

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Gynradd Gymunedol Pontgarreg
Pontgarreg
Llangrannog
Ceredigion
SA44 6AR**

School Number: 6672341

Date of Inspection: 07/10/08

by

**David Martin Cray
16768**

Date of Publication: 09/12/2008

Under Estyn contract number: 1102608

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Gynradd Gymunedol Pontgarreg was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Ysgol Gynradd Gymunedol Pontgarreg took place between 07/10/08 and 09/10/08. An independent team of inspectors, led by David Martin Cray 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.

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 inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil 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 of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Contents	Page
Context	1
Summary	2
Recommendations	5
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
Standards achieved in subjects and areas of learning	16
Mathematics	16
Science	17
Information and communications technology	17
History	18
Geography	19
Art and design	20
School's response to the inspection	22
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

- 1 This small rural school is located in the village of Pontgarreg, near Llangrannog, Ceredigion. It is maintained by Ceredigion Local Education Authority. The school serves an agricultural area that is now largely dependent on tourism. It is not particularly prosperous, but neither is it considered to be disadvantaged. The children's attainment levels vary when they begin their education.
- 2 There are currently 46 pupils between 4 and 11 years of age on the register. They are admitted on a full-time basis at the beginning of the term following their fourth birthday. There has been a slight reduction in pupil numbers over recent years.
- 3 Seventeen per cent of pupils claim free school meals – a figure that is higher than the county average (11.4%), but comparable to national levels (17.5%). Twelve pupils (26%) are designated as having additional learning needs.
- 4 Fewer than a third of pupils come from homes where Welsh is spoken as a first language. This is a slight improvement on the position at the time of the last inspection held in November 2002. The school follows the National Curriculum in Wales Welsh first language programme of study and English is formally introduced at the beginning of Key Stage 2.
- 5 The pupils are educated in three classes, by the headteacher and three others – two of whom job share. Only one current member of staff was at the school at the time of the last inspection.

The school's priorities and targets

- 6 The school has identified a number of priorities and targets for 2008 - 2010 relating to the following issues:
 - The standards achieved by pupils;
 - The quality of provision;
 - Resources.

Summary

- 7 The findings of the inspection team match those of the school in five of the seven Key Questions. Lower grades were awarded for Key Questions 5 and 6.

8 Table of grades awarded

The inspection team adjudged the work of the school to be as follows:

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

Standards

- 9 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	72%	17%	--	--

- 10 These standards compare favourably with those published in the Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that nationally, standards were generally good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 10%.
- 11 It was seen, in relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, that the school's most recent performance results are as follows:

	2005	2006	2007
Key Stage 1	4	4	1
Key Stage 2	2	4	1

Key

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

- 12 It should be noted that the pupil numbers referred to in the years in question tend to be small and it is difficult to make a meaningful comparison with county and national data. Pupils' additional learning needs have also affected the performance data.
- 13 In general, and over time, it was seen that the performance of girls slightly excels that of the boys.
- 14 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 15 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

Subjects	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information and communications technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2

- 16 The under-fives, together with pupils in Key Stages 1 and 2 make good progress in the development of their communication and information and communications technology skills in a good variety of contexts across the curriculum. Overall, they make effective use of their mathematical skills across the majority of subjects.
- 17 In general, the pupils' bilingual skills are developing well as they move up through the school. In Key Stage 2, most pupils come to be able to use their oral, reading and writing skills in both languages in a number of curricular contexts.
- 18 Pupils throughout the school learn new information and skills, they develop ideas and increase their understanding effectively. The quality of the written work presented by many pupils in Key Stage 2 is not good enough.
- 19 In general, pupils achieve good standards in the development of their personal, social skills and learning skills. Most contribute and concentrate well in lessons, using their time effectively.
- 20 In the lessons inspected, it was seen that the standard of pupils' behaviour was generally good. The same was true of the periods of play on the school yard observed during break times.

- 21 In the three full terms prior to the inspection, pupils' average levels of attendance were around 92%, and there is room to improve on this.

The quality of education and training

Grades for teaching

- 22 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	--	--

- 23 The quality of teaching compares favourably with the national picture as published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that the teaching was good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 14%.
- 24 The curriculum is broad and balanced and it fulfils requirements. The provision reflects social inclusion and equal opportunities, and it is well structured in accordance with the school's main objectives. The school has embarked on the process of revising its curricular schemes in preparation for the new 2008 Curriculum and the Foundation Phase.
- 25 The learning experiences promote the pupils' spiritual, moral, social and cultural development to good effect. The sessions of collective worship fulfil the requirements and are of good quality, and this enhances these values in a very effective way.
- 26 Pupils are offered a wide variety of educational visits that effectively enhance their education and their personal development.
- 27 The school presents itself well through its parents' handbook and the quality of the agreements between the school and home is good. However, the school does not communicate in a sufficiently regular and timely manner with parents, as seen from the questionnaires that were returned to the inspectors and the comments made at the pre-inspection meeting.
- 28 A strong emphasis is placed on the Cwricwlwm Cymreig within the curriculum. Pupils' awareness, understanding and appreciation of their heritage are promoted effectively through various curricular areas.
- 29 Overall, the quality of care, support and guidance provided for pupils is good.
- 30 The teachers ensure that they fulfil the needs of every individual and the pupils with additional learning needs receive full access to the curriculum and to all school activities. The quality of the individual education plans that are produced for them is generally good and they fulfil statutory requirements. However, the role of parents in the production of the plans has not been fully

developed, and at times the communication between the school and parents is not effective enough.

Leadership and management

- 31 Equality and opportunities for all to contribute to the general purpose and direction of the school are promoted and individual teachers undertake responsibility for several areas of the curriculum. They have begun to give more attention to their monitoring and evaluation role, but to date this aspect has not been developed sufficiently.
- 32 The governors are very supportive of the school and its staff. They meet regularly, discuss and approve policies and receive comprehensive reports and information on performance and developments. However, their function in relation to monitoring the quality of provision has not been developed sufficiently.
- 33 The school has now put in place formal self-evaluation procedures and the monitoring programme for last year gives good attention to standards. The work is in its infancy and the procedures continue to evolve as staff become more proficient and confident in this aspect of their work.
- 34 To date, gathering the views of stakeholders such as parents has not been part of the school's self-evaluation procedures.
- 35 A school development plan is produced on an annual basis and the current plan identifies a number of priorities relating to raising standards and whole-school issues. However, the links between it and the outcomes of the self-evaluation processes are not clear enough.
- 36 Good features outweigh shortcomings best describes the progress made by the school since the last inspection. It has responded well to the need to raise standards, but there remains more work to be done to establish a stronger relationship with parents and on the implementation of the self-evaluation procedures.
- 37 Expenditure decisions are directly linked to the school development plan and the position is reviewed on a regular basis at the meetings of the governing body. The budget is managed effectively and the school provides value for money.

Recommendations

- R1 Build further on the standards achieved by pupils by addressing the shortcomings identified in history in both key stages, and in science in Key Stage 2.
- R2 In order to move the school forward further:

- ensure clearer outcomes from the self-evaluation processes and link them better with the plans for development;
- develop further the monitoring role of staff and the governing body.

R3 Communicate more effectively with parents at the school.

R4 Continue with the work of reviewing the curricular schemes in order to fulfil the requirements of *Curriculum 2008*.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 38 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 39 Pupils succeed in their work, regardless of their social or linguistic background. Overall, pupils with additional learning needs make good progress towards achieving the targets set for them.
- 40 In Key Stage 1 in 2008, according to teacher assessments, 100% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2007 the figure was again 100% (Wales 80%, Ceredigion 82%). In 2006 it was 55.6% (Wales 80.6%, Ceredigion 80.4%), and in 2005 it was 50% (Wales 80.9%, Ceredigion 76.8%). The school's results for 2008 were considerably higher than county and national averages (2007) in the three core subjects.
- 41 In Key Stage 2 in 2008, according to teacher assessments 75% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2007 the figure was 88.9% (Wales 74%; Ceredigion 73%). In 2006 it was 62.5% (Wales 74.2%, Ceredigion 74.2%), and in 2005 it was 87.5% (Wales 74.3%; Ceredigion 74.9%). The results for 2008 were slightly lower than county and national averages (2007) in English, mathematics and science, and were considerably lower in Welsh.
- 42 In general, and over time, it was seen that the performance of girls slightly excels that of the boys.

- 43 It should be noted that the pupil numbers referred to in the years in question tend to be small and it is difficult to make a meaningful comparison with county and national data. Pupils' additional learning needs have also affected the performance data.
- 44 Bearing this in mind, it was seen, in relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, that the school's most recent performance results are as follows:

	2005	2006	2007
Key Stage 1	4	4	1
Key Stage 2	2	4	1

Key

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

- 45 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	72%	17%	--	--

- 46 These standards compare favourably with those published in the Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that nationally, standards were generally good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 10%.
- 47 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 48 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

Subjects	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information and communications technology	Grade 2	Grade 2
History	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2

- 49 The under-fives, together with pupils in Key Stages 1 and 2 make good progress in the development of their communication and information and communications technology skills in a good variety of contexts across the curriculum. Overall, they make effective use of their mathematical skills across the majority of subjects.

- 50 In general, the pupils' bilingual skills are developing well as they move up through the school. In Key Stage 2, most pupils come to be able to use their oral, reading and writing skills in both languages in a number of curricular contexts. Welsh learners display positive attitudes towards the language.
- 51 Pupils throughout the school learn new information and skills, they develop ideas and increase their understanding effectively. Although they have a good understanding of what they are doing in different lessons, their understanding of what they need to do to improve their work is less sound, and the quality of the written work presented by many pupils in Key Stage 2 is not good enough.
- 52 In general, pupils achieve good standards in the development of their personal, social and learning skills. Most contribute and concentrate well in lessons, using their time effectively, and they work together diligently in pairs and small groups.
- 53 In the lessons inspected, it was seen that the standard of pupils' behaviour was generally good. The same was true of the periods of play on the school yard observed during break times.
- 54 In the three full terms prior to the inspection, pupils' average levels of attendance were around 92%, and there is room to improve on this. There are few instances of unauthorised absences and standards of punctuality are good.
- 55 Through various studies and links, Key Stage 2 pupils develop their knowledge of different jobs and workplaces in the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 56 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 57 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	--	--

- 58 The quality of teaching compares favourably with the national picture as published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), that states that the teaching was good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 14%.

- 59 The outstanding features to the teaching include:
- thoughtful planning of lessons, that stimulate pupils' learning;

- promoting purposeful opportunities for pupils to evaluate their own work and that of others; and
 - promoting practical methods for pupils to investigate, observe and discover, making the learning enjoyable.
- 60 The good features to the teaching include:
- giving pupils good opportunities to develop their thinking skills in different situations;
 - reminding the pupils of the work already done by using information technology and interactive whiteboards, amongst other methods;
 - developing an appropriate relationship and environment that encourages effective learning;
 - purposeful questioning in order to ensure pupils' understanding throughout lessons; and
 - teachers having good knowledge and understanding of the subjects they teach.
- 61 The shortcomings to the teaching include:
- lack of clarity to lesson objectives and structure;
 - lengthy presentations and a lack of pace to lessons;
 - giving pupils too many instructions and limiting the independence of their learning.
- 62 Teachers promote equal opportunities effectively and they ensure that pupils are treated equally. All pupils receive access to all the activities and experiences available, both inside and outside lessons. This is also promoted through the provision in religious education and personal and social education.
- 63 Purposeful use is made of a range of tests and assessments, including those for pupils with additional learning needs. The beginning of year tests in numeracy and literacy (Welsh and English) in Key Stage 2 are effective in strengthening other teacher assessments.
- 64 The formal assessments and recording across key stages are used regularly and effectively to set appropriate targets. Pupils receive opportunities to set their own targets on a termly basis and this promotes their understanding of the function of assessment.
- 65 Teachers have recently received moderation training. By working with a cluster of local schools, they will shortly begin standardising and moderating pupils' work in the core subjects. This is a good way of strengthening the teachers' internal assessments.
- 66 The teachers mark the pupils' work on a regular basis. However, the quality is variable. In the main, the comments do not give clear guidance to pupils on how they could improve the quality of their work.
- 67 The annual reports to parents fulfil the requirements. Comments are provided on pupils' achievements and skills in all subjects, together with observations on their personal and social development. However, some parents feel that

the stock remarks used when completing parts of the reports electronically are impersonal. A small minority of parents are eager to be given more opportunities to discuss their children's progress or to receive additional information, and particularly so for pupils with additional learning needs.

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

Grade 2: Good features and no important shortcomings

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 The school responds well to the pupils' learning needs. The curriculum is broad and balanced and it fulfils requirements. The provision reflects social inclusion and equal opportunities, and it is well structured in accordance with the school's main objectives. The school has embarked on the process of revising its curricular schemes in preparation for the new 2008 Curriculum and the Foundation Phase.
- 70 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 71 Teachers plan their lessons carefully in order to develop the key skills in literacy and communication, numeracy and information and communications technology, but the planning is not always clear within the documentation. There is very good planning for the creative skills in subjects such as music and art.
- 72 The learning experiences promote the pupils' spiritual, moral, social and cultural development to good effect. The sessions of collective worship fulfil the requirements and are of good quality, and this enhances these values in a very effective way. The learning experiences give pupils opportunities to think carefully, and at times to reflect with sensitivity about the lives of others across the world. Creative activities deepen the pupils' awareness of wonderment, and by the top of the school, they discuss a number of challenging moral concepts, such as justice and fairness, with good sense and maturity.
- 73 The school makes good provision for pupils' personal and social education, primarily by integrating the requirements within curriculum subjects. There are a number of initiatives, such as purposeful circle time sessions. Pupils receive opportunities to take responsibility for others and for themselves, and members of the School Council play an increasingly active part in various aspects of the life and work of the school. The older pupils in particular appreciate such opportunities to show initiative and to be able to influence issues that affect their daily lives.
- 74 The school offers a wide range of extra-curricular activities to pupils, such as Urdd activities, drama workshops, concerts and Dragon Sports activities. The

pupils are also offered a wide variety of educational trips that effectively enhance their education and their personal development, such as visits to museums and to a local gallery.

- 75 There are good features to the partnerships the school has established with the community, other schools and colleges. The methods used to prepare Year 6 pupils for their transfer to secondary schools, such as visits by bridging teachers, are good. Opportunities are provided for students and for secondary school pupils on work experience, together with occasional periods spent by students from the University of Wales Aberystwyth and Trinity College Carmarthen.
- 76 There are effective links with schools in Germany, Sri Lanka and Lesotho that enrich areas of the curriculum well and extend the pupils' global citizenship skills. The school invites a number of people from the community to enhance the educational provision, such as the local vicar, gardeners and members of community services.
- 77 A committed group of parents visit the school to assist in various ways, by creating a small garden in the school grounds and preparing for the Cookery Club. They contribute by helping with school maintenance and as escorts on school trips. They also raise funds for the school. Good attention is also given to senior citizens and to other worthy causes. These links enhance the pupils' educational experiences and personal development, and prepare them for becoming responsible members of their community.
- 78 The school presents itself well through its parents' handbook and the quality of the agreements between the school and home is good. However, the school does not communicate in a sufficiently regular and timely manner with parents, as seen from the questionnaires that were returned to the inspectors and the comments made at the pre-inspection meeting.
- 79 A strong emphasis is placed on the Cwricwlwm Cymreig within the curriculum. Pupils' awareness, understanding and appreciation of their heritage are promoted effectively through various curricular areas, including music, history, geography and art. Welsh is given due prominence in the life and work of the school and there is effective provision for promoting bilingual skills.
- 80 The school is working towards Eco School status, and a number of basic activities are undertaken, such as recycling and collecting waste. Pupils effectively develop their awareness of the importance of sustainable development. Through what they learn in geography, they also have a growing body of knowledge of the importance of conservation.
- 81 The partnership with the world of work is developing gradually. The school has a limited number of links with business in order to promote work-related education, and this is an element that has been identified for further development.

- 82 The school has already gained Stage 1 accreditation for the 'Healthy Schools' project. Linked to this, the pupils promote their enterprise skills through the School Council by making an application for grant funding to improve the school environment, and this has given them a good sense of ownership of this aspect of their work.

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

Grade 2: Good features and no important shortcomings

- 83 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 84 Overall, the quality of care, support and guidance provided for pupils is good. The school is a happy and caring community, and good attention is given to tolerance, fraternity and kindness.
- 85 The School Council gives the pupils a voice on relevant issues and provides them with opportunities to express their views, and to receive feedback on the ideas discussed.
- 86 The personal and social education lessons expand the pupils' knowledge of aspects of healthy eating that are reflected in the school's lunch menu.
- 87 There are appropriate policies on Child Protection that are known to all school staff and that are operated effectively.
- 88 The teachers ensure that they fulfil the needs of every individual and the pupils with additional learning needs receive full access to the curriculum and to all school activities. Effective use is made of standardised tests in order to identify needs at an early stage.
- 89 The quality of the individual education plans is generally good and they fulfil statutory requirements. They include a sensible range of relevant targets. However, when reviewing the targets of individual pupils there is a tendency to produce new targets as opposed to retaining targets that have not been reached.
- 90 The school has recently adopted a new method of producing the plans that gives pupils valuable opportunities to play a greater role in setting their own targets. This is good practice. However, the role of parents in the production of the plans has not been fully developed, and at times the communication between the school and parents is not effective enough.
- 91 The school has effective procedures and policies in order to monitor pupil punctuality and attendance.
- 92 All the teachers and lunchtime supervisors have received 'firm discipline' training that provides effectively for supporting good behaviour by pupils. The recent initiative of allowing pupils to arrange the equipment and the types of

sports offered during break times is a good feature and it makes an effective contribution towards removing any oppressive behaviour.

- 93 The school's racial equality policy is well established and it is operated in a balanced manner by all teachers; pupils have good respect for diversity. The school's provision for promoting equal opportunities for all pupils is very good. Every child, regardless of his or her background, receives equal respect and treatment, with equal access to school activities. The accessibility plan that has been produced provides access for those with disabilities.
- 94 The school identifies opportunities, such as the 'Circle Time' sessions, to challenge stereotyping, and the school has guidelines to respond to racism if it were to arise.
- 95 In a number of subjects the work reflects the importance placed on respect and tolerance. Several lessons raise pupils' awareness of diversity in various parts of the world and within other cultures and religions.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 96 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. Although there are a number of strengths relating to leadership and management, including the vitally important element of successfully leading the work of ensuring, over time, progress in the standards achieved by pupils, a lower grade was awarded by the inspectors because of the shortcomings in strategic areas such as communicating information to parents and the robustness of the self-evaluation procedures.
- 97 Equality and opportunities for all to contribute to the general purpose and direction of the school are promoted and individual teachers undertake responsibility for several areas of the curriculum. They have begun to give more attention to their monitoring and evaluation role, but to date this aspect has not been developed sufficiently.
- 98 Appropriate consideration is given to national and local priorities in planning developments. The school has gained Healthy Schools accreditation and the Basic Skills Agency Quality Mark (for the third time), and has embarked on the process of incorporating the requirements of the 2008 Curriculum and the Foundation Phase into its provision.
- 99 An effective system has been established for managing and improving staff performance. A panel of governors helps to set objectives for the headteacher, that are reviewed annually, and the headteacher operates the same system for his fellow teachers.

- 100 The governors are very supportive of the school and its staff. They meet regularly, discuss and approve policies, and receive comprehensive reports and information on performance and developments. They provide vitally important support to the headteacher in relation to financial matters. The practice of inviting members of the governing body to meetings with local education authority school improvement officers is good, and it helps governors to gain a better understanding of the school's performance and of the factors that impinge upon it. However, the governors' function in relation to monitoring the quality of provision has not been developed sufficiently.
- 101 The governing body fulfils the legal duties placed upon it, with the exception of the shortcomings in the contents of the annual report of the governing body.

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

Grade 3: Good features outweigh shortcomings

- 102 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. A lower grade was awarded by the inspectors because of the need to strengthen the self-evaluation processes.
- 103 The school has now put in place formal self-evaluation procedures and the monitoring programme for the last year gives good attention to standards. However, there is insufficient emphasis on issues relating to provision, and it can be seen, at this early stage in its implementation, that there are signs of slippage in the programme. The work is in its infancy and the procedures continue to evolve as staff become more proficient and confident in this aspect of their work .
- 104 There is a good level of awareness of how the school is performing in county and national contexts, and there are effective procedures for setting end of key stage targets. The targets are realistic and they reflect the school's information about its pupils and their likely performance.
- 105 To date, gathering the views of stakeholders such as parents has not been part of the school's self-evaluation procedures.
- 106 The self-evaluation report that was presented to the inspectors prior to the inspection is comprehensive and is the outcome of whole-school discussion, including the governing body. Whilst it identifies a number of strengths and issues for development, its descriptive nature tends to make it less effective as a means of giving a clear evaluation of the position of the school.
- 107 A school development plan is produced on an annual basis and the current plan identifies a number of priorities relating to raising standards and whole-school issues. They are also linked to action steps, the responsibilities of individuals and costs. However, the link between it and the outcomes of the

self-evaluation processes are not clear enough. It also calls for breaking down some time lines for realising priorities into smaller steps in order to ensure that they can be monitored effectively and better management of the workload of relevant personnel.

- 108 The findings of the inspection team match those of the school in five of the seven Key Questions. Lower grades were awarded for Key Questions 5 and 6.
- 109 Good features outweigh shortcomings best describes the progress made by the school since the last inspection. It has responded well to the need to raise standards, but there remains more work to be done to establish a stronger relationship with parents and on the implementation of the self-evaluation procedures.

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

Grade 2: Good features and no important shortcomings

- 110 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 111 The school has an appropriate number of suitably qualified teachers to teach the curriculum. Appropriate job descriptions have been produced for them. They update their curricular knowledge and expertise by following a range of training programmes.
- 112 The part-time classroom assistant works effectively with the junior pupils' teacher and makes a valuable contribution to pupils' development.
- 113 It was seen that there is very good co-operation between the lower end of the school and corresponding departments at nearby schools. Initiatives such as joint planning and the occasional practice of bringing pupils of the same age together for activities are outstanding features.
- 114 There are appropriate arrangements in place for fulfilling the requirements on teachers' workload and they are working effectively.
- 115 The building is old and is generally in sound condition, but there are signs of dampness here and there and the public spaces are not particularly welcoming. The classrooms are a little cramped, but the recent addition of a new cabin greatly eases the learning arrangements. Internally, there are certain parts of the building that do not provide full disabled access.
- 116 The size of the school yard is adequate for the play needs of the current number of pupils, but the surface is uneven in places. The school also has use of an extensive grassed area when the weather permits.
- 117 Overall, the quality of resources is good, particularly so the supply of computers and interactive whiteboards, and they are used effectively.

- 118 Expenditure decisions are directly linked to the school development plan and the situation is reviewed on a regular basis at the meetings of the governing body. The budget is managed effectively and the school provides value for money.

Standards achieved in subjects and areas of learning

Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 119 In Key Stage 1, pupils make good progress in their number work. They read, write and arrange numbers with increasing accuracy. They use the mathematical language relating to number correctly and have a sound understanding of money.
- 120 They recognise a good number of two and three-dimensional shapes according to their correct mathematical names and can talk about their characteristics when playing a guessing game with their peers.
- 121 From their previous work, it was seen that they achieve good work on the measures, including working in millilitres on different containers. They gather data and present it correctly in graphical form, as in the case of their work on charting the weather.
- 122 In Key Stage 2, the pupils have a very sound understanding of place value and of large numbers. They use the four rules with increasing assuredness, employing a variety of strategies in their work. They can offer a reasonable estimate of answers to problems and can handle decimals and fractions correctly, identifying the link between them. They understand the meaning of *mean*, *median* and *mode* and can apply them correctly in work related to a rugby league table.
- 123 Their understanding of the characteristics of shape is building well on their work in the previous key stage and they come to use an increasingly wide mathematical vocabulary as they work with less common three-dimensional shapes. They use the measurement units for length, mass and capacity accurately. They gather a range of data, and present it effectively in graphical form.
- 124 The older pupils' understanding of probability is developing well as they discuss and classify a number of statements into their proper categories according to chance.

Shortcomings

- 125 Overall, the range of graph work produced by pupils in Key Stage 2 is limited.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 126 In Key Stage 1, the pupils conduct effective investigations into different materials and the majority classify them into sensible categories.
- 127 They use new scientific vocabulary well.
- 128 When conducting scientific investigations, the pupils explain the various stages of an investigation in an orderly manner; they predict the findings and keep effective records of what transpired. The most able minority can explain what they have discovered and theorise why this has happened.
- 129 The pupils have good knowledge and understanding of the world. By studying a nearby coastline, most pupils are keenly aware of different habitats and of the range of animals that live within them. Many of the pupils collect information from a CD-ROM to good effect as they study continents beyond their own locality. A minority of pupils question this data about sea creatures and record their findings in a table, and this is done very well given their age.
- 130 In Key Stage 2, the majority of pupils conduct investigations to fairly good effect. They make sensible predictions of the findings of their investigations and record the results effectively in tabular form.
- 131 The older pupils have a good understanding of which materials conduct electricity and how electrical circuits work.
- 132 Most pupils have a good awareness of parts of the body and of how they work, and particularly so the skeleton, the heart and lungs.

Shortcomings

- 133 A minority of pupils in Key Stage 2 have not developed the ability to independently analyse findings in order to come to a conclusion on their investigations.
- 134 A number of pupils do not use standard measurements in the records of their investigations.

Information and communications technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 135 In Key Stage 1, most pupils make effective use of information technology equipment and software in a variety of appropriate contexts. They become

proficient in word processing and come to be able to use art packages very effectively to create pictures related to their thematic work.

- 136 They exhibit good mouse control as they move images around the screen and through the pages of multi-media packages.
- 137 They use a digital camera with considerable confidence to assist them in their work and to record their achievements. They are familiar with using programmes such as *Gweithdy Gwybodaeth* to collect and present data, together with *2 Simple* to create a musical score.
- 138 In Key Stage 2, most pupils can effectively communicate and handle information in different formats, including text, graphs and pictures. Their mastery of the word processor is developing well as they learn to modify their work to meet the needs of different audiences.
- 139 They can design a series of multi-media pages for a class presentation on Llangrannog and Aberporth.
- 140 They make effective use of the Internet to collect information to support their learning. Their work on databases and Logo is also developing appropriately.

Shortcomings

- 141 There are no important shortcomings.

History

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 142 In Key Stage 1, the majority of pupils have a developing awareness of change over time. They know about some of the differences between old and modern toys, and how modes of travel and harvesting have changed.
- 143 They can place a series of pictures in their proper chronological order. They have successfully produced their own family tree.
- 144 They have learned about the *Caseg Fedi* (Harvest Doll) and its significance at harvest time.
- 145 In Key Stage 2, pupils have a factual knowledge of the reign of Henry V¹¹¹ and have learned how to differentiate between fact, opinion and fiction.
- 146 They can recall relevant facts from the age of the Celts, including their methods of transportation.
- 147 In Key Stage 2, the majority of pupils have a developing understanding of the life of a young poor boy and the characteristics of a school in Victorian times.

- 148 They come to appreciate the Victorian age as one of major developments. They know about a number of the important discoveries made during the period and about their place within the period's timeline.

Shortcomings

- 149 In Key Stage 1, the pupils do not use a sufficient variety of methods to convey their knowledge and understanding.
- 150 Their awareness of characters in Welsh history is under-developed.
- 151 Pupils in Key Stage 2 are not familiar enough with communicating their knowledge in a sufficiently extensive manner in written form.
- 152 Skills such as identifying the cause and effect of historical events and changes in the past have not been developed sufficiently.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

- 153 In Key Stage 1, the pupils have a good understanding of the patterns and processes of physical geography as they study the weather.
- 154 The majority of pupils recognise the difference between a town, village, city and county and they make increasing use of geographical vocabulary when making descriptions. Most are able to recognise the different features of their own locality. They hold good discussions with each other and begin to recognise the difference between human geography when discussing different houses and businesses, and physical geography when considering features such as hills, mountains and landscape.
- 155 The mapping skills of the majority of pupils are developing well. Almost all the pupils are able to work together well in order to create a simple map of the area around the school. A very small number of pupils begin to think about scale at a simple level and to consider the distances between various places on a map.
- 156 In Key Stage 2, the knowledge of the majority of pupils about the features and character of different places is developing well. They investigate the human features of the local area by producing a shopping questionnaire, analysing and theorising the findings.
- 157 Most of the younger pupils in this key stage can think carefully about the rural environment and are able to create purposeful rules for safeguarding the Welsh countryside.

- 158 By creating *Come to Llangrannog* pamphlets, most pupils develop a good awareness of the relevance of geography to environmental, social, economic and political issues and to people's attitudes and values.
- 159 Most of the older pupils can effectively interweave their knowledge of human and physical geography in order to discuss and theorise the advantages and disadvantages of living on Skomer Island.
- 160 By comparing Wales and Lesotho, many pupils come to develop a sound understanding of the relationship between people and the environment, sustainable development and global citizenship. They make sensible comparisons of the various similarities and differences between the two nations. A minority of pupils are able to give very thoughtful consideration to the lives of individuals in other countries and to come to understand how the features of human and physical geography can have a genuine impact on the lives of others.

Shortcomings

- 161 There are no important shortcomings.

Art and design

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Outstanding features

- 162 A few pupils in both key stages create outstanding pictures by using art processes and techniques with a number of different materials.
- 163 In Key Stage 1, by working together in a group, the majority of pupils are able to give outstanding consideration to shape and space when creating pictures.

Good features

- 164 Most pupils develop their knowledge and understanding of artists, craftspeople and designers effectively, including local and Welsh examples.
- 165 By emulating the styles of famous artists such as Kyffin Williams, Turner, Picasso and Arcimboldo, the majority make good practical and creative responses to other people's methods and ideas. Most pupils are confident in selecting, controlling and experimenting with a variety of materials such as charcoal, pencil work, wax crayons and paint.
- 166 In Key Stage 1, many of the pupils have a good awareness of the use of colour and can mix paint colours skilfully in order to improve their paintings.
- 167 Many of the pupils are able to carefully observe objects in preparation for making detailed charcoal sketches.
- 168 The majority of pupils use processes and techniques, and different materials, to create good three-dimensional work. They collect natural objects from

around the school, using them to create a three-dimensional picture in effective replication of the style of a famous artist.

- 169 In Key Stage 2, the creative development of the majority of pupils is developing well and many are able to make good use of their imagination when making pictures.
- 170 Many of the pupils produce sketches that contain a growing degree of detail. A few practise good techniques when using charcoal in order to create shadow and lighting to very good effect. A few pupils make very skilful use of colour in order to improve their artwork.

Shortcomings

- 171 There are no important shortcomings.

School's response to the inspection

I would like to respond to the report produced following the recent inspection of our school by Mr Martin Cray and his team.

To start, I would like to thank the team for the professional way in which they approached the inspection. As a school we were pleased with the findings of the report. We were very pleased to find that we have increased the standards achieved by the children since the last inspection. This is testimony to the hard work by the school's teachers. We were also very pleased with the positive comments on the running of the school and the teaching and learning that takes place on a daily basis. It was good to see many good features in the subjects that were inspected. However, as a school we acknowledge that there are areas to develop further. In particular, we shall continue with our efforts to maintain and raise children's standards, improve the communication with parents and developing effective systems to do so, refine our self-evaluation systems and improve the way in which children present their work.

Overall, as a school, we are proud of the good work that happens within our school and are prepared to continue with our efforts to work on the shortcomings in order to move the school forward.

Appendix 1

Basic information about the school

Name of school	Pontgarreg
School type	Community Primary
Age-range of pupils	4 – 11 years
Address of school	Pontgarreg Llangrannog Ceredigion
Post-code	SA44 6AR
Telephone number	(01239) 654415
Headteacher	Mr Kevin Jones
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Cllr Ian ap Dewi
Reporting inspector	Mr D M Cray
Dates of inspection	7 – 9 October 2008

Appendix 2

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	-	1	4	6	4	9	8	14	46

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0.4	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.5:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	--	85.1%	91.68%
Spring 2008	--	88.5%	92.35%
Summer 2008	--	91%	91.79%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	8
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) according to teacher assessment			
In the school	75%	In Wales	74%

Appendix 4

Evidence base of the inspection

Three inspectors, including the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty lessons or part lessons; 17 in the six subjects inspected and 3 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- twenty-three responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; information and communications technology; history
Mr A Bate	Team	Key questions 2; 3; 4.	Science; geography; art and design
Mr W Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mr K Jones

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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.