work.
21. Pupils behave very well and the older pupils reflect mature citizenship within the school and community, voicing tremendous pride in their personal successes and those of the school in general. All pupils respond in a very positive manner to the high expectations of the teachers and these responsible attitudes have a beneficial effect on the progress which they make in standards of achievement. They are polite without exception and show respect towards their peers and adults; the quality of relationships within the school is very good.
22. Throughout the school pupils' understanding of matters of equal opportunities is good. They respect diversity within faiths, attitudes, and cultural traditions within society whilst the older pupils respond in a mature fashion to concepts such as tolerance, justice and fairness. Visits to the local community and places of interest help to expand pupils' understanding of their community and the business enterprise for pupils in KS2 realises a regular and substantial profit, to be spent by the school council.
23. Pupils have a sound appreciation of the strengths and weaknesses of their work and standards in this respect are outstanding. They discuss their personal targets with understanding with the most able pupils in KS2 offering their own suggestions to teachers when they feel their targets have been achieved. Pupils with SEN are very aware of their own personal targets.
24. Attendance statistics for the last three terms averaged 96%. Pupils come to the school regularly and punctually at the start of the day.

Quality of Education and Training

25. In the lessons inspected teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
62%	38%	0	0	0

26. The percentage of lessons which are judged to be grade 2 or higher is substantially higher than the WAG target for 2007 of 75% of lessons to be good or better.

27. In all the lessons teaching is on an appropriate level with a consistent and clear focus, well honed aims and objectives and excellent planning in terms of detail and thoroughness. Lessons are very well resourced. Teachers have an excellent relationship with their pupils and they all promote and prepare well for equal opportunities in their teaching strategies and deliver excellent linguistic role models.

28. In over half the lessons inspected there are outstanding features to the teaching. These include :

- a purposeful range of teaching and strategies and techniques;
- excellent questioning skills;
- high expectations;
- challenging pace;
- detailed knowledge of the subjects being taught;
- excellent use of the interactive whiteboard to enrich the quality of imaginative introductions;
- an outstanding match of activities to meet individual needs;
- an outstanding ability to integrate different aspects across the curriculum;
- special emphasis on transferring responsibility for learning to pupils and developing their independence;
- very appropriate use of praise and success.

29. Teachers use a variety of skilful means to strengthen and consolidate pupils' bilingual competences in lessons.

30. The quality of assessment is outstanding. Assessments are consistent and correct and meet statutory requirements, including those for SEN. Teachers know their pupils very well.

31. Excellent use is made of the results of the NC tests to investigate and analyse standards for the purpose of setting targets. Portfolios of levelled work in a number of subjects are kept in order to moderate standards.

32. Annual reports to parents conform with statutory requirements. They present a clear picture of achievement and ability in every subject, offer comments about personal and social development and give clear guidance as to how to improve work.

33. The school has responded in an outstanding fashion to the needs of pupils and provides equality of opportunity to a broad and balanced curriculum with very good emphasis on social inclusion. Curricular breadth includes outstanding provision in all of the Cwricwlwm Cymreig, PSE and the partnership with industry; provision for education in sustainable development is good.
34. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. Pupils' appreciation of diversity is very good, and older pupils discuss concepts such as fairness, justice equality and tolerance in a mature and informed manner. The quality of partnerships with parents and the community are also outstanding.
35. The quality of support and guidance offered to pupils is a further outstanding feature. Pupils are happy in the school and have very good relationships with their peers and teachers within the very caring, inclusive community. There is a strong feeling amongst pupils that they are appreciated and supported. Parents who expressed an opinion also voiced strong confidence in the care and guidance offered by the school.
36. Provision for SEN is outstanding and meets in full the requirements of the CoP.

Leadership and management

37. The quality of leadership and management is outstanding. The leadership of the head teacher is purposeful, imaginative, ambitious and effective. She gives a strong sense of direction to the work of the school and a secure sense of vision towards maintaining and improving standards and provision. She also sets an outstanding role model as a class teacher. A number of purposeful aims and objectives have been established for the school; these are included as an introduction to the SDP and are reflected well in the work of the school. There is an attitude of trust and co-operation between all the staff.
38. Target setting and self-evaluation are developed very well within the management strategies of the school. Targets are consistently challenging and the school enjoys considerable success in achieving them. Outstanding practice in monitoring the quality of provision and standards is evident both in practice and in documentation .
39. The GB is very supportive and well informed in a number of management issues. Governors play a very practical role in setting the strategic direction of the school and question rationales in detail before coming to final decisions.
40. The SDP is a useful planning document which notes clearly the priorities of the school and these match well the current needs. Responsibilities, timescales, and the obligations of expenditure and personnel are clearly noted.
41. A detailed analysis of a range of pupil tests including baseline assessments in reception class and NC tests in KS2 are undertaken. Good use is made of this

analysis to improve teaching and learning and especially to identify and target pupils who require further attention.

42. The self-evaluation report created by the school is of a good quality. On the whole the inspection team agreed with the judgement of the school in four out of the seven questions; in those questions where agreement was not reached the judgement of the team was higher.
43. The school has made outstanding progress since the last inspection and dealt well with all key issues. This success has had considerable benefit on standards of achievement and quality of teaching especially.
44. As there are only two teachers in the school, the range of their initial qualifications is naturally narrow. However, they make full use of their expertise to exchange classes for music and art and this use of staff is outstanding. Teachers regularly attend a range of INSET courses and their commitment to professional development has been closely related to the priorities identified in the SDP. The use of the support assistant is also outstanding.
45. The school has sufficient and accessible resources for every age, including the children under five, in every subject, whilst resource expenditure matches current priorities. Most are of very good quality.
46. School buildings are kept clean and are in good condition. On the whole space within classes is very limited, however, and this has a detrimental effect on the work of children under five at times. Also the school hall limits very evidently some of the work in physical education, although the school overcomes this by hiring the nearby sports hall.
47. Financial management is rigorous and the school operates within its budget. Currently the financial reserves are somewhat higher than the recommendation of 5% of the overall budget, but expenditure plans are in hand to show how this will be reduced in the near future. The school is well placed to finance the new Workplace Remodelling arrangements from September onwards. The consistent monitoring of every aspect of standards and provision is a valuable means to ensure cost efficiency of all expenditure.
48. The school gives outstanding value for money.

Recommendations

In order to improve the school needs to:

R1: continue to respond to the challenge of maintaining the high standards of achievement and teaching and to target excellence across the school.

Acknowledgement

The inspection team would like to thank governors, staff and pupils of the school for their cooperation during the inspection.