

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

**YSGOL ABERDYFI  
Penrhos  
Aberdyfi  
Gwynedd  
LL35 0NR**

**School Number: 661/2217**

**Date of Inspection: 21 – 23 September 2005**

**by**

**Miss Dorothy Morris  
WO83/16211**

**Date: 30<sup>th</sup> November 2005**

**Under Estyn contract number: T/201/04P**

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

The inspection of Ysgol Aberdyfi took place between 21-23 September, 2005. An independent team of inspectors, led by Miss D. Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

## Year groups and Key Stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four Key Stages as follows:

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

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## **Context**

### **The nature of the provider**

1. The school is situated in the seaside village of Aberdyfi, Gwynedd and serves the village and the immediate area. During the inspection, there were 27 pupils, aged 3-11 years, on roll. The vast majority has received pre-school education. The school admits pupils on a part-time basis in the term following their third birthday and on a full-time basis to the reception class in the term following their fourth birthday.
2. The school states that the area where the school is located is neither prosperous nor economically disadvantaged. There are no pupils who are entitled to free school meals.
3. The school receives pupils from the full range of ability. The school has designated 7 of them as having special educational needs but none of them has a statement of special educational needs. No pupil has been disapplied from the national curriculum, and the national curriculum has not been adapted for any pupil.
4. English is the main language spoken in 97% of the pupils' homes.
5. The school was last inspected in June 1999. During the period leading up to the inspection, there were staff changes at the school. The acting headteacher has been in post since April 2005.

### **The school's priorities and targets**

6. The school's objectives include:
  - maintaining and raising pupils' standards of achievement;
  - providing a broad curriculum which develops every pupil's full potential;
  - ensuring that every pupil feels a part of a disciplined community which gives prominence to moral, spiritual and humanitarian values in its life and work.
7. The school's main priorities and targets for 2005-2006 include:
  - to establish a whole-school spelling policy and scheme of work;
  - to raise writing standards throughout the school;
  - to raise standards in design and technology;
  - to improve pupils' investigative skills;
  - to improve pupils' measuring and recording skills.

## Summary

8. Ysgol Aberdyfi is a happy and caring community. Nevertheless, there are shortcomings in pupils' standards of achievement, curriculum provision, leadership, management and planning for improvement. As a result, this school has serious weaknesses.

### Table of grades awarded

9. The inspection team judged the school's work to be as follows:

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

### Standards

10. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	39%	61%	0%	0%

11. The school attains the Welsh Assembly Government's target of 95% satisfactory by 2004, and 98% satisfactory (Grade 3) by 2007. It does not currently achieve the target of 50% good by 2004, and 65% good (Grade 2 or better) by 2007.

### Early Years

12. The quality of provision for under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
13. Owing to the very small number of nursery children, no judgement is offered on their standards of achievement.

14. Standards of achievement in the reception class are as follows:

<b>Areas of Learning</b>	<b>Reception</b>
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 3
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 3

### **Key Stage 1 and Key Stage 2**

15. In key stage 1 and key stage 2, standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 4
English	-	Grade 3
Mathematics	Grade 2	Grade 4
Science	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 3
Information Technology	Grade 2	Grade 3
History	Grade 3	Grade 4
Geography	Grade 3	Grade 4
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 3	Grade 3
Religious Education	Grade 2	Grade 3

16. In key stage 1, pupils of every age and ability make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals. In key stage 2, pupils' skills and knowledge have not been sufficiently developed and extended. The older pupils under-achieve in a number of national curriculum subjects and they do not achieve the agreed learning goals in every subject.
17. Pupils with special educational needs make good progress according to their age and ability. They attain the targets set for them.
18. Key stage 1 pupils make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communications technology in their work across the curriculum.
19. In key stage 2, pupils' listening standards are good and some individuals speak confidently in Welsh and English. However, the vast majority of the pupils have a limited subject vocabulary. A significant number of older pupils have an uncertain grasp of Welsh vocabulary and sentence patterns.
20. Key stage 2 pupils develop into independent readers and they make increasing use of their reading skills in their work across the curriculum. However, a

significant number of pupils' research skills are underdeveloped. Individuals produce some pieces of written work of a good standard in Welsh and English. Generally, the pieces of work produced are short and spelling mistakes and errors in expression impair the quality of the work.

21. Key stage 2 pupils make increasing use of their numeracy skills in subjects such as science and design and technology. However, they do not develop and extend these skills sufficiently. A significant number of pupils have an insecure grasp of elementary number processes and this presents difficulties as they undertake investigative tasks. Pupils make purposeful use of their information and communications technology skills to support their learning but progress and standards of achievement are uneven across the curriculum.
22. Key stage 1 pupils' bilingual competency is good. There is insufficient continuity in key stage 2 and there are shortcomings in the standards of pupils' bilingualism in this key stage, especially amongst the oldest pupils.
23. Pupils work together effectively and they display good development in their personal and social skills. Pupils generally do not take sufficient responsibility for their own learning by working independently on specific tasks.
24. Pupils display good development in their creative skills across the school. In key stage 1, pupils' problem-solving skills develop well. Despite recent progress, key stage 2 pupils' investigative and problem solving skills are generally underdeveloped.
25. As only a small number of pupils are assessed each year in key stage 1 by teacher assessment in the national curriculum assessments, it is not possible to identify clear trends in pupils' achievements. Compared with similar schools in Wales, on the basis of free school meals, the pupils' achievements overall over the last three years in Welsh, mathematics and science are significantly above the average in most subjects. There are no significant differences between the performance of boys and girls.
26. In key stage 2, no national tests and assessments were undertaken in 2004 or 2005 as there were no pupils in year 6. As a result, it is not possible to identify recent trends with regard to pupils' achievements according to national assessments at the end of key stage 2. The national test results in 2003 show that the percentage of pupils achieving level 4 was higher than county and national results in science, but lower in Welsh, English and mathematics. When compared with the results of similar schools in Wales, on the basis of free school meals, the school's results overall were in the lower 50%. There is no significant difference between the performance of boys and girls. Teacher assessment results were not available for analysis.
27. The attitudes of the vast majority of pupils, the interest they show in their work and their ability to concentrate, are good. They work hard in lessons and they are ready to join in the activities provided.

28. Pupils behave very well. They have a good understanding of what is expected of them and they are considerate and courteous.
29. Pupils' awareness of equal opportunities is developing well and they respect the different creeds, attitudes and cultural traditions which are part of their community.
30. Visits to places of interest, involvement in local activities, and the contribution of visitors to the school effectively develop pupils' understanding of their own community. Generally, their knowledge of the world of work is limited. There is no whole-school strategy to develop this aspect of the school's provision.
31. The average rate of pupil attendance is 94.5%. Most pupils attend school regularly and they arrive promptly at the beginning of the school day.

### **The quality of education and training**

32. In the lessons inspected, the quality of teaching is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	50%	50%	0%	0%

33. In the lessons which have good features and no important shortcomings, there is thorough direct teaching, good use of teachers' subject knowledge and effective support for pupils of every age and ability. Where the teaching is less effective, there is an insufficiently clear focus on the lesson's aims, the pace of teaching and learning is uneven, and there is insufficient guidance for pupils when setting tasks.
34. The good features of the school's assessment procedures outweigh some shortcomings. There is a specific timetable, and the arrangements for assessing and recording pupils' progress in the core subjects are implemented effectively. Nevertheless, there is insufficient structure to ensure the consistent use of outcomes to guide future planning. The process of implementing the arrangements for assessing pupils' progress and achievements in the foundation subjects is at an early stage of development. Annual reports to parents are of good quality and they comply with statutory requirements.
35. The school responds appropriately to pupils' learning needs and interests, and provides equal access to a broad and balanced curriculum. The new schemes of work give the school's work clear guidance, and help promote progression and continuity in pupils' learning in the Early Years and across the key stages. Their implementation in full across the school is at an early stage. In key stage 2, there are significant shortcomings in what the older pupils should know about parts of the national curriculum. Teachers' termly plans are beginning to address these deficiencies. Planning for extending pupils' key skills across the curriculum is underdeveloped.

36. Pupils' spiritual, moral, social and cultural development is effectively promoted by means of various learning experiences. The school's equal opportunities policies ensure equality of access and opportunity for all.
37. As the questionnaires which were returned indicate, partnership with the vast majority of parents is good. Partnerships with agencies and other primary schools are also good.
38. The quality of the provision for special educational needs pupils is good and complies with the requirements of the Code of Practice.

### **Leadership and management**

39. The acting headteacher provides clear leadership for the school and the process of revising documentation and formulating new policies is in place. Much has been achieved in the short time since her appointment.
40. In the period leading up to the inspection, there were a number of staffing changes at the school. This instability caused concern amongst parents, as was emphasised in the parents' meeting with the inspectors.
41. The school's development plan, which was recently formulated by the acting headteacher, is a useful document which contains appropriate aims and targets. There is discernible progress towards achieving the main priorities set, for example, in improving standards in mathematics and science in key stage 2.
42. The acting headteacher and the staff are committed to raising standards and the work of developing suitable procedures to monitor aspects of the educational provision has begun.
43. The governing body is supportive of the school, and individual members are regular visitors. Nevertheless, the governors do not discharge all the legal duties placed on them. The full governing body does not contribute sufficiently to the school's strategic planning and to the monitoring of standards and the quality of provision.
44. The school's new prospectus is a useful booklet, but the content does not fully comply with statutory requirements. A governors' annual report to parents was not produced in the previous year.
45. The self-evaluation report, produced by the school before the inspection, identifies the school's strengths and some areas where improvements are needed. The inspection team agreed with the school's judgements in one of the seven key questions. In the other questions, lower grades were allocated.
46. Although some of the key issues which emanated from the previous report have been addressed, progress generally is limited. Key issues were well addressed in matters relating to raising standards in Welsh and music in key stage 1, improving pupils' behaviour across the school, and addressing health and safety

matters. There are still shortcomings with regard to standards of Welsh and geography in key stage 2 and in other aspects of the subjects. Despite the hard work of the acting head, there is insufficient progress in improving the leadership and strategic management of the school, and there are no procedures in place for monitoring pupils' standards of achievement.

47. The school has a sufficient number of teachers and support staff to undertake its work and the quantity and quality of resources for teaching and learning are also sufficient. Procedures for reviewing resources and the use made of them is only just beginning. Effective use is made of the local environment, the community and places of educational interest in order to enrich pupils' learning. At present, the school gives satisfactory value for money.

## Recommendations

In order to improve, the school needs to:

- R1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings are identified;
- R2. improve further the leadership and management of the school, including the role of the Governing Body in strategic planning and in monitoring the quality of provision;
- R3. implement curricular schemes of work to ensure that the provision offers all pupils appropriate challenge, and promotes better progression and continuity in learning in every subject;
- R4. plan and provide regular opportunities for pupils to develop and extend their key skills across the curriculum;
- R5. develop and implement self-evaluation processes as a means of ensuring improvement;
- R6. seek to ensure stability in the school's staffing complement;
- R7. ensure that the governors' annual report to parents is provided, and that the content of the school's prospectus complies fully with statutory requirements.

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 3: Good features outweigh shortcomings.

48. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 2.

49. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	39%	61%	0%	0%

50. The school achieves the Welsh Assembly Government's target of 95% satisfactory by 2004, and 98% satisfactory (Grade 3) by 2007. It does not currently achieve the target of 50% good by 2004, and 65% good (Grade 2 or better) by 2007.

#### Early Years

51. The quality of provision for under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

52. Owing to the very small number of nursery children, no judgement is offered on their standards of achievement.

53. Standards of achievement in the reception class are as follows:

Areas of learning	Reception
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 3
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 3

## Key Stage 1 and Key Stage 2

54. In key stage 1 and key stage 2, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 4
English	-	Grade 3
Mathematics	Grade 2	Grade 4
Science	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 3
Information Technology	Grade 2	Grade 3
History	Grade 3	Grade 4
Geography	Grade 3	Grade 4
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 3	Grade 3
Religious Education	Grade 2	Grade 3

55. In key stage 1, pupils of every age and ability make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals. In key stage 2, pupils' skills and knowledge have not been sufficiently developed and extended. The oldest pupils under-achieve in a number of national curriculum subjects and they do not achieve the agreed learning goals in every subject.
56. Pupils with special educational needs pupils make good progress, and they attain the targets set for them.
57. Key stage 2 pupils have individual targets for improvement. Generally, they do not have sufficient awareness of their strengths and weaknesses, and of what they have to do to achieve higher standards. Key stage 1 pupils do not have individual targets. Nevertheless, they understand what is expected of them as they undertake their tasks.
58. Key stage 1 pupils make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communications technology in their work across the curriculum.
59. In key stage 2, pupils' listening standards are good, and some individuals speak confidently in Welsh and English. However, a significant number of pupils have a limited subject vocabulary. A substantial majority of the older pupils have an uncertain grasp of Welsh vocabulary and sentence patterns, and their ability to use the language orally and in writing in a range of cross-curricular situations, is limited.
60. Key stage 2 pupils are developing into independent readers and they make increasing use of their reading skills in their cross-curricular work. Nevertheless a significant number of pupils' research skills are underdeveloped. Individuals produce some pieces of written work of a good standard in Welsh and English.

Generally, the pieces of work produced are short and spelling mistakes and errors in expression impair the quality of the work.

61. Key stage 2 pupils make increasing use of their numeracy skills in subjects such as science and design and technology. However, they do not develop and extend these skills sufficiently. A significant number of pupils' insecure grasp of elementary number processes creates difficulties as they undertake investigative tasks. Pupils make purposeful use of their information and communications technology skills to support their learning, but progress and standards of achievement are uneven across the curriculum.
62. Key stage 1 pupils' bilingual competency is good. There is insufficient continuity in key stage 2 and there are many shortcomings in the standards of pupils' bilingual competency in this key stage, especially amongst the oldest pupils.
63. Pupils work together effectively and they display good development in their personal and social skills. Pupils generally do not take sufficient responsibility for their own learning by working independently on specific tasks. They depend extensively on the assistance of adults to help them with their tasks.
64. Pupils across both key stages display good development in their creative skills in subjects such as art, design and technology, and music. Key Stage 1 pupils' problem-solving skills are developing well. Lately, key stage 2 pupils have made substantial progress, but their investigative and problem-solving skills are generally underdeveloped.
65. As only a small number of pupils are assessed each year in key stage 1 by teacher assessment in the national curriculum assessments, it is not possible to identify clear trends in pupils' achievements. Compared with similar schools in Wales, on the basis of free school meals, the pupils' achievements overall over the last three years in Welsh, mathematics and science are significantly above the average in most subjects. There are no significant differences between the performance of boys and girls.
66. In Key Stage 2, no national tests were undertaken in 2004 and 2005 as there were no year 6 pupils. As a result, it is not possible to identify recent trends with regard to pupils' achievements according to national curriculum assessments and tests at the end of Key Stage 2. The 2003 national test results show that the percentage of pupils which achieved level 4, was higher than county and national results in science but lower in Welsh, English and mathematics. Compared with other similar schools, on the basis of free school meals, the school's results overall were in the lower 50% in Wales. Results in English and Welsh were in the lowest quartile in Wales, and mathematics and science results were at the median. There was no significant difference between the performance of boys and girls. Teacher assessment results were not available for analysis.
67. In key stage 2, recent teacher assessments of pupils' reading and mathematics standards indicate a substantial improvement in the skills of a good number of pupils.

68. The attitudes of the vast majority of pupils towards their learning, the interest they show in their work, and their ability to concentrate, are good. They work hard in lessons and they are ready to join in the activities provided.
69. Pupils' behaviour is very good. They have a good understanding of what is expected of them and they are considerate and courteous. Relationships between pupils and adults, and between pupils and their peers, are very good.
70. Pupils' understanding of equal opportunities issues is developing well. Pupils of every age and ability are fully involved in all school activities. By means of specific lessons, visits and the contributions of visitors, they understand well the variety of creeds, attitudes and cultural traditions in society.
71. Visits to places of educational interest, and contributions to local activities, extend pupils' understanding of their own community, but their knowledge of the world of work is limited.
72. The average rate of pupil attendance is 94.5%. Most pupils attend school regularly and they arrive promptly at the beginning of the school day. The school complies with current requirements regarding marking registers and recording absences.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings.

73. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 2.
74. The inspection team observed all the subjects in the National Curriculum and the areas of learning in the Desirable Outcomes.
75. In the lessons observed, the standard of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0 %	50%	50%	0%	0%

76. The daily planning of all the teaching is thorough and suitable focus is placed on the learning objectives. Appropriate use is made of different strategies and the resources complement the tasks in the majority of lessons.
77. Teachers have very good relationships with pupils and this leads to effective co-operation.

78. In key stage 1, and by now in key stage 2, pupils' bilingual proficiency is effectively fostered in lessons by means of purposeful consolidation and reinforcement.
79. In the lessons where it was judged that there were good features and no shortcomings, there are:
- clear aims;
  - good use of the teacher's subject knowledge;
  - effective support for pupils;
  - interesting presentations at the commencement of lessons;
  - effective consolidation at the end of lessons.
80. In the lessons, where there are shortcomings, there are:
- short presentations with insufficiently clear focus on the teaching;
  - tasks and activities not differentiated in sufficient detail;
  - a lack of opportunities for pupils to work independently;
  - inadequate guidance when setting tasks;
  - a lack of pace in the teaching and learning.
81. The good features of the school's assessment procedures outweigh some shortcomings. There is a specific timetable, and arrangements for assessing and recording pupils' progress in core subjects are being effectively implemented. This process includes the use of standardised tests. There is appropriate use of the outcomes to indicate the steps necessary to move the learning forward. Nevertheless, there is insufficient structure to ensure the consistent use of assessment procedures and outcomes to guide future planning. The process of implementing the arrangements for assessing pupils' progress and achievements in the foundation subjects is at an early stage.
82. A start has been made on the work of creating subject portfolios in mathematics and science. The portfolios include examples of levelled work together with purposeful comments on the way forward.
83. Arrangements for assessing the under-fives are good. The baseline assessment is correctly implemented, and targets are set for further development. Children's progress in the six areas of learning is clearly recorded.
84. Procedures for identifying and assessing pupils who have special educational needs comply with statutory requirements.
85. Personal targets for key stage 2 pupils help them to understand the purpose of assessment and encourage them to strive harder.
86. Pupils' work is regularly marked, and overall, teachers' comments are purposeful. Nevertheless, they do not always offer further guidance to pupils as to how to improve their work.

87. Parents are invited to the school three times a year to see and discuss their children's work with the teachers. Annual reports to parents are of good quality and they comply with statutory requirements. The comments made indicate pupils' achievements clearly in all the areas of learning.

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

**Grade 4: Some good features, but shortcomings in important areas**

88. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 2.
89. The school responds appropriately to pupils' learning needs and interests and provides equal access to a broad and balanced curriculum. The current curriculum complies with National Curriculum and religious education requirements, as well as the Desirable Outcomes for under-fives.
90. The new schemes of work give the school's work clear guidance and promote progression and continuity in pupils' learning in the Early Years and across the key stages. The work of implementing them fully across the school is at an early stage. In key stage 2, there are significant shortcomings in what the older pupils should know about parts of the national curriculum. This is highlighted in their work and in their responses when they are questioned. Teachers' termly plans are beginning to address these deficiencies.
91. Short term planning to ensure suitable provision to meet the needs of pupils of different ages and abilities in every class, is inconsistent. Play experiences for the under-fives have not been sufficiently structured to foster the children's linguistic development.
92. The school responds appropriately to the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) guidelines for pupils' personal and social education. Personal and social education is developed within some curricular aspects, but planning for this is not sufficiently focussed.
93. Teachers are aware of the need to ensure that every pupil gains proficiency in key and basic skills. However, there is insufficient planning to ensure consistent progression and continuity in pupils' skills in their work across the curriculum.
94. The educational visits, which complement the work in the classroom, enrich the curriculum and contribute appropriately to pupils' experiences and development.
95. Suitable learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Pupils are keen to undertake responsibilities at school. They show respect for the environment, towards adults and their peers. They are aware of those less fortunate than themselves.

96. Collective worship and 'circle time' make a good contribution to pupils' understanding of moral issues, and they help them to respect truth and justice.
97. The school makes good efforts to promote pupils' bilingual skills. However, the use of both languages in key stage 2 has not been planned in sufficient detail to ensure consistent progress and development in pupils' skills.
98. There is appropriate emphasis on studying the heritage and culture of Wales as well as the Cwricwlwm Cymreig. Aspects of the curriculum contribute effectively to this as well as extra-curricular activities such as the Urdd and other activities in the local community.
99. The school has an equal opportunities policy which reflects the school's commitment to equal access and equal opportunities for all to participate in all school activities. The school's ethos reflects respect for one another and for property.
100. Increasing attention is given to fostering pupils' awareness of sustainable development and world citizenship. Materials are recycled in the school, and a garden has been constructed in the school grounds. Whole-school planning for this aspect of the provision is at an early stage. There is no clear structure for developing pupils' knowledge of the world of work.
101. Links with the majority of parents and other partnerships with the school are good, as indicated in the questionnaires that were returned. Parents make an effective contribution by supporting school activities and raising money. The school plays a part in the local community and works closely with the chapels and the local church. Partnerships with the secondary school are developing. The partnership with other local primary schools is good.

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

**Grade 2: Good features and no important shortcomings.**

102. The inspection team agrees with the school's judgement in its self-evaluation report.
103. The school is a happy and caring community. There are good relationships between pupils, their teachers and other adults.
104. Discipline and bullying policies are clear and the school acts promptly to resolve any problems associated with unacceptable behaviour.
105. The school works in partnership with parents and carers in caring for, supporting and guiding pupils. Pupils are given good support and guidance, including access to personal and social education and specialist services.
106. A number of successful methods are used to help new pupils settle down at school, and to give additional support if necessary. There is every indication that

pupils, whatever their age when they come to the school, adapt well to their new environment.

107. The school carefully monitors pupils' attendance and punctuality. The school acts promptly according to need.
108. There are policies and procedures in place for health and safety, first aid, sex education, racial equality and fire prevention. The school has appropriate arrangements for dealing with complaints and appeals.
109. The school supports and guides learners effectively, and takes into account their social, educational, ethnic and linguistic background.
110. 'Circle time' sessions give pupils good opportunities to discuss specific problems or concerns. This is good practice and reflects the self-confidence developed by pupils as a result of the care offered.
111. The staff and the designated governor are aware of the school's guidelines with regard to child protection, and suitable procedures have been established.
112. Provision for special educational needs pupils is good and it complies with the requirements of the Code of Practice. The school has appropriate procedures for identifying pupils with special educational needs, and the designated governor fulfils her duties conscientiously.
113. Individual education plans for special needs pupils include specific learning targets which correspond to their learning needs. The plans are revised as required and they are discussed with parents, who sign them after the discussion.
114. The school's special educational needs co-ordinator, class teachers, the assistants and the designated governor all offer pupils good support. Pupils make good progress which corresponds to their age and ability.
115. The school works closely with the local special educational needs unit, and there are good links with external agencies and with the relevant secondary school's special educational needs department.
116. Steps are taken to ensure that these pupils have full access to the curriculum and all school activities.
117. The school takes reasonable steps to ensure that pupils with physical disabilities are not treated less favourably than pupils who are able-bodied, from the point of view of the opportunities and the support they receive.

## Leadership and management

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

#### Grade 4: Some good features, but shortcomings in important areas

118. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 3.
119. In the period leading up to the inspection, there were a number of staffing changes at the school. This instability caused concern amongst parents, as was emphasised at the meeting of parents with the inspectors. Following the headteacher's resignation, a permanent member of staff undertook the role of acting headteacher.
120. The acting headteacher's leadership and management offers clear direction to the work of the school. Agreed aims and values with regard to learning and behaviour are effectively developed in the school's work.
121. The staff work closely together and support one another effectively. They have reviewed all the school's documentation and are formulating new policies and procedures. Much has been achieved in a short time.
122. Recently, new job descriptions have been produced and presented to all members of staff. They indicate the staff's curricular and general responsibilities clearly.
123. Neither the policy nor procedures for performance management and teacher appraisal are in operation. By now, a staff development policy is in place and the acting headteacher has begun identifying the staff's professional development needs. The assistance of the Local Education Authority's advisory service has had a beneficial effect on some aspects of the provision.
124. There are no monitoring procedures in place. Nevertheless, the self-evaluation programme, which is in draft form, offers the school useful guidelines.
125. Recent initiatives, such as securing additional information and communications technology resources and formulating a policy for developing pupils' personal and social education, are good developments. However, national priorities receive insufficient attention in the school's planning.
126. The school's development plan, which was produced recently, includes realistic aims and targets for developing the school's curriculum and improving standards. Staff pay good attention to the action plans, and there is discernible progress towards fulfilling the main priorities. Nevertheless, there is a need to prioritise the other matters which require attention in order to develop the school and give strategic direction to all aspects of school life.

127. The budget is carefully managed and the school succeeds in working within the finance allocated to it. The process of evaluating spending decisions is undeveloped.
128. The governing body is supportive of the school and individual members are regular visitors. Nevertheless, the governors do not discharge all the legal duties placed on them. Recently, the process of discussing and adopting the school's policies has begun, but the full governing body does not contribute sufficiently to the school's strategic planning and to monitoring standards and the quality of provision.
129. The school's new prospectus is a useful booklet, but the content does not fully comply with statutory requirements. The annual report of the governing body to parents was not produced in the previous year.

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

**Grade 4: Some good features but shortcomings in important areas.**

130. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 3.
131. The acting headteacher has begun to formulate a programme to evaluate the quality of the provision and pupils' standards of achievement. Recently, the staff have begun discussing pupils' progress and planning the curriculum collectively as a whole staff. This is a good development. There are no arrangements for co-ordinating subjects across the school.
132. The new school development plan includes suitable targets for improvement. A number of priorities are indicated, time-scales are listed, individual responsibilities are noted, together with the resources needed to support the developments. Spending decisions are appropriately linked with the school's priorities. The steps taken to date are contributing to measurable improvements in some subjects.
133. Although the school's new assessment procedures ensure an analysis of pupils' progress in mathematics and language, there is scope for paying more attention to this aspect as part of the self-evaluation process.
134. There are no arrangements or a policy for appraising staff performance in operation.
135. The self-evaluation report, which was drawn up by the acting headteacher and the teachers before the inspection, is clear and concise. The document reflects the inspection framework, but the comments are not always based on sound evidence. The inspection team agreed with the judgements made by the school in one of the seven key questions. Lower grades were allocated to the other

questions.

136. The governing body is not part of the self-evaluation process and there are no arrangements for ascertaining parents and carers' views of the school, other than through their representation on the governing body.
137. Although some of the key issues which emanated from the previous inspection have been addressed successfully, progress generally is limited. Key issues were well addressed in matters relating to raising standards in Welsh and music in key stage 1, pupils' behaviour across the school, and health and safety matters. There are still shortcomings with regard to standards in Welsh and geography in key stage 2, and in other aspects of the subjects. There is insufficient progress with regard to the quality of leadership and the strategic management of the school and there are no procedures in place for monitoring pupils' standards of achievement.

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

#### **Grade 3: Good features outweigh shortcomings.**

138. The inspection team's findings do not correspond with the school's judgement in its self-evaluation report as the school judged this key question to be Grade 2.
139. The school has a sufficient number of teachers for the size of school and they have appropriate qualifications for the age range that they teach. Assistants are employed in the classroom to support teachers and give help to individual pupils who have special educational needs. Their contribution is valuable.
140. Good, and sometimes very good use is made of the specialist skills of teachers who teach at the school for a few hours every week. They contribute effectively to teaching music across the school, science in key stage 2 and art, and design and technology in key stage 1.
141. Recently, a policy for staff training and development has been drawn up, but overall, the professional development of staff is undeveloped.
142. On the whole, the quantity and the condition of resources for teaching and learning are adequate and they are easily accessible for pupils' use.
143. The displays on the walls contribute towards creating an appropriate ethos and to celebrating pupils' work.
144. The school is sited in a pleasant location with a playground, a field for games, and quiet corners for the youngest children. There is plenty of space in the building for the number of pupils on roll. On the whole, the school building is in good condition, and it is kept clean and tidy. Some of the window fittings in the older pupils' classroom need attention. The playground is large but its surface is smooth in places and a possible danger to pupils during wet weather. There are

no games marked on it. The building offers appropriate access for disabled people.

145. The school does not regularly review the way it uses resources. However, the acting headteacher and the teaching staff have begun to plan and order resources in line with the targets in the school development plan. At present, the school gives satisfactory value for money.

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

### **Provision for under-fives**

146. The quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

147. Owing to the very small number of nursery children, no judgement is offered on their standards of achievement.

### **Areas of Learning**

#### **Language, Literacy and Communication**

Reception children - Grade 3: good features outweigh shortcomings

#### **Good features**

148. Nursery children listen well and their ability to understand directions in Welsh is improving. They show an interest in books and the enjoy putting marks on paper.

149. Reception class children listen well to group and class presentations and to stories. They respond positively to the Welsh language, and make every effort to use it. They enjoy looking at books. Individuals recognise some letters and familiar words and they can write some letters independently.

#### **Shortcomings**

150. Children's conversation skills are undeveloped.

#### **Personal and Social Development**

Reception children - Grade 2: good features and no important shortcomings

#### **Good features**

151. The nursery children have settled down well at school. They enjoy taking part in various activities which foster co-operative play and sharing.

152. Reception class children are keen to learn. Their behaviour is good. They concentrate effectively on their tasks, and co-operate with ease when playing together. They know about care and friendship through suitable stories and circle-time sessions.

### **Shortcomings**

153. There are no significant shortcomings.

### **Mathematical Development**

Reception children - Grade 3: good features outweigh shortcomings

#### **Good features**

154. Nursery children recognise their colours and they can sort objects according to specific criteria. By means of relevant practical experiences, they count objects correctly, according to their level of development.

155. Reception-class children come to recognise and understand the value of numbers and they can count to at least five. They can create a pattern and place objects in order. They recognise and name some two-dimensional shapes correctly.

### **Shortcomings**

156. Children's use of mathematical language is undeveloped.

### **Knowledge and Understanding of the World**

Reception children – Grade 2: good features and no important shortcomings

#### **Good features**

157. Nursery children's observation skills are developing appropriately as they play with sand and water. They talk simply about themselves, their families and their homes. They can create structures successfully using different types of blocks.

158. Reception-class children can describe the weather and they know the days of the week. They display an interest in artefacts associated with washing 'a long time ago', and at a simple level they can differentiate between 'old' and 'new'. Their design and technology skills develop well as they create good models from waste materials. They enjoy imaginative play with small equipment. Their information and communications technology skills are developing effectively.

### **Shortcomings**

159. There are no significant shortcomings.

## **Creative Development**

Reception Children - Grade 2: good features and no important shortcomings

### **Good features**

160. Nursery children enjoy role-play and singing songs, which are suitable for their age. They join in the movements and they accompany their singing using untuned instruments. They work effectively with paint and other media.

161. Reception-class children create effective drawings and paintings, at their level of development, using a variety of materials and techniques. They sing songs which are suitable for their age and play untuned instruments, maintaining a beat with reasonable accuracy. They are beginning to understand some musical elements such as loud and soft. They role-play imaginatively.

### **Shortcomings**

162. There are no significant shortcomings.

## **Physical development**

Reception children - Grade 3: good features outweigh shortcomings

### **Good features**

163. Nursery children use small equipment with increasing control and, when playing with large apparatus, they display appropriate control of their gross motor skills.

164. Reception class children develop fine motor skills with increasing skill. When playing with large apparatus, and by means of physical education experiences, they develop in their ability to follow instructions. They move confidently with control which is appropriate to their age.

### **Shortcomings**

165. When using large toys, the children's play tends to lack direction.

<b>Welsh</b>
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Key Stage 1 - Grade 2: Good features and no important shortcomings.

Key Stage 2 - Grade 4: Some good features but shortcomings in important areas.

### **Good features**

166. In key stage 1, pupils listen well to presentations and stories and they are eager to respond and participate in discussions. The older pupils can discuss their experiences confidently and use an increasing range of vocabulary.

167. Pupils read confidently and with meaning. They use suitable strategies to decode and pronounce unfamiliar words. The vast majority take an interest in books.
168. Key stage 1 pupils write for different purposes. When writing with their teacher, they display a lively imagination and they produce interesting class stories. By year 2, pupils succeed in using a variety of sentence constructions and they punctuate appropriately when producing pieces of free writing. They express opinions simply when responding to different topics and they use appropriate vocabulary.
169. Key stage 2 pupils listen well to class and group presentations. A small number of them increase in their confidence and ability to converse.
170. In key stage 2, individuals read well with the expected fluency. Other individuals read elementary books, which are at their level of development, correctly.
171. In key stage 2, a small number of pupils can write in a range of writing styles, including creative and factual writing. Some individuals write extended pieces which display continuity, meaning and an effective grasp of vocabulary.

### **Shortcomings**

172. In key stage 2, individuals lack confidence in expressing themselves orally. Grammatical errors and the constant use of English words impairs their expression.
173. A large number of key stage 2 pupils tend to read in a monotonous and expressionless manner without conveying meaning. Individual pupils read books which are too easy and they under-achieve.
174. In key stage 2, a significant number of pupils' writing skills are underdeveloped. They produce individual sentences or short, simple pieces of work. Their spelling skills and their grasp of vocabulary have not developed sufficiently.

<b>English</b>
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Key Stage 2 - Grade 3: Good features outweigh shortcomings.

175. English is officially introduced in key stage 2, though key stage 1 pupils have experiences in speaking, reading and writing which lay appropriate foundations by the time they reach year 3.

### **Good features**

176. In key stage 2, pupils listen well to their teachers' presentations and to one another in class discussions. They speak confidently in formal and informal situations, they express opinions and offer unprompted observations.

177. The reading standards of the vast majority are good. They read accurately with clear expression and suitable intonation. They display a good understanding of the contents of books they read, and they can describe the features of their favourite books. They make increasing use of their reading skills to gather information from books and other sources. They use dictionaries and thesauri correctly.

178. Pupils produce a variety of written work for different purposes. They display an increasing understanding of punctuation and paragraphing. Individuals write in an extended manner, and their work displays a grasp of style, syntax, punctuation and spelling conventions. They enjoy writing poems on different subjects.

179. The standard of handwriting is satisfactory with individuals displaying a neat and legible style.

### **Shortcomings**

180. Some individuals read carelessly and they pay insufficient attention to punctuation.

181. Syntax, spelling and punctuation errors impair the work of some pupils.

182. The handwriting of a small number of pupils is untidy and the presentation of work is not always of an acceptable standard.

## **Mathematics**

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

Key Stage 2 - Grade 4: Some good features but shortcomings in important areas.

### **Good features**

183. In key stage 1, pupils have a secure knowledge of bonds and number patterns and they can read and organise numbers confidently. They can count in tens, identify odd and even numbers and count 'more than' and 'less than' quantities correctly.

184. Pupils can name a number of different two-dimensional shapes and describe their characteristics. They know the days of the week and they can describe the sequence of their day. They can tell the time correctly on an analogue clock on the hour and half hour.

185. They recognise the values of different coins and they can use them to calculate small sums. In their measuring work, they use standard and non-standard measuring units effectively.

186. Pupils can collect and present data in graphical form correctly.

187. A significant number of the younger pupils in key stage 2 have a secure grasp of basic number processes, and they use appropriate strategies to solve number problems.
188. In key stage 2, the older, most able pupils have a secure understanding of place value and number patterns. They know their tables and they can multiply and divide with different numbers. They know that fraction and percentage forms can have equal value.
189. Pupils have an increasing knowledge of angles and they can measure them reasonably accurately. They make appropriate use of standard measures and they can read scales with increasing accuracy.
190. Pupils collect and record data, and present it correctly in simple graphical form. In the best practice, findings are presented in written form.

### **Shortcomings**

191. In key stage 2, a substantial number of pupils have an insecure understanding of number processes.
192. In key stage 2, there are significant gaps in pupils' knowledge of shape and measure.
193. In key stage 2, older pupils are not able to apply their skills sufficiently in solving mathematical problems.

<b>Science</b>
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Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

### **Good features**

194. In key stage 1, pupils know the difference between living and non-living things. They can name the parts of the body correctly and they know the main characteristics and the purpose of their senses.
195. The older pupils can discuss the life-cycle of a number of animals. They identify the different parts of a plant, and through their investigations they know what plants need in order to grow. The older pupils are familiar with the characteristics of different materials and they use correct terminology to describe them.
196. Pupils hold investigations and they can discuss their observations simply, using everyday language.

197. In key stage 2, pupils have a basic knowledge of electrical circuits and they know that some materials are better than others for conducting or insulating electricity. They recognise the main characteristics of materials and ascribe those to their use. Through their investigations, they understand that there are attracting and repelling forces between magnets, that their strength varies and that some metals are not attracted by them.
198. Pupils have a general knowledge of life processes and living things. They understand the meaning of a balanced diet and they can explain what foods are necessary for healthy growth. They understand the effect of physical exercise on the heartbeat.
199. The vast majority of pupils has a good awareness of what is needed in order to undertake a fair test and they make sensible predictions of possible results of their inquiries.
200. Pupils record the results of their inquiries in an orderly manner and, by and large, they use scientific terminology correctly.

### **Shortcomings**

201. In key stage 1, pupils' ability to discuss and record their investigations is underdeveloped.
202. In key stage 2, the range and depth of a good number of pupils' knowledge is limited.

<b>Design and Technology</b>
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Key Stage 1 - Grade 2: Good features and no important shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

### **Good features**

203. In key stage 1, pupils work with a good range of materials to make different products.
204. They produce clear diagrams to present their initial ideas. They follow instructions well, and record clearly the steps taken to make their products. The older pupils use simple electrical components effectively when creating their products.
205. Pupils evaluate their products simply and can indicate what improvements could be made. Their making-skills are good.
206. In key stage 2, pupils use their information technology skills purposefully in order to collect information about different types of products before planning. They produce diagrams and detailed pictures to record their ideas.

207. When discussing their products, they can explain what materials they used and how they went about making them. They can cut and join materials in different ways. Generally, their finished work is of a good standard.

208. They record the steps followed in detail and they offer simple evaluations of the finished products.

### **Shortcomings**

209. In key stage 1, the more able pupils do not produce sufficiently detailed diagrams and designs to explain their ideas.

210. In key stage 2, pupils' ability to use a range of equipment, materials and techniques to design and make different artefacts and models is undeveloped.

211. In key stage 2, pupils' ability to evaluate their work is insufficiently extended.

## **Information Technology**

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

### **Good features**

212. In key stage 1, pupils can use a mouse confidently to create shapes, pictures and colourful patterns. They can produce and communicate their ideas effectively using text and pictures.

213. The older pupils use their word-processing skills well to produce and present their written work. They edit their work effectively. With assistance, they can save and print their work.

214. Pupils can use various programs purposefully to reinforce their basic skills. They can input information they have collected and create simple graphs.

215. In key stage 2, a small number of pupils display good independent skills; they use the computer confidently.

216. The older pupils can input, save, recall and print their work correctly. They use their word-processing skills effectively to record their work and to display final copies of their written work. They can re-draft work and insert pictures in order to illustrate their stories.

217. Pupils can input directions correctly to create simple shapes and patterns on the screen. With support, they can input basic information into databases as well as access the information correctly.

218. The older pupils can retrieve and print information from the internet successfully.

### **Shortcomings**

219. In key stage 2, pupils do not develop and improve their information technology skills consistently.

## **History**

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 4: Some good features but shortcomings in important areas.

### **Good features**

220. In key stage 1, pupils' understanding of chronology is developing well. When creating a time-line of their own lives, they develop an understanding of chronology in a relevant and interesting manner. They are aware of the order of events in a day, a week and year. They use historical terminology correctly to describe the passage of time.

221. Pupils have an increasing understanding of the concept of the present and the past. They can recall a number of simple facts about the life of a child in a coal mine. They display an empathy with the child studied.

222. Pupils have a good knowledge of change over time as they handle objects from the past and compare them with the present. They can differentiate between old and new correctly.

223. Year 2 pupils have a general knowledge of some important persons in the history of Wales and of stories connected with their area.

224. In key stage 2, pupils display their understanding of chronology by locating historical periods correctly on a time-line. They know of the contribution of some famous people to the periods they are studying.

225. Pupils have a good factual knowledge of local history and they discuss this enthusiastically. They discuss the living conditions of people in the past and they can compare these circumstances simply with the present.

226. Older pupils have a general knowledge of the Second World War. They can discuss objects from those times and the living conditions meaningfully. They develop empathy as they discuss the circumstances of the evacuees.

### **Shortcomings**

227. In key stage 1, pupils' ability to use a range of sources to make historical inquiries has not been sufficiently developed.

228. In key stage 2, pupils have a superficial and fragmentary knowledge of historical periods and events, and there is no depth in their work.

229. In key stage 2, pupils' ability to evaluate and validate different types of evidence has not developed sufficiently.

230. Key stage 2, pupils' inquiry skills are undeveloped.

## **Geography**

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 4: Some good features but shortcomings in important areas.

### **Good features**

231. Key stage 1 pupils have accurate knowledge of the main geographical features of their village. Following a visit to the nearby beach, they can describe the main features in detail. They use correct terminology.

232. Pupils can draw simple maps of the village and record their journey to school. They are aware of the different types of buildings in the village. They can also talk about the similarities and differences between their village and a nearby town.

233. Pupils keep a record of the weather, and they know the correct terms and the link between the weather and the seasons.

234. Pupils' awareness of sustainable development is developing effectively through constructing a garden and looking after the plants.

235. In key stage 2, more able pupils have some knowledge of physical and economic factors of a country which is developing economically.

236. Pupils can use four-figure grid references on maps correctly.

237. More able pupils have a good awareness of environmental matters and the effect changes can have.

### **Shortcomings**

238. In both key stages, pupils' mapping skills are undeveloped.

239. In key stage 2, there are significant gaps in pupils' knowledge of the subject.

240. In key stage 2, pupils' geographical skills have not developed sufficiently.

## Art

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

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

### Good features

241. Key stage 1 pupils respond effectively to a variety of experiences offered to them in art, and their skills are developing well.

242. In key stage 1, pupils experiment well with an appropriate range of different media, which includes paint, chalk, crayons, collage and a relevant computer program.

243. They display confidence when mixing colours and a good understanding of colour. They fold and plait paper to create interesting shapes, and they display it effectively in three dimensions.

244. Pupils can copy the style of famous artists successfully. They work together effectively to create a colourful and impressive composition using tie and dye.

245. Pupils in both key stages use sketch books purposefully to record observations and to experiment with different techniques.

246. There is further development in key stage 2 as pupils observe, experiment and create in different media. They discuss line and tone, pattern, texture, shape and form with understanding. They display pride in their work and they discuss their work confidently.

247. Following a study of the work of Welsh artists, interesting imitations were produced in various media, giving attention to specific features and displaying them effectively.

### Shortcomings

248. In both key stages, pupils' abilities in making three-dimensional objects are insufficiently extended.

## Music

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

### Good features

249. In key stage 1, pupils know a variety of songs suitable for their age. When singing, they pay appropriate attention to some musical elements.

250. The majority of pupils can recognise tuned and untuned instruments and name them correctly. They use instruments to accompany some of their songs, and they maintain a correct beat. They control a simple ostinato effectively when performing rhythm and beat work.
251. In response to different stories, pupils can create and arrange sounds from different sources effectively to create a particular atmosphere. They do this confidently and they perform their composition enthusiastically. They are beginning to use musical vocabulary correctly.
252. In key stage 2, pupils continue to sing a variety of songs with accuracy. The standard of singing is good. They maintain pitch and they pay attention to dynamics and duration.
253. Pupils can maintain a correct beat, repeat a rhythm and bring both elements together. They understand structure in music, and they can perform a complete composition of these patterns as an ensemble very effectively.
254. In response to a stimulus, pupils can compose an interesting sequence using tuned and untuned instruments, and other sound sources. They record on a graphic score and follow it correctly when performing.
255. Pupils have an increasing knowledge of famous composers. They listen to music from different styles and use musical vocabulary correctly when describing the music.
256. Some pupils have instrumental lessons and this contributes to their music-reading ability.

### **Shortcomings**

257. In both key stages, pupils' ability to evaluate their own music and the music of others has not developed sufficiently.
258. In both key stages, pupils' use of information technology in music is insufficiently extended.

<b>Physical Education</b>
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Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

259. Only games lessons were observed.

### **Good features**

260. In both key stages, pupils apply themselves well to their warming-up and cooling-down exercises at the beginning and end of lessons.
261. In both key stages, pupils have a good awareness of space and they make suitable use of it. They move confidently, and in best practice display good control of their bodies in a range of different activities.
262. In key stage 1, in best practice pupils' ball-throwing and catching skills are good.
263. In key stage 2, a significant number of pupils display good hand-eye co-ordination and they can pass and receive a ball in different ways. Pupils work together purposefully in small team and pair situations.
264. In both key stages, pupils are aware of the importance of physical exercise for their health and welfare.

### **Shortcomings**

265. In both key stages, a small minority of pupils do not listen to instructions attentively or precisely enough.
266. In key stage 1, a significant minority of pupils' throwing and catching skills are insecure.
267. In both key stages, pupils do not evaluate their own performance sufficiently in order to secure improvement.

<b>Religious Education</b>
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Key Stage 1 - Grade 2: Good features and no important shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

### **Good features**

268. Key stage 1 pupils are aware that the Bible is a special book for Christians. They can repeat stories from the Bible, and they know about some Old Testament characters as well as stories about the life of Jesus.
269. They write a variety of prayers for different occasions and individuals can discuss the purpose of prayer effectively.
270. Pupils have a good understanding of principles, such as care for others and what makes good friends, and they can discuss them sensibly.

271. Following a visit to two local churches, pupils can describe the main features of the churches as well as the christening ceremony and its significance. They can compare the two churches and indicate simply the differences and similarities they saw.
272. Pupils are aware of the main church festivals and the significance of important days.
273. Key stage 2 pupils can discuss parables and explain their meaning and their significance for us today. Individuals can explain the difference between the Old and the New Testament. They can recall familiar stories from the Bible and repeat them correctly.
274. Pupils understand that safeguarding the environment is important and they understand the significance of families and communities.
275. Following a visit to a local church, they can discuss confidently the internal features of the buildings. They understand the importance of religious symbols.
276. Pupils are familiar with elements of other religions, such as Judaism, and they can discuss significant features simply.

### **Shortcomings**

277. Key stage 2 pupils have limited knowledge of the meaning of pilgrimage to followers of religion, and also of benefactors.
278. Key stage 2 pupils' knowledge of the different religions of the world is superficial and there is no depth in their understanding of this aspect.

## **School's response to the inspection**

The staff and governors have considered the inspection outcomes and agree that the report is a fair reflection of the work of the school. The strengths of the school are recorded accurately. By now, we realise that there are shortcomings in some areas and we appreciate the recommendations for further development.

The report reflects the school's important contribution within the local community and catchment area. It also recognises the acting headteacher, staff and governors' determination to offer all its pupils an education of the highest standard within a happy and caring environment. The school's success in working towards this goal is evident in the report.

The inspection team's professional approach assisted the process at all times. The relationship between the acting headteacher, staff, governors, pupils and the inspectors was open and productive. There were ample opportunities to discuss and gather additional evidence when required and the acting headteacher, as the school's nominee, was included in all relevant meetings.

We intend addressing the recommendations included in the report during the coming months in order to build on the good work undertaken by the governors, staff and pupils at Ysgol Aberdyfi.

We wish to thank the inspection team for their positive support and guidance throughout the inspection

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Aberdyfi
School type	Community
Age-range of pupils	3-11
Address of school	Penrhos Aberdyfi Gwynedd
Post-code	LL35 0NR
Telephone number	01654767579
Headteacher	Miss J. Davies (acting headteacher)
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mr D. Roberts
Registered inspector	Miss D. Morris
Dates of inspection	21-23 September, 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	3	5	3	6	3	3	2	27

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

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	13.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	R & KS1	KS2	Whole School
Autumn 2004	94%	95.2%	94.6%
Spring 2005	95%	93%	94%
Summer 2005	93%	97%	95%

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

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

<b>National Curriculum Assessment KS1 Results 2004</b>	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: 2003 (the most recent available)

<b>National Curriculum Assessment KS2 Results 2003</b>		Number of pupils in Y6	10
<b>Percentage of pupils at each level</b>			
			D A F W 1 2 3 4 5
English	Test/Task	School	
		National	1 1 1 1 4 13 42 37
Welsh	Test/Task	School	
		National	1 1 1 2 15 49 30
Mathematics	Test/Task	School	
		National	1 1 1 3 15 43 36
Science	Test/Task	School	
		National	1 1 1 1 8 51 39

**Teacher assessment results were not available.**

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>	
<b>by Test</b>	
In the school	60%
In Wales	72%

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

## Appendix D

### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 7 inspector days.
- Pre-inspection meetings were held with the parents and the Governing Body to discuss the life and work of the school.
- 12 questionnaires were completed by parents and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 18 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily services.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris	Summary, Key Questions 1, 5, 6, 7. <b>Subjects:</b> mathematics, science, design and technology, information technology, physical education.
Mrs R Roberts	Key Questions 2, 3, 4. <b>Subjects:</b> provision for under-fives, Welsh, English, history, geography, music, art, religious education.
Mr G Morris	Contributions to key questions 1,3,4,7
Miss J Davies	Nominee

### Acknowledgement

The inspectors wish to thank the governors, the acting headteacher, staff, pupils and parents of the school for their ready co-operation during the inspection.

### Contractors

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

**YSGOL ABERDYFI  
Penrhos  
Aberdyfi  
Gwynedd  
LL35 0NR**

**A SUMMARY REPORT FOR PARENTS**

**Date of Inspection: 21 – 23 September 2005**

**by**

**Miss Dorothy Morris  
WO83/16211**

**Date: 30<sup>th</sup> November 2005**

**Under Estyn contract number: T/201/04P**

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

The inspection of Ysgol Aberdyfi took place between 21-23 September, 2005. An independent team of inspectors, led by Miss D. Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

## Year groups and Key Stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four Key Stages as follows:

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

## Context

### The nature of the provider

1. The school is situated in the seaside village of Aberdyfi, Gwynedd and serves the village and the immediate area. During the inspection, there were 27 pupils, aged 3-11 years, on roll. The vast majority has received pre-school education. The school admits pupils on a part-time basis in the term following their third birthday and on a full-time basis to the reception class in the term following their fourth birthday.
2. The school states that the area where the school is located is neither prosperous nor economically disadvantaged. There are no pupils who are entitled to free school meals.
3. The school receives pupils from the full range of ability. The school has designated 7 of them as having special educational needs but none of them has a statement of special educational needs. No pupil has been disapplied from the national curriculum, and the national curriculum has not been adapted for any pupil.
4. English is the main language spoken in 97% of the pupils' homes.
5. The school was last inspected in June 1999. During the period leading up to the inspection, there were staff changes at the school. The acting headteacher has been in post since April 2005.

### The school's priorities and targets

6. The school's objectives include:
  - maintaining and raising pupils' standards of achievement;
  - providing a broad curriculum which develops every pupil's full potential;
  - ensuring that every pupil feels a part of a disciplined community which gives prominence to moral, spiritual and humanitarian values in its life and work.
7. The school's main priorities and targets for 2005-2006 include:
  - to establish a whole-school spelling policy and scheme of work;
  - to raise writing standards throughout the school;
  - to raise standards in design and technology;
  - to improve pupils' investigative skills;
  - to improve pupils' measuring and recording skills.

## Summary

8. Ysgol Aberdyfi is a happy and caring community. Nevertheless, there are shortcomings in pupils' standards of achievement, curriculum provision, leadership, management and planning for improvement. As a result, this school has serious weaknesses.

### Table of grades awarded

9. The inspection team judged the school's work to be as follows:

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

### Standards

10. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0 %	39%	61%	0%	0%

11. The school attains the Welsh Assembly Government's target of 95% satisfactory by 2004, and 98% satisfactory (Grade 3) by 2007. It does not currently achieve the target of 50% good by 2004, and 65% good (Grade 2 or better) by 2007.

### Early Years

12. The quality of provision for under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.
13. Owing to the very small number of nursery children, no judgement is offered on their standards of achievement.

14. Standards of achievement in the reception class are as follows:

<b>Areas of Learning</b>	<b>Reception</b>
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 3
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 3

### **Key Stage 1 and Key Stage 2**

15. In key stage 1 and key stage 2, standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 4
English	-	Grade 3
Mathematics	Grade 2	Grade 4
Science	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 3
Information Technology	Grade 2	Grade 3
History	Grade 3	Grade 4
Geography	Grade 3	Grade 4
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 3	Grade 3
Religious Education	Grade 2	Grade 3

16. In key stage 1, pupils of every age and ability make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals. In key stage 2, pupils' skills and knowledge have not been sufficiently developed and extended. The older pupils under-achieve in a number of national curriculum subjects and they do not achieve the agreed learning goals in every subject.

17. Pupils with special educational needs make good progress according to their age and ability. They attain the targets set for them.

18. Key stage 1 pupils make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communications technology in their work across the curriculum.

19. In key stage 2, pupils' listening standards are good and some individuals speak confidently in Welsh and English. However, the vast majority of the pupils have a limited subject vocabulary. A significant number of older pupils have an uncertain grasp of Welsh vocabulary and sentence patterns.

20. Key stage 2 pupils develop into independent readers and they make increasing use of their reading skills in their work across the curriculum. However, a

significant number of pupils' research skills are underdeveloped. Individuals produce some pieces of written work of a good standard in Welsh and English. Generally, the pieces of work produced are short and spelling mistakes and errors in expression impair the quality of the work.

21. Key stage 2 pupils make increasing use of their numeracy skills in subjects such as science and design and technology. However, they do not develop and extend these skills sufficiently. A significant number of pupils have an insecure grasp of elementary number processes and this presents difficulties as they undertake investigative tasks. Pupils make purposeful use of their information and communications technology skills to support their learning but progress and standards of achievement are uneven across the curriculum.
22. Key stage 1 pupils' bilingual competency is good. There is insufficient continuity in key stage 2 and there are shortcomings in the standards of pupils' bilingualism in this key stage, especially amongst the oldest pupils.
23. Pupils work together effectively and they display good development in their personal and social skills. Pupils generally do not take sufficient responsibility for their own learning by working independently on specific tasks.
24. Pupils display good development in their creative skills across the school. In key stage 1, pupils' problem-solving skills develop well. Despite recent progress, key stage 2 pupils' investigative and problem solving skills are generally underdeveloped.
25. As only a small number of pupils are assessed each year in key stage 1 by teacher assessment in the national curriculum assessments, it is not possible to identify clear trends in pupils' achievements. Compared with similar schools in Wales, on the basis of free school meals, the pupils' achievements overall over the last three years in Welsh, mathematics and science are significantly above the average in most subjects. There are no significant differences between the performance of boys and girls.
26. In key stage 2, no national tests and assessments were undertaken in 2004 or 2005 as there were no pupils in year 6. As a result, it is not possible to identify recent trends with regard to pupils' achievements according to national assessments at the end of key stage 2. The national test results in 2003 show that the percentage of pupils achieving level 4 was higher than county and national results in science, but lower in Welsh, English and mathematics. When compared with the results of similar schools in Wales, on the basis of free school meals, the school's results overall were in the lower 50%. There is no significant difference between the performance of boys and girls. Teacher assessment results were not available for analysis.
27. The attitudes of the vast majority of pupils, the interest they show in their work and their ability to concentrate, are good. They work hard in lessons and they are ready to join in the activities provided.

28. Pupils behave very well. They have a good understanding of what is expected of them and they are considerate and courteous.
29. Pupils' awareness of equal opportunities is developing well and they respect the different creeds, attitudes and cultural traditions which are part of their community.
30. Visits to places of interest, involvement in local activities, and the contribution of visitors to the school effectively develop pupils' understanding of their own community. Generally, their knowledge of the world of work is limited. There is no whole-school strategy to develop this aspect of the school's provision.
31. The average rate of pupil attendance is 94.5%. Most pupils attend school regularly and they arrive promptly at the beginning of the school day.

### **The quality of education and training**

32. In the lessons inspected, the quality of teaching is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	50%	50%	0%	0%

33. In the lessons which have good features and no important shortcomings, there is thorough direct teaching, good use of teachers' subject knowledge and effective support for pupils of every age and ability. Where the teaching is less effective, there is an insufficiently clear focus on the lesson's aims, the pace of teaching and learning is uneven, and there is insufficient guidance for pupils when setting tasks.
34. The good features of the school's assessment procedures outweigh some shortcomings. There is a specific timetable, and the arrangements for assessing and recording pupils' progress in the core subjects are implemented effectively. Nevertheless, there is insufficient structure to ensure the consistent use of outcomes to guide future planning. The process of implementing the arrangements for assessing pupils' progress and achievements in the foundation subjects is at an early stage of development. Annual reports to parents are of good quality and they comply with statutory requirements.
35. The school responds appropriately to pupils' learning needs and interests, and provides equal access to a broad and balanced curriculum. The new schemes of work give the school's work clear guidance, and help promote progression and continuity in pupils' learning in the Early Years and across the key stages. Their implementation in full across the school is at an early stage. In key stage 2, there are significant shortcomings in what the older pupils should know about parts of the national curriculum. Teachers' termly plans are beginning to address these deficiencies. Planning for extending pupils' key skills across the curriculum is underdeveloped.

36. Pupils' spiritual, moral, social and cultural development is effectively promoted by means of various learning experiences. The school's equal opportunities policies ensure equality of access and opportunity for all.
37. As the questionnaires which were returned indicate, partnership with the vast majority of parents is good. Partnerships with agencies and other primary schools are also good.
38. The quality of the provision for special educational needs pupils is good and complies with the requirements of the Code of Practice.

### **Leadership and management**

39. The acting headteacher provides clear leadership for the school and the process of revising documentation and formulating new policies is in place. Much has been achieved in the short time since her appointment.
40. In the period leading up to the inspection, there were a number of staffing changes at the school. This instability caused concern amongst parents, as was emphasised in the parents' meeting with the inspectors.
41. The school's development plan, which was recently formulated by the acting headteacher, is a useful document which contains appropriate aims and targets. There is discernible progress towards achieving the main priorities set, for example, in improving standards in mathematics and science in key stage 2.
42. The acting headteacher and the staff are committed to raising standards and the work of developing suitable procedures to monitor aspects of the educational provision has begun.
43. The governing body is supportive of the school, and individual members are regular visitors. Nevertheless, the governors do not discharge all the legal duties placed on them. The full governing body does not contribute sufficiently to the school's strategic planning and to the monitoring of standards and the quality of provision.
44. The school's new prospectus is a useful booklet, but the content does not fully comply with statutory requirements. A governors' annual report to parents was not produced in the previous year.
45. The self-evaluation report, produced by the school before the inspection, identifies the school's strengths and some areas where improvements are needed. The inspection team agreed with the school's judgements in one of the seven key questions. In the other questions, lower grades were allocated.
46. Although some of the key issues which emanated from the previous report have been addressed, progress generally is limited. Key issues were well addressed in matters relating to raising standards in Welsh and music in key stage 1, improving pupils' behaviour across the school, and addressing health and safety

matters. There are still shortcomings with regard to standards of Welsh and geography in key stage 2 and in other aspects of the subjects. Despite the hard work of the acting head, there is insufficient progress in improving the leadership and strategic management of the school, and there are no procedures in place for monitoring pupils' standards of achievement.

47. The school has a sufficient number of teachers and support staff to undertake its work and the quantity and quality of resources for teaching and learning are also sufficient. Procedures for reviewing resources and the use made of them is only just beginning. Effective use is made of the local environment, the community and places of educational interest in order to enrich pupils' learning. At present, the school gives satisfactory value for money.

## **Recommendations**

In order to improve, the school needs to:

- R1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings are identified;
- R2. improve further the leadership and management of the school, including the role of the Governing Body in strategic planning and in monitoring the quality of provision;
- R3. implement curricular schemes of work to ensure that the provision offers all pupils appropriate challenge, and promotes better progression and continuity in learning in every subject;
- R4. plan and provide regular opportunities for pupils to develop and extend their key skills across the curriculum;
- R5. develop and implement self-evaluation processes as a means of ensuring improvement;
- R6. seek to ensure stability in the school's staffing complement;
- R7. ensure that the governors' annual report to parents is provided, and that the content of the school's prospectus complies fully with statutory requirements.

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.

### **Acknowledgement**

The inspectors wish to thank the governors, the acting headteacher, staff, pupils and parents of the school for their ready co-operation during the inspection.