

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

A Report on the Quality of Education in

**Aberbanc C P School
Penrhiwllan
Llandysul
Ceredigion
SA44 5NP**

School Number: 6672364

Date of Inspection: 6 March 2007

by

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Aberbanc C P School 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 Aberbanc C P School took place between 06/03/07 and 08/03/07. An independent team of inspectors, led by Jeffrey Harries 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

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Context

The nature of the provider

1. The school is located in Aberbanc, a village situated between Llandysul and Newcastle Emlyn. The school serves the village and the communities surrounding it, including Henllan and Penrhiwllan. It is a rural school designated Category A under the local education authority's linguistic arrangement. Broadly speaking, English is the main language in the home for three quarters of the pupils and the remaining quarter has Welsh as their main language.
2. Education is provided for pupils between four and 11 years of age, with 44 pupils on the register attending on a full time basis, a fall of 23 since the last inspection in 2001. They are taught in three classes each one containing pupils of different ages. Almost all pupils have received pre-school education in a voluntary Welsh-medium nursery group (Mudiad Ysgolion Meithrin) which is located on the school site. According to the school, the area is considered to be economically disadvantaged and pupils of the full ability range are accepted. Pupils are taught mainly through the medium of Welsh and in a short time, the school states that 80% of pupils speak Welsh as a first language or to a comparable standard.
3. There are 15 pupils on the school's special educational needs (SEN) register, including two with statements. Twenty-one per cent are entitled to free school meals, a figure that is higher than the Welsh average of 18.4% and substantially higher than the 11.6% average of the LEA. Entry of children to the reception class is controlled and administered by the LEA.

The school's priorities and targets

4. The school's aims include to:
 - maintain and promote a Welsh ethos and develop pupils to be fully bilingual;
 - nurture the full development of the child and promote self-discipline which will lead to moral values and caring for others;
 - planning and presenting a broad course of study to enable each child to develop the basic skills;
 - encourage pupils to play a full role in the community;
 - promote respect towards and appreciation of others.
5. The school's main priorities and targets for 2006-2007 are to:
 - raise standards in mathematics in Key Stage (KS) 1 and KS2;
 - develop pupils' higher order reading skills;
 - continue to develop information and communications technology (ICT) skills across the school;
 - improve pupils awareness and understanding of sustainable development and global citizenship;
 - continue to maintain the close links with the governing body;
 - implement the self-evaluation process, and
 - monitor and evaluate the school's resources.

6. The school was last inspected in 2001. During the inspection, a newly qualified teacher (NQT) was teaching pupils in Y3/4 and a temporary teacher was teaching pupils under seven since January 2007.

Summary

7. Aberbanc Primary School provides a happy and caring environment and has continued to improve since the last inspection, with standards of achievement considerably higher in KS2. It is controlled by a supportive governing body. The headteacher and staff work conscientiously to ensure the schools clear values. The inspection team agreed with the school's judgement in six of the seven key questions. The good working relationship between the teachers and pupils, the rich learning experiences and the way in which leaders and managers use resources are obvious strengths.

Table of grades awarded

8. The inspection team judged the school's work 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 learning 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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Grades for standards in subjects inspected:

9. Pupils' standards of achievement in the areas of learning and the subjects inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	66%	29%	0%	0%

10. The overall quality of the educational provision for children under five years of age is good, and children make good progress towards the Desirable Outcomes for Children's Learning.

11. In KS1 and KS2, in the subjects inspected. standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 2
Mathematics	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 3	Grade 2

12. Pupils with SEN make appropriate progress, and they achieve the targets set for them.
13. Children's key skills are developed well in the early years. In KS1, pupils' standards and progress in the key skill of listening is good with some shortcomings. They listen to the instructions of the teacher and classroom assistant but at times, when the introduction of the lesson is too long, they tend to fidget. Their skills in speaking and reading are good but their skill in writing across the curriculum is not so well developed. Pupils' use of numeracy and ICT skills across the curriculum is good, together with their creative and problem solving skills.
14. In KS2, pupils build substantially on the skills developed in KS1. Listening skills are very good at the upper end of the school. Their reading skills are good in English and Welsh. They speak well in both languages across the curriculum but they do not always speak correctly in Welsh. They write well across the curriculum and make good use of ICT to promote their learning. They use their numeracy skills well across the curriculum. Their creative skills are good, together with their personal, social and learning skills. Pupils' bilingual skills are good in KS2.
15. At the upper end of KS1 and KS2 in 2006, pupils' standards of achievement according to teacher assessment in the core subjects of the National Curriculum (NC) were higher than local and national averages. In comparison with other schools in Wales, the school's performance was in the top 25% of performing schools. There is no significant difference between the performance of girls and boys.
16. Overall, across the school, pupils have the motivation to work, displaying an interest in their work and a clear understanding of what they need to achieve.
17. Pupils' behaviour and attitudes in the classrooms and around the school are good.
18. Pupils' average attendance for the three terms prior to the inspection was good at 96.7%, with the vast majority punctual in arriving at school.
19. The school promotes well pupils' awareness of equal opportunities. They show good levels of understanding and respect towards diversity in society. This aspect is particularly strong at the upper end of KS2.
20. The school does outstanding work in preparing pupils to take an effective role in the workplace and their community through a variety of enriching experiences.

The quality of education and training

21. In the lessons observed, the quality of teaching was assessed as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

22. The quality of teaching is a strength in the school and an important element in the progress pupils make and the standards they achieve. Teachers have a very good relationship with pupils. The classroom assistants make a good contribution, especially in relation to those pupils who need additional attention. Staff work together as a team and share their expertise effectively, especially in KS2.

23. The outstanding features in the teaching include:
 - subject specialism of a high standard;
 - effective strategies for enriching language;
 - skills and strategies for gaining and maintaining pupils' interest;
 - the richness of the learning experiences.
24. In the lessons judged to be Grade 3, the shortcomings in the teaching include:
 - over-long introductory sessions which lead to pupils losing interest;
 - opportunities lost to move elements of the learning forward;
 - over-direction of pupils.
25. Assessment procedures are good including those for pupils with SEN. Pupils are given appropriate oral feedback during lessons and their work is marked regularly. Annual reports to parents outline pupils' skills and achievements in each subject and are of a good standard in the core subjects.
26. Equal access is provided to a broad and balanced curriculum which is relevant to pupils of all abilities. The school plans carefully for the long and mid-term and this ensures continuity and progression.
27. The provision for children under five years of age is appropriate for their needs and the school meets learners' aspirations well in KS1. Pupils in KS2 are not receiving the recommended amount of learning time.
28. The school has a clear policy for the key skills. These are identified in teachers' short-term planning but reference to them is not always sufficiently detailed.
29. There is a strong Welsh ethos throughout the school. The emphasis on the provision to promote pupils' bilingual skills is successful. The school places great importance on Welsh culture and the heritage of Wales in a number of contexts. There are good procedures and appropriate curricular opportunities to promote pupils' knowledge and understanding of other cultures.
30. Extra-curricular provision is of a good standard and there are appropriate procedures for homework.
31. A number of very purposeful visits are arranged, both near and far, to locations linked with pupils' studies in science, history, geography and religious education. Visitors, including clergy, artists, poets, cooks, drama companies and musicians, have a very important role. These experiences are outstanding features.
32. Pupils' spiritual development is promoted effectively and they receive experiences of a good standard with collective worship meeting the statutory requirements. Procedures for pupils' moral and social development are good. There is a great emphasis on tolerance in religious education lessons and moral messages are conveyed regularly.
33. The school's link with its community is very strong. Members of the community come into the school to share their experiences and the pupils themselves are very active within the community. There are good and effective links with the nursery school, secondary schools and neighbouring primary schools.

34. The school is tireless in its promotion of sustainable development. Pupils display a good awareness of sustainability and the importance of caring for the environment. The school is beginning to raise pupils' awareness of global citizenship through lessons and foreign links.
35. Pupils receive very good care and support in a happy family atmosphere. All staff know their pupils very well and the school provides a high level of personal support and guidance to individual pupils.
36. Although pupils receive a number of appropriate experiences in relation to their personal and social development, there is no scheme in place to ensure that the experiences fully reflect the ACCAC framework.
37. There is a good relationship with parents. A positive response was received from them during the pre-inspection meeting and also in the questionnaires completed prior to the inspection. All parents have signed the home/school agreement.
38. The school has clear policies and procedures for health and safety and child protection. Pupils are supervised well during play and lunch breaks and when leaving the school at the end of the day. Cars on the school yard were a key issue in the last inspection. This continues to take place but the school adheres to the guidelines recommended by the county council.
39. Provision for pupils with SEN is good and the majority make appropriate progress in relation to their targets. Each pupil with SEN has individual educational plans (IEPs). Teachers' short-term planning concentrates well on differentiation for pupils of all abilities.
40. No evidence of stereotyping was observed during the inspection and the school promotes equality between both sexes. There is an accessibility plan and firm policy in place with appropriate arrangements to ensure access for pupils and adults with disabilities.

Leadership and management

41. The quality of leadership shown by the headteacher is very good. She leads very energetically and by example, she offers clear direction and a sense of purpose for the school. She is well supported by the teachers and support staff.
42. In judging its own success and monitoring its performance, the school uses a range of strategies. However, currently, due to the staffing situation, the headteacher has taken responsibility for co-ordinating all the subjects and monitoring and evaluating through visiting classes. Samples of pupils' work are collected into portfolios with some of them being levelled.
43. There is an effective system of evaluating staff to promote the development of teachers' professional development.
44. Governors are very supportive of the school and know it well. They are committed to ensuring the best possible provision for pupils and there is a very close relationship between the governors and the school. This is a relatively new governing body and individuals attend suitable training provided by the LEA. As yet, their contribution to the strategic planning of the school is not fully developed.

45. With the support of the LEA, the governors have a very good overview of the budget and supervise spending well. Spending decisions are closely linked with the priorities identified in the school development plan (SDP) and the governors make every effort to secure the best value for money. The governors fulfil their legal and managerial requirements.
46. The school prospectus and the governors' annual report to parents both provide useful information for parents, and conform to statutory requirements.
47. The headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with consideration given to the viewpoints of governors, parents and learners.
48. With regard to evaluating work, the timetable for monitoring lessons is fulfilled. Results are shared and the recommendations are regularly included in the SDP. However, the monitoring process does not concentrate sufficiently on evaluating pupils' standards of achievement.
49. The school works closely with the LEA link adviser. Regular reviews are undertaken and findings identified in the document 'Support and challenge'. These reviews give the school a better appreciation of the quality of its provision and the standards achieved.
50. The SDP is a detailed plan for 2004-2007 with an appendix for the next three years. It sets out the school's general priorities with timetables, success criteria and agreed costings identified. However, it does not contain sufficient recommendations for raising standards in KS1.
51. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths, weaknesses and the steps for improvement and is supported by a very wide range of documentary evidence. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in six of the seven key questions.
52. Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has raised standards substantially in KS2 and in information technology throughout the school. The schemes of work fully meet the requirements of curriculum 2000 and the percentage of teaching that is Grade 2 or better is substantially higher than in the last inspection.
53. The school has an outstanding supply of teaching staff to present the curriculum. Teachers are appropriately qualified with a range of expertise that is used effectively throughout the school. The school employs peripatetic teachers to support the learning in Welsh, information technology, physical education, music and SEN. Staff work together effectively as a team to share information.
54. The building is in good condition with appropriate learning areas. Very effective use is made of the building to display pupils' work. The caretaker works hard to keep the school clean and tidy.
55. The school and the governing body help to ensure that resources match the priorities for development. Annual reviews are undertaken to ensure sufficiency and appropriateness of resources. Overall, there is a range of good resources for the curriculum and pupils make effective use of them, especially at the end of KS2.

56. The school has adopted effective procedures for supporting and mentoring the NQT and managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements.
57. The headteacher ensures that the school runs effectively from day-to-day. The school provides good value for money.

Recommendations

In order to improve the schools in the areas inspected, the staff and governing body need to:

- R1 raise standards in Welsh, mathematics and religious education in KS1;
- R2 ensure that pupils in KS2 receive the recommended amount of teaching time;
- R3 develop a comprehensive scheme for personal and social education.

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

58. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

Pupils' standards of achievement

59. Pupils' standards of achievement in the learning areas and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	66%	29%	0%	0%

60. The overall quality of the educational provision for children under five years of age is good for their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
61. Pupils with SEN make appropriate progress and achieve the targets set for them.

Grades for standards in subjects inspected:

62. In KS1 and KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 2
Mathematics	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 3	Grade 2

63. Children's key skills are developed well in the early years. From an early age, their reading skills in Welsh are developing well and they make good use of their early skills in reading, writing and ICT to promote the learning. They listen well for an extended amount of time.
64. In KS1, pupils' standards and achievement in the key skill of listening are good with some shortcomings. They listen to the instructions of the teacher and the classroom assistant but at times, when the introduction of the lesson is too long, they tend to fidget. Their speaking and reading skills are good. In lessons, pupils think carefully and express themselves confidently and clearly. Their writing skills across the curriculum are not as well developed. Pupils' use of their numeracy and ICT skills across the curriculum are good, as is their progress in their creative and problem-solving skills.
65. In KS2, pupils build substantially on the skills developed in KS1. Listening skills are very good at the upper end of the school. In English and Welsh, reading skills are good. They speak well in both languages across the curriculum but do not always speak correctly in Welsh. They write well across the curriculum, presenting their work neatly. They make good use of ICT to promote the learning. Numeracy skills are used well across the curriculum and are evident in science, design and technology and history. Their creative skills are good, as are their personal, social and learning skills.
66. The bilingual skills of pupils in KS2 are good. At the upper end of the key stage, in speaking and listening, pupils make good use of details in one language, to convey the essence of the meaning in another language. They read texts in one language and present a number of tasks based on them in another language. They transfer information, read or heard in one language to the other, in writing.
67. At the upper end of KS1 and KS2 in 2006, pupils' standards of achievement, according to teacher assessment, in the core subjects of the NC were higher than local and national averages. Standards of achievement have improved substantially in KS2 since the last inspection. In comparison with schools in Wales, the school's performance was in the top 25% of performing schools. There is no significant difference between the performance of girls and boys.
68. Overall across the school, pupils have the motivation to work and show an interest in their work and a clear understanding of what they need to achieve. The majority concentrate well on their tasks and enjoy their work. At the upper end of KS2, outstanding examples were seen of these aspects.
69. Pupils' behaviour and attitudes in the classrooms and around the school are good and have a positive effect on the teaching and the life of the school in general. They are considerate, courteous and get on well with each other, all staff and visitors to the school. Pupils are aware of the school's expectations and rules and adhere to them. The school has not had cause to exclude any pupil during the last year.
70. The average attendance for pupils for the three terms prior to the inspection was 96.7%, which is substantially higher than the average of 93.3% at the time of the last inspection. The school aims to attain and maintain levels of attendance at 97%. There were no instances of unauthorised absence. Parents are aware of the school's expectations and inform them of reasons for their

child's absence. The school's registration procedures meet statutory requirements. The vast majority of pupils arrive at the school punctually.

71. The school promotes pupils' awareness of equal opportunities issues well. They display a good level of understanding and respect towards diversity in society. This aspect is especially strong at the upper end of KS2.
72. The school does outstanding work in preparing pupils to take an effective role in the workplace and in their community through a variety of rich experiences. Pupils are very active in the community and participate in a number of activities and members of the community are welcomed to share their experiences with pupils at the school. Pupils visit a local residential home for the elderly monthly in order to work with the residents; this is an outstanding element of the school's work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

73. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
74. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

75. The quality of teaching is a strength in the school and an important element in the progress pupils make and the standards they achieve. The percentage of Grade 1 and 2 teaching is higher than the national average identified in Her Majesty's Chief Inspector's report for 2005-06. Examples of good teaching were seen in all classes.
76. Teachers are role models of a high standard and have a very good relationship with pupils. The school strives to ensure equal opportunities for all pupils.
77. There is an appropriate policy for learning and teaching and teachers have a good knowledge of the subjects they teach, of the NC requirement and of recent developments in the field. They are very good language models for the pupils to emulate, and this has a positive effect on pupils' development in Welsh. Teachers' skills are effective in KS2 for promoting pupils' bilingual competence.
78. The classroom assistants make a good contribution, especially in relation to those pupils who need additional support. Staff work together as a team and share their expertise effectively, especially in KS2.
79. Individual lessons have specific objectives and in the majority of cases these are shared with pupils at the beginning of lessons and discussed during the closing sessions in order that pupils may consider to what degree they have been attained. In addition, there is appropriate focus on differentiated work for pupils of different ages and abilities.

80. The structure and organisation of lessons are good and the majority develop at a good pace. An appropriate range of teaching strategies are used including effective questioning and appropriate intervention as pupils complete their tasks. Good use is made of resources, including interactive whiteboards, to support the teaching and learning.
81. The outstanding features in the teaching include:
 - subject specialism of a high standard;
 - effective strategies for enriching language;
 - skills and strategies for gaining and maintaining pupils' interest;
 - the richness of the learning experiences; and
 - very effective organisation and management for the different activities.
82. In the lessons judged to be Grade 3, the shortcomings in the teaching include:
 - over-long introductory sessions which lead to pupils losing interest;
 - opportunities lost to move elements of the learning forward;
 - over-direction of pupils.
83. Overall, assessment procedures are good. There is a very useful amended policy and the quality of the baseline assessment for children under five is effective. Good use is made of the evidence produced.
84. In KS1 and KS2, good use is made of a range of standard assessment evidence in the core subjects, particularly in language and mathematics, in order to set targets and identify strengths and areas for development. There is a very effective system for setting pupils' targets in each school year and an effective tracking document for monitoring pupils' progress in these subjects.
85. Work in all subjects is assessed once a term and in addition teachers keep an informal record of pupils' development.
86. Procedures for assessing and recording progress of pupils with SEN are good.
87. Opportunities for assessment are identified in teachers' short-term planning but details of the use made of this information as well as the evaluation of short-term plans for further planning is inconsistent.
88. Pupils receive appropriate oral feedback during lessons and their work is marked regularly. In the best practice, effective use is made of marking to identify the way forward for pupils.
89. Individual targets are set for pupils termly and they contribute towards this process as well as evaluating their own progress.
90. Annual reports to parents meet statutory requirements. They outline pupils' skills and achievements in every subject and these are of a good standard, especially in the core subjects. Specific targets are set in relation to pupils' further development.
91. There is an 'open door' policy at the school and informal opportunities for parents to come and discuss their child's progress and achievements. In addition, there is a formal meeting at the end of the school year in order to discuss the reports.

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

92. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
93. Equal access is provided to a broad and balanced curriculum which is relevant to pupils of all abilities. Even so, pupils in KS2 do not receive the recommended amount of teaching time.
94. Provision for children under five years of age is appropriate for their needs and the school meets the aspirations of learners well in KS1 and KS2. There is a wide range of useful policies which have been recently amended. The school plans carefully for the long and mid-term and this ensures continuity and progression.
95. The school has a clear policy for the key skills. These are identified in teachers' short-term planning but reference to them is not always sufficiently detailed. There are a number of experiences which develop independent learning skills as well as opportunities to work together in pairs and groups. Pupils' creative skills are developed effectively, especially in art, and there is appropriate provision for promoting problem solving skills.
96. There is a strong Welsh ethos throughout the school. The emphasis on the provision to promote pupils' bilingual skills is successful. The *athrawes fro* makes a valuable contribution in this respect. The school places strong emphasis on Welsh culture and the heritage of Wales. There are good procedures and appropriate curricular opportunities to promote pupils' knowledge and understanding of other cultures through their work in religious education and geography.
97. The extra-curricular provision which includes a computer club and Urdd activities is good. In addition pupils attend residential courses. There is appropriate provision for homework.
98. A number of very purposeful visits are arranged, both near and far, to locations linked with pupils' studies in science, history, geography and religious education. Visitors, including clergy, artists, poets, cooks, drama companies and musicians, have a very important role. These experiences are outstanding features.
99. Pupils' spiritual development is promoted effectively and they receive experiences of a good standard in their collective worship. They receive opportunities to participate and to reflect on assembly themes. Experiences in religious education themselves contribute well to pupils' spiritual development and there are a number of experiences across the curriculum which fire their imagination.
100. Procedures for pupils' moral and social development are good. There is a strong emphasis on tolerance in religious education lessons and moral messages are conveyed regularly.
101. There is a good link between the school and the parents and a few of them come into the school regularly to undertake voluntary work with pupils. The

- Parent Teacher Association raises good sums of money to purchase resources for the school. There is effective communication through regular newsletters.
102. The school's link with its community is very strong. Members of the community come into the school to share their experiences and a variety of expertise with pupils. The pupils themselves are very active within the community. The community is generous in supporting the school both financially and practically.
 103. There are good and effective links with the nursery school, secondary schools and neighbouring primary schools. The bridging arrangements between KS2 and KS3 are firm. The school is in a partnership to receive students on initial teacher training from a local college.
 104. There are effective links with the workplace which provide valuable experiences for pupils. Pupils visit a number of small businesses which reinforces their curricular work and promotes pupils' entrepreneurial skills. The school receives generous sponsorship from businesses in the area. The headteacher has received placements in the world of work.
 105. The school is tireless in its promotion of sustainable development through curricular and extra-curricular activities and with the support of members of the eco-committee. Pupils display a good awareness of sustainability and the importance of caring for the environment. The school has recently received the Eco-Schools green flag. The school is actively encouraging healthy eating amongst pupils through the health promotion project. The school is beginning to raise pupils' awareness of global citizenship through acknowledging the importance of taking individual responsibility and acting to make the world a better place.
 106. Pupils receive a number of opportunities to develop their entrepreneurial skills. They are fully responsible for running the fruit shop each break time and selling goods within the school, the village and the wider community. They make a good profit from their sales.
 107. The school sets good foundations for the pupils in order to prepare them for lifelong learning. They receive various and valuable opportunities which show an improvement since the last inspection. The school's provision pays good attention to national priorities and initiatives, such as in relation to equality, addressing social deprivation, diversity and disability.

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

Grade 2: Good features and no important shortcomings

108. The inspection team's findings do not agree with the Grade 1 judgement made by the school in its self-evaluation report. Insufficient outstanding features were observed.
109. Pupils receive very good care and support in a happy family atmosphere. All staff know their pupils very well and the school provides a high level of personal support and guidance to individual pupils. Effort and success are celebrated and pupils of all abilities are included well in the life and work of the school.

110. Pupils feel they are welcome to approach teachers at any time if they do not fully understand any aspect of their work. This has a very positive effect on pupils' attitudes towards work.
111. Although pupils receive a number of appropriate experiences in relation to their personal and social development, there is no scheme of work in place to ensure the experiences fully reflect the guidelines in the ACCAC framework. The school council is very active although there is too much representation from pupils in Y5/Y6.
112. There is a good relationship with parents and carers which continues to develop. A positive response was received from them during the pre-inspection meeting and also the questionnaires completed prior to the inspection. Parents stated that the school responded positively and sensitively to any matters raised. All parents have signed the home/school agreement.
113. The school has good procedures in order to ensure that children settle in quickly in the reception class. The school has prepared a valuable booklet for parents. There are effective procedures to ensure that latecomers settle in quickly and arrangements are made according to need for them to attend the language centre. Arrangements for transferring pupils to the secondary school are effective with pupils stating their satisfaction with these arrangements.
114. Monitoring pupils' punctuality, attendance and behaviour is an outstanding feature of the school's work. There are firm procedures for the monitoring of behaviour and staff receive regular training from appropriate agencies in order to deal with unacceptable behaviour. The rewards system has a good effect on pupils' behaviour. There is a close link with the educational welfare officer.
115. There are appropriate arrangements for the protection of children and the school has clear policies and procedures in relation to health and safety. Pupils are well supervised during break and lunch times and on leaving the school at the end of the day. Cars on the school yard at the end of the day were a key issue in the last inspection. This continues to take place but the school controls the situation carefully and a risk assessment was undertaken by the county council and the school adheres to the guidelines recommended. Four members of staff hold current first aid qualifications.
116. Provision for pupils with SEN is good and the majority make appropriate progress in relation to their targets. There is a clear and relevant policy in place. The SEN teacher provides guidance of a high standard in relation to supervising the provision and teaching through withdrawing groups of pupils. She is effectively supported by the headteacher in her role as co-coordinator. Two assistants with responsibility for individual pupils undertake their roles well.
117. Procedures for early identification of pupils' needs are effective. Each pupil with SEN has an IEP. To a large extent they include appropriate and specific targets. Targets are reviewed regularly and parents receive opportunities to discuss their children's progress. Overall, teachers' short-term planning includes appropriate differentiated tasks to meet the needs of pupils of all abilities.
118. There are clear policies and strategies for promoting good behaviour. There are appropriate policies and anti-bullying procedures.

119. Each pupil is fully involved in all aspects of the life and work of the school, whatever their gender or race. The school is effective in ensuring that no pupils are at a disadvantage because of their social, educational, ethnic or linguistic background.
120. No evidence of stereotyping was observed during the inspection. The school's firm policies and procedures nurture equal opportunities, racial equality and encourage pupils to respect these aspects. The school promotes equality between both sexes, with both boys and girls receiving the same opportunities. This is a strong element of the school's provision.
121. There is an accessibility plan and firm policy in place with appropriate arrangements to ensure access for pupils and adults with disabilities. There are effective procedures to ensure that disabled pupils are not treated less favourably.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
123. The quality of leadership shown by the headteacher is very good. She leads very energetically and by example, she offers clear direction and a sense of purpose for the school. She is well supported by the teachers and support staff. The school's ethos supports a good quality of life, and reflects the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.
124. The school pays good attention to national priorities, for example, it has established a breakfast club, education for sustainable development, global citizenship and healthy eating. There is a good link with other educational providers.
125. Benchmarking information is used to compare the school's performance with that of other schools. Whole-school quantitative targets are set in order to maintain standards.
126. In judging its own success and monitoring its performance, the school uses a range of strategies. However, currently, due to the staffing situation, the headteacher has taken responsibility for co-ordinating all the subjects and monitoring and evaluating through visiting classes. Samples of pupils' work are collected into portfolios with some of them being levelled.
127. There is an effective system of evaluating staff to promote the development of teachers' professional development.
128. Governors are very supportive of the school and know it well. They are committed to ensuring the best possible provision for pupils. There is a very close relationship between the governors and the school and they receive regular reports from the headteacher which inform them of the life and work of the school. This is a relatively new governing body and individuals attend

suitable training provided by the LEA. However, their contribution to the strategic planning of the school is not fully developed.

129. With the support of the LEA, the governors have a very good overview of the budget and supervise expenditure well. Spending decisions are closely linked with the priorities identified in the SDP and the governors make every effort to secure the best value for money. The governors fulfil their legal and managerial requirements.
130. The school prospectus and the governors' annual report to parents both provide useful information for parents, and conform to statutory requirements.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team agree with the judgement expressed by the school in its self-evaluation report.
132. The headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with consideration given to the viewpoints of governors, parents and learners.
133. With regard to evaluating work, the timetable for monitoring lessons is realised. Results are shared and the recommendations are regularly included in the SDP. Even so, the monitoring process does not concentrate sufficiently on evaluating pupils' standards of achievement.
134. The school works closely with the LEA link adviser. Regular reviews are undertaken and findings identified in the document 'Support and challenge'. These reviews give the school a better appreciation of the quality of its provision and the standards achieved.
135. The SDP is a detailed plan for 2004-2007 with an appendix for the next three years. It sets out the school's general priorities with timetables, success criteria and agreed costings identified. However, it does not contain sufficient recommendations for raising standards in KS1.
136. A detailed analysis is undertaken of a developing range of teacher assessment results and tests in both key stages. Good use is made of the analysis to identify strengths and weaknesses.
137. Performance management procedures have a good effect on staff development. They contribute effectively to the identification of the professional needs of all staff.
138. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths, weaknesses and the steps for improvement and is supported by a very wide range of documentary evidence. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in six of the seven key questions
139. Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has raised standards substantially in KS2

and in information technology throughout the school. The schemes of work fully meet the requirements of curriculum 2000 and the percentage of teaching that is Grade 2 or better is substantially higher than in the last inspection.

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

Grade 1: Good with outstanding features
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140. The findings of the inspection team agree with the judgement expressed by the school in its self-evaluation report.
141. The school has an outstanding supply of teaching staff to present the curriculum. Teachers are appropriately qualified with a range of expertise that is used effectively throughout the school. The school employs peripatetic teachers to support the learning in Welsh, information technology, physical education, music and SEN. The job descriptions that all staff have give a clear outline of their responsibilities.
142. The school invests in a very good supply of classroom assistants who are enthusiastic and work together well with the teachers.
143. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work together effectively as a team to share information.
144. The building is in good condition with appropriate learning areas. Very effective use is made of the building to display pupils' work. The caretaker works hard to keep the school clean and tidy.
145. There is a satisfactory supply of computers and regular use is made of them, especially at the upper end of the school. Very effective use is made of the interactive whiteboards to support the teaching and learning together with the outdoor resources.
146. The school and the governing body help to ensure that resources match the priorities for development. Annual reviews are undertaken to ensure sufficiency and appropriateness of resources. Overall, there is a range of good resources for the curriculum and pupils make effective use of them, especially at the end of KS2.
147. The school has adopted effective procedures for supporting and mentoring the NQT and managing teachers' PPA time in accordance with statutory requirements.
148. Spending decisions are very well linked to priorities in the school plans. The governing body is diligent in its role of reviewing and directing significant areas of expenditure.
149. The headteacher ensures that the school runs effectively from day-to-day. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

150. The majority of pupils in KS1 make good progress in their speaking skills. Most pupils show an appropriate grasp of elementary sentence patterns in answering questions or in contributing to discussions relating to, for example, the class story book or the virtues of a good friend. The majority speak clearly.
151. In KS1, younger pupils begin to recognise letters and words. Good features outweigh shortcomings in the reading development of the minority in respect of accuracy, fluency and understanding. The majority read passages of work well together.
152. Across KS1, good features outweigh shortcomings in relation to the development of writing skills. The majority develop an understanding of the importance of capital letters and full stops and begin to use them appropriately in writing stories and news. In this context they make appropriate use of the word processor. By the end of the key stage, the majority begin to develop as independent writers.
153. Pupils in Y3/4 make good progress in speaking and listening. They show a good grasp of a range of patterns and vocabulary as they contribute effectively in focussing on the main elements of a storybook or the importance of rules in life. Pupils' standards of achievement at the upper end of the key stage are good in relation to listening and understanding, and in contributing extendedly to discussions. In their oral contributions, the majority make good progress in their use of verbs, adjectives and idioms.
154. Pupils make good progress and achieve good standards in reading, especially at the upper end of KS2. They read correctly with a good level of understanding. In turn, the majority of pupils in Y5/6 show a good level of expression in reading excerpts from the novel they are studying. They effectively discuss in a group the merits of their favourite author. Across the key stage, pupils display a good awareness of how to gather information and use dictionaries well to correct spelling.
155. Pupils in Y3/4 make good progress in relation to strengthening their grasp of correct syntax through constructing sentences. A number of them make appropriate use of conjunctions in their work. Across KS2, and especially at the upper end of the key stage, pupils write for a good range of purposes. The majority make good progress in relation to content as well as language conventions. In Y5/6, pupils use paragraphs effectively and make good use of the word processor to promote writing.
156. Overall, pupils writing skills are good.

Shortcomings

157. The reading skills of a significant minority of pupils in KS1 are insufficiently developed.
158. In KS1, pupils' ability to write for a variety of purposes is limited.
159. A minority of pupils in KS2 show an insecure grasp of syntax and language patterns in their written work.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings
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Key Stage 2: Grade 2: Good features and no important shortcomings
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Good features

160. Pupils in both key stages develop a good mathematical vocabulary. The vast majority explain their way of thinking and the methods used in order to help to develop and reason.
161. Pupils in both key stages record work appropriately showing good problem solving skills. By the end of KS2, pupils can recall facts quickly.
162. In KS1, pupils use their ICT skills in following a range of mathematical programs. In KS2, pupils make extensive use of computers as a data source and a tool for representing data and to research into number structures. They use calculators effectively to check their work.
163. In their number work, pupils in KS1 have a good knowledge of even and odd numbers. They read and write numbers up to 100 and know facts of addition and subtraction up to 10.
164. Pupils in KS1 sort objects according to shape. They have a good knowledge and understanding of two-dimensional shapes and their properties.
165. In their work on money, pupils in KS1 begin to develop an awareness of different coins and give change in practical activities.
166. In KS2, pupils build substantially on the knowledge, understanding and skills gained in KS1. By the end of KS2, pupils have a good grasp of all aspects of the learning.
167. In number work, pupils in KS2 have a secure knowledge of the four number operations and the relationship between them. By the end of the key stage, they have a very sound knowledge and understanding of place value and recognise equivalent fractions, decimal and percentage forms. They use flexible and effective methods of mental computing and recording.
168. In their work on two and three-dimensional shapes, pupils in B3/4 develop increasingly accurate knowledge of recognising their features and properties. In handling data, pupils interpret tables and collect data confidently, and represent them appropriately through using graphs.
169. At the end of KS2, in their measuring work, pupils choose and use appropriate units and equipment, interpreting, with the appropriate accuracy, numbers and a

range of measuring equipment. They read scales correctly and explain the strategies they use to find answers in solving problems.

Shortcomings

- 170. In KS1, pupils do not have a secure grasp of place value nor multiplication and subtraction facts relating to the 2, 5 and 10 tables.
- 171. In KS1, pupils' understanding of work on time is insecure
- 172. .At the lower end of KS2, pupils' mental mathematics answers are not always correct.

Design and technology

Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 2: Good features and no important shortcomings
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- 173. In both key stages, pupils' skills in designing, making and evaluating their work are developing well. They can all follow instructions to control the risk to themselves and others in undertaking practical tasks. They make very effective use of ICT in planning and evaluating their work.
- 174. In KS1, pupils make appropriate progress in their knowledge and understanding in becoming aware that there is a purpose for the products they are designing. Their designing skills are developing well as they give a clear perspective of the tasks in question, recording a check- list of specifications.
- 175. In their work on food technology, pupils in KS1 speak about their ideas on how to make sandwiches. They appropriately record the ones they prefer. They use simple equipment very carefully in creating and evaluate their products appropriately.
- 176. At the lower end of KS2, in their work on food technology, pupils sketch detailed drawings and record ingredients in producing different drinks. They taste their finished products and decide on a fair price.
- 177. At the upper end of KS2, in their work on producing pizzas, pupils' making skills are good with outstanding features. They follow their designs carefully, refining where needed. They mix the appropriate ingredients carefully, using elaborate finishing techniques. They use equipment very safely, consider the dangers, and work tidily.
- 178. In previous work, pupils in Y5/6 learn how to use simple mechanisms to create different types of movement. They test, adapt and store instructions effectively to control events.

Shortcomings

- 179. There are no significant shortcomings.

Information technology

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

180. In both key stages, pupils use the computer for a good range of uses and this has a positive effect on the development of their skills.
181. In KS1, pupils use the word processor correctly to produce extended pieces of work. The majority develop good skills in respect of using the mouse to move items from one part of the screen to another and they make good progress in opening, editing, printing and saving texts.
182. Pupils in KS1 use information technology programs well in order to support their work in language and mathematics.
183. In KS1, pupils' skills in inputting data in order to form simple graphs are developing effectively. Pupils show good skills in constructing graphs relating to their work in design and technology. They show good skills in their LOGO work and control the Roamer effectively.
184. Across KS2, pupils use appropriate skills in using databases for storing and checking information, in order to create graphs.
185. In KS2, the skills of the majority in editing a text through varying fonts and the size of print and through copying, cutting and pasting, is developing well. They join and introduce texts and pictures effectively, for example, in designing a recipe in design and technology.
186. Across KS2, the vast majority show good skills in using the computer to gather information in different subjects. For example, they work effectively to collect information on history of the Second World War.
187. The vast majority make good use of their word processing skills in presenting their work. Pupils' presentations are attractive and effective across a good range of subjects.
188. Older pupils in KS2 develop well in using e-mail. They contact friends and other schools to share experiences.
189. At the upper end of KS2, the vast majority of pupils show good skills in using PowerPoint. They make good use of it for promoting their mathematical skills.

Shortcomings

190. There are no significant shortcomings.

Art

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

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

Good features

191. Across the school and at appropriate levels, pupils make good use of sketchbooks to develop their skills in recording a variety of observations and in order to create a first draft of their design for further work relating to topics.
192. Pupils in KS1 develop a good awareness of pattern, colour and shape in studying the work of different artists including Allison Mercer and Mary Lloyd Jones. They make effective use of the experience of working with local artists and have created good portraits of other pupils. Their skills of experimenting with paint are good and their knowledge of effect and their skill in placing watercolour over crayon work is effective.
193. In KS1, in their three-dimensional work, they have experimented effectively with dough and clay and created a number of good quality objects.
194. Pupils in KS1 collect a variety of natural things to create interesting patterns. They use a range of materials to create a good quality class collage.
195. Pupils in Y3/4 make good use of charcoal, chalk and oil paint in work on still life. They have concentrated effectively for example on fruit in a bowl. In relation to some aspects of their work, they concentrate well on the importance of background and experiment effectively with bubble wrap, sponge and polystyrene in order to create a different effect to their backgrounds.
196. In KS2, pupils study a portrait of the Mona Lisa by Leonardo da Vinci and mix different materials with the paint to create their own portraits. They have skilfully presented several examples of their finished work on paper plates.
197. Pupils in Y5/6 complete work of a good standard on landscapes. They have a good knowledge of the elements of the work of a number of famous artists and they benefit greatly from working with artists and creating landscapes of a good standard, using chalk, charcoal and oil paints.
198. Pupils in KS2 display a good awareness of Kyffin Williams' style of placing oil paints on canvas in order to create a special effect; they emulate some of his methods effectively. In addition, they look closely at the work of Peter Prendergast and focus effectively on elements such as colour, tone, pattern and texture in his work.
199. In their three-dimensional work, pupils at the lower end of the key stage show good skills in using papier mâché, paper and card, to create artefacts relating to the Hindu religion. They work effectively with clay in creating a variety of fruits. Pupils in Y5/6 experiment effectively with different types of clay and create picture frames of a good quality.
200. Across KS2, and especially at the upper end, pupils develop good skills in evaluating their work and making appropriate comparisons with the work of the artists they are studying. They have made good use of the computer to gather information about the artists.

Shortcomings

201. There are no significant shortcomings, however, in both KS1 and KS2, pupils' skills in working with a wide range of materials for three-dimensional work have not developed sufficiently.

Religious education

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

202. Pupils in KS1 develop a good grasp on a range of Bible stories. They have a good knowledge, for example of the story of the Good Samaritan and of Jesus healing people. They are aware of people that help them and discuss how they can help other people.
203. Through a number of activities including role-play, pupils in KS1 consider a range of feelings effectively and the features of friendship. They make good use of stories in relation to this topic. They are beginning to develop an appropriate knowledge of the importance of rules in their lives.
204. Pupils across KS2 are familiar with a range of Biblical stories. They have a good awareness of the moral messages relating to some of them.
205. Pupils in KS2 have a good knowledge and understanding of the Bible as a sacred book for Christians, and are aware of the connection between Jesus Christ and the New Testament. They have a good knowledge of the importance of the Bible to Mari Jones and the efforts she made to receive a Bible. At the upper end of the key stage, they construct an interesting conversation between Mari Jones and Tomos Charles.
206. As part of their work on sacred places, pupils across KS2 develop a good knowledge of the main features of a chapel and church, and their significance. They develop their awareness of the work of religious leaders and elements of Christian life well through questioning a local minister. Some pupils show a good understanding of the significance of a communion service.
207. In their work relating to rules, pupils at the lower end of KS2 show a good awareness of the Ten Commandments. They work effectively in composing their own rules for different situations in their lives.
208. Pupils across KS2 make effective use of pictures and artefacts to expand their understanding of sacred books and the main elements of worship. In Y3/4, pupils have a good knowledge of the Torah and the Jewish religion, including some of the festivals relating to the faith. Pupils in Y5/6 focus well on the Quran and a number of elements relating to the Moslem religion.
209. Across KS2, pupils show a good understanding of the importance of prayer as a part of worship and they write prayers of a good standard for different situations.
210. As part of their work relating to Islam, pupils in Y5/6 have a good knowledge of the importance of prayer and ceremonies to the Moslem religion. They effectively compare elements of Moslem prayers with Christian prayers.

211. Across KS2, pupils develop a good awareness of the importance of showing respect for different religions.

Shortcomings

212. Pupils' knowledge of other religions is insufficiently developed in KS1.

213. In KS1, pupils' skills in using pictures and artefacts for gathering information are limited.

214. Pupils' skills of presenting their information in different forms are insufficiently developed in KS1.

School's response to the inspection

The headteacher, staff and governors of Aberbanc Community School gave serious consideration to the inspectors' report and wish to note the following.

We appreciate the professional way the inspection was undertaken and the discussions were constructive in order to move the school forward.

The inspection recognised a number of outstanding features and we are particularly pleased that it has identified the secure partnership that exists between the staff, pupils, governors, parents and the whole community. We welcome the fact that the school had made good progress in addressing the issues identified in the 2001 inspection report.

The school has succeeded in building on the satisfactory and unsatisfactory standards identified in the previous report and it was noted that there were outstanding features in the teaching.

At Aberbanc, we are proud of what the school achieves and it was good to know that the quality of the teaching in the lessons observed was substantially higher than WAG targets and that pupils' standards of attainment in the core subjects of the NC are much higher than the national average. Another important element of the findings was that pupils receive very good care and support in a happy family environment.

We are preparing an action plan to address the recommendations in the report. Improving standards in Welsh, mathematics and religious education, ensuring that pupils in KS2 receive the recommended amount of teaching time and developing a scheme for personal and social education are aspects we believe we can address quickly and confidently.

A copy of the school action plan in response to the inspection recommendations will be distributed to all parents. The governors' annual report to parents will report on the progress we are making with regard to the inspection's recommendations.

Appendix 1

Basic information about the school

Name of school	Aberbanc C P School
School type	Community
Age-range of pupils	4-11
Address of school	Penrhiwllan Llandysul Ceredigion
Postcode	SA44 5NP
Telephone number	01559 370507

Headteacher	Mrs Rhiannon Ainsworth
Date of appointment	September 2001
Chair of governors	Councillor Towyn Evans
Registered inspector	Jeffrey Harries
Dates of inspection	6-8 March 2007

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	0	6	4	5	3	7	11	8	44

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.6:1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	14.6:1
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Spring 2006	94.1%	97.3%
Summer 2006	96.6%	96.3%
Autumn 2006	95.9%	96.5%

Percentage of pupils entitled to free school meals	21%
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 2006	Number of pupils in Y2	3
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 2006	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) by teacher assessment			
In the school	100%	In Wales	74.3%

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who spent a total of six inspection days at the school.

Before the inspection:

- meetings were held with the headteacher, the staff, governing body and seven parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 14 questionnaires that were returned were analysed and the inspection team considered the results; 92% of the responses were positive; and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting lessons in a total of 26 lessons or sessions across the age range;
- other observations included collective worship, registration, play time and lunch times;
- discussions were held with pupils on aspects of the life and work of the school;
- inspectors listened to a representative sample of pupils reading;
- inspectors examined pupils' work in each year group in addition to work in the classroom and that exhibited in displays around the school; and
- post-inspection meetings were held with the headteacher, the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary and Recommendations Key questions 1, 5, 6 and 7 mathematics design and technology information technology
Mr Brinley W Jones Team Inspector	Key questions 2, 3 and 4 Welsh first language art religious education
Mrs Janice Davies Lay Inspector	Contributions to key questions 1,3,4 and 5
Mrs Angela James Peer Assessor	Observing lessons and taking part in discussions
Mrs Rhiannon Ainsworth (Headteacher) Nominee	Taking part in discussions

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents for their co-operation and courtesy throughout the period of the inspection.

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