

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

**YSGOL GYNRADD GYMUNEDOL BLAENPORTH
LÔN YR YSGOL
BLAENPORTH
CEREDIGION
SA43 2BA**

School Number: 6672360

Date of Inspection: 28/11/05

by

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16211**

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- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Ysgol Gynradd Gymunedol Blaenporth was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Gymunedol Blaenporth took place between 28/11/05 and 30/11/05. An independent team of inspectors, led by Dorothy 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.

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

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

“There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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 of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

Year	R	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 rural village of Blaenporth, near Cardigan in the county of Ceredigion, and serves the village and the surrounding area. There are 35 pupils, aged between 4 and 11 years of age, on the school register. The school admits pupils on a full-time basis to the reception class in the term following their fourth birthday. There is no nursery provision at the school but most pupils have received pre -school education.
2. The school considers its natural catchment area to be neither prosperous nor economically disadvantaged. Seventeen per cent of pupils are entitled to receive free school meals; a figure that is lower than the county average but is similar to the national average.
3. The nature of the intake comprises the full range of ability. Eleven pupils are designated as having special educational needs (SEN), including one pupil who is the subject of a statement of special educational need.
4. The school is designated as a Category A school in accordance with the Local Education Authority's language policy. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that pupils are fully bilingual by the time they transfer to the secondary sector. English is the main language spoken in the homes of the vast majority of pupils.
5. The school was last inspected in November 1999. The headteacher has been in post since September 2001.

The school's priorities and targets

6. The school aims include:
 - to develop each pupil's basic understanding in all aspects of the curriculum, taking into consideration their aptitude, age and ability;
 - to appreciate each pupil's efforts in aspects of school life;
 - to offer pupils a broad and balanced curriculum which will prepare them for the future.
7. The school's main priorities and targets for 2005-2006 include:
 - to improve pupils' Welsh oral skills;
 - to improve pupils' learning skills throughout the school;
 - to develop self-evaluation procedures;
 - to prepare for the Foundation phase;
 - to develop the school's environmental area.

Summary

8. The school achieves its aim of creating a homely and caring environment where pupils are appreciated and supported. Since the last inspection, standards of achievement have risen in many subjects and the quality of provision has improved in many areas.

Table of grades awarded

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 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 3

9. 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%	45%	55%	0%	0%

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

Areas of Learning For Under-fives

11. The standards of achievement of the under-fives 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 3
Physical development	Grade 3

Grades for standards in subjects inspected

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

Subject	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	-	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 2
Design and technology	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 3

13. The vast majority of pupils make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals.
14. The children in the Early Years make good progress in the key skills of listening, speaking, reading, writing, numeracy and in their use of information and communications technology (ICT).
15. In both key stages, good features outweigh shortcomings in pupils' standards and progress in speaking, listening, reading and writing Welsh across the curriculum. Overall, pupils make good progress in developing their oral skills. However, errors of syntax hamper the oral and written expression of a considerable number of pupils. In KS2, the English communication skills of the older pupils are good. The range of vocabulary and expression of a significant number of the younger pupils is limited.
16. In both key stages, the pupils make good use of their ICT skills to support their work across the curriculum. Pupils make appropriate use of their numeracy skills in other subjects, but their ability to use their skills in investigative tasks is insufficiently extended.
17. In both key stages, a significant number of pupils' handwriting, and their presentation of work, is untidy.
18. Pupils' attainments according to teacher assessments at the end of KS1 in 2005 in Welsh, mathematics and science were higher than county and national averages. Over the last three years the school's results have been consistently higher than the county and national averages.

19. At the end of KS2, pupils' attainments according to teacher assessments in 2005 in Welsh, English, mathematics and science were higher than national and county averages. Over the last three years, the school's results have in the main shown consistent improvement.
20. In both key stages, good features outweigh shortcomings in the standards and progress of pupils' bilingual competence. The majority of pupils make good progress and an increasing number can communicate confidently in Welsh and English.
21. The majority of pupils work effectively together and their personal and social skills are developing well.
22. Pupils show good development in their creative skills across the school. More able pupils in KS1 and KS2 make good progress in their ability to investigate and solve problems. Overall, the problem solving skills of a good number of pupils in both key stages are under-developed.
23. 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.
24. Pupils' understanding of equal opportunities issues is developing well. They respect the diversity of beliefs, attitudes and cultural traditions within society.
25. Pupils' behaviour is very good. Pupils are courteous and their relationship with each other and with adults is good.
26. Visits to places of educational interest, and their contributions to local activities, effectively extend pupils' understanding of their own community. However, their knowledge of the world of work is limited.
27. Pupils attend school regularly and they arrive punctually at the beginning of the day.

The quality of education and training

28. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55 %	45%	0%	0%

29. The good features of the teaching observed include clear lesson objectives, purposeful direct teaching, good questioning and very effective use of group work.
30. Where there are shortcomings in the teaching, the tasks are not sufficiently challenging, the teaching lacks pace and insufficient attention is given to the requirements of the subject being studied.

31. The good features in the assessment procedures outweigh some shortcomings. The core subjects are assessed regularly and effectively. There is scope to make greater use of the information gained from assessment in planning future teaching and learning.
32. The school responds well to pupils' learning needs and interests and provides equal access to a broad curriculum. Overall, good attention is given to curriculum planning but there is room to develop curriculum planning and the assessment procedures further in order to promote continuity and progression consistently in all subjects.
33. The quality of the provision for pupils with SEN is good and it fulfils the requirements of the Code of Practice.

Leadership and management

35. The school is led and managed effectively by a committed headteacher. She has a clear understanding of the future direction of the school and of what is required to secure further improvements.
36. The school development plan [SDP] identifies suitable targets for improvement and consistent progress is made in addressing the main targets set.
37. The school has a number of appropriate strategies for evaluating its educational provision. As a result of staffing changes at the school, the role of the subject co-ordinators is not fully implemented, particularly with regard to monitoring standards of achievement in the classroom.
38. The Governing Body offers the headteacher effective support in setting the strategic direction of the school. Through discussions with staff, members play an increasing role in monitoring the overall quality of provision. Their role in evaluating standards of achievement has not been sufficiently developed.
39. The Governing Body meets regularly and fulfils its regulatory and legal requirements. However, the content of the Governing Body's annual report to parents does not meet current requirements in full.

40. The buildings and teaching accommodation are in a satisfactory condition but storage space at the school is generally limited.
41. The self-evaluation report produced by the headteacher and teachers prior to the inspection is clear and detailed. The inspection team concurred with the judgement made by the school in two of the seven key questions. Lower grades were awarded to the other questions.
42. The school has made good progress since the last inspection in addressing the vast majority of the key issues identified. The steps taken to raise standards have led to measurable improvements in pupils' standards of achievement in subjects such as Welsh, mathematics and science in KS2. The school has succeeded in improving the quality of provision in aspects such as strategic planning, curriculum planning and resource management. There is still a need to extend the procedures for monitoring pupils' standards of achievement in the classroom.
43. Overall, the quantity and quality of teaching and learning resources are adequate and are easily accessible for pupils' use. The school provides value for money.

Recommendations

In order to build on the improvements, the school needs to:

- R1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings are identified;
- R2. develop the planning and assessment procedures further in order to promote continuity and progression consistently in all subjects;
- R3. extend pupils' Welsh literacy and numeracy skills across the curriculum;
- R4. extend the self-evaluation procedures and develop the role of the subject co-ordinators and the Governing Body in the process;
- R5. improve the standards of handwriting and presentation of work of a significant number of pupils;
- R6. ensure that the content of Governing Body's annual report to parents satisfies the current requirements in full.

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

44. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.

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

Grade 1 0%	Grade 2 45%	Grade 3 55%	Grade 4 0%	Grade 5 0%
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46. The school achieves the Welsh Assembly Government target that 95% should be satisfactory by 2004 and 98% satisfactory (Grade 3) by 2007. It falls short of the target that 50% should be good in 2004 and 65% good (Grade 2 or above) by 2007.

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

48. The standards of achievement of the under-fives are as follows:

Areas of Learning	Grade
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 3
Physical development	Grade 3

49. In key stages 1 (KS1) and key stage 2 (KS2), standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	-	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 2
Design and technology	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3

Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

50. The vast majority of pupils make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals. Pupils succeed regardless of their social, ethnic or linguistic background.
51. Pupils with special educational needs make consistent progress and they achieve the targets set for them.
52. The children in the Early Years make good progress in the key skills of listening, speaking, reading, writing, numeracy and in their use of ICT.
53. In both key stages, good features outweigh shortcomings in pupils' standards and progress in speaking, listening, reading and writing Welsh across the curriculum. Overall, pupils make good progress in developing their oral skills. However, in KS2, the oral expression of a significant minority of pupils is limited and the pupils lack the necessary vocabulary to discuss in an extended manner in different situations. In KS2, the English communication skills of the older pupils are good. The range of vocabulary and expression of a significant number of the younger pupils is limited.
54. In both key stages, pupils develop into independent readers and they make increasing use of their reading skills for investigative purposes in subjects such as history. The pupils write in a range of forms. In both key stages, individual pupils succeed in producing writing of good quality in Welsh. Overall, the pieces of writing produced are short, and errors of spelling and expression adversely affect the quality of the work. In KS2, the English written work of some of the older pupils is consistently good. The standard of the written work of the younger pupils is more variable.
55. In both key stages, the handwriting and presentation of work of a significant number of pupils are untidy.
56. In both key stages, pupils make appropriate use of their numeracy skills in other subjects but their ability to use their skills in investigative tasks is insufficiently extended. In both key stages, pupils make good use of their ICT skills in their work across the subjects.
57. Pupils' attainments according to teacher assessments at the end of KS1 in 2005 in Welsh, mathematics and science were higher than county and national averages. When compared with similar schools, on the basis of free school meals, the results are higher than average in the three subjects. Over the last three years the school's results have been consistently higher than county and national averages. There are no significant differences between the performance of boys and girls.

58. At the end of KS2, pupils' attainments according to teacher assessments in 2005 in Welsh, English, mathematics and science were higher than national and county averages. Over the last three years, the school's results have in the main shown consistent improvement. In relation to similar schools, on the basis of free school meals, the results are considerably above the median in Welsh, English and science and are also higher than the median in mathematics. Overall, there are no significant differences between the performance of boys and girls.
59. Good features outweigh shortcomings in the development and standards of pupils' bilingual competence. The majority of pupils show good progress and an increasing number communicate confidently in Welsh and English. In KS2, limited vocabulary and errors of syntax hamper the Welsh oral and written expression of a significant minority of pupils.
60. The vast majority of pupils work effectively together and their personal and social skills are developing well. Overall, the pupils do not take sufficient responsibility for their own learning by working independently on specific tasks.
61. Pupils show good development in their creative skills across the school. In KS1 and KS2, more able pupils make good progress in their ability to investigate, make decisions and solve problems. Overall, the problem solving skills of a good number of pupils in both key stages are under-developed. Pupils' understanding of their progress and of what they need to do to improve is insufficiently extended.
62. 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. The majority of pupils work hard in lessons, they are happy to join in the activities provided and display enthusiasm towards their work.
63. The pupils' standards of behaviour are very good and the vast majority move about the school in an orderly manner. The relationship between pupils and adults, and between the pupils themselves, is good.
64. Pupils' understanding of equal opportunities issues is good. They respect the diversity of beliefs, attitudes and cultural traditions within society.
65. Visits to places of educational interest, and their contributions to local activities, effectively extend the pupils' understanding of their own community. Their knowledge of the world of work, however, is limited.
66. Average levels of attendance for the three terms prior to the inspection were 95%. The majority of pupils attend school regularly and they arrive punctually at the beginning of the day. Appropriate attention is given to current requirements regarding registering pupil attendance.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

67. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.

68. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55 %	45%	0%	0%

69. The planning and preparation of lessons gives good attention to pupils' needs and curriculum requirements. Teachers use a suitable range of resources and teaching methods that match the learning activities.

70. The teachers have a good working relationship with the pupils. Pupils are all treated equally and are included and encouraged to participate fully in all activities.

71. A good effort is made to nurture pupils' bilingual competence by appropriate reinforcement and by offering sensitive encouragement and support.

72. The good features to the teaching observed include:

- clear objectives to lessons;
- good use of teachers' subject knowledge;
- effective direct teaching and good questioning;
- differentiated tasks for specific purposes;
- good use of ICT as a tool for teaching and learning;
- good use of paired and group work.

73. The most common shortcomings to the teaching include:

- lack of pace in the teaching and learning;
- tasks that are not sufficiently challenging;
- insufficient attention to specific subject knowledge and skills;
- inadequate introduction and guidelines for the recording tasks.

74. The good features in the assessment procedures outweigh some shortcomings. The statutory requirements on reporting the NC are met. In both key stages, pupils' progress in the core subjects is assessed regularly and effectively. The levels, the reasons for placing the work on that particular level, together with the way forward to secure further development are noted. The school is in the process of re-structuring its assessment arrangements in the foundation subjects. There is room to extend further the use of the information gained from assessment in planning the teaching and learning.

75. In the Early Years, the school makes good use of the information they receive from parents and the nearby nursery school to develop an individual profile for each pupil. The quality of the baseline assessment, that is undertaken soon after the children begin on a full-time basis at the school, is appropriate. The assessments are analysed and relevant targets are set for the children. However, the record of further development in the six areas of the Desirable Outcomes is insufficient.
76. The assessments of pupils with SEN fulfil statutory requirements. The school has established appropriate methods for identifying pupils' needs, and for providing suitable individual programmes of work for them.
77. Suitable use is made of standardised tests, and the results of national tests are analysed appropriately to secure further improvements.
78. The school has begun to create whole-school subject portfolios that are effective testimony to the pupils' achievements. To date, the work has not been levelled in order to contribute to teachers' understanding of the requirements of different levels.
79. Pupils' work is regularly marked but few comments are included to assist pupils improve the standard of their work.
80. Individual targets are set for each pupil. They are noted in the annual reports and discussed with parents, but the pupils are not fully aware of them. In some lessons, pupils are encouraged to evaluate their work but practice is not consistent.
81. The annual reports to parents conform to statutory requirements and they are of good quality. The parents appreciate the opportunities they receive on a twice-yearly basis to discuss their children's work with the teachers.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
83. The school responds well to pupils' learning needs and interests, and offers equal access to a broad and balanced curriculum. The curriculum conforms to the requirements of the National Curriculum and religious education, and the Desirable Outcomes for under-fives.
84. The school conforms to the statutory requirements for pupils with SEN and the procedures for identifying and assessing these pupils are appropriate.

85. Suitable policies and schemes of work have been provided for the majority of subjects, including the Early Years. They offer appropriate direction to the work of the school.
86. Teachers' short-term plans are detailed and they ensure appropriate activities for pupils' different levels of development and attainments within classes. However, the planning of play experiences for the under-fives has not been sufficiently structured to promote children's linguistic development.
87. The school gives appropriate consideration to the Framework for Personal and Social Education (PSE) of the Qualifications, Curriculum and Assessment Authority for Wales. Pupils' PSE knowledge and skills are developed through aspects of the curriculum and this is planned appropriately.
88. The teachers are aware of the need to ensure that each pupil achieves appropriate competence in basic and key skills. The planning is purposeful, but requires further refinement to extend pupils' Welsh literacy and numeracy skills.
89. The good range of out-of-school learning opportunities for pupils extend and enhance the curriculum. They include visits to places of educational interest, residential courses and working with artists. The school takes good advantage of the specialist skills of members of the local community to work with the pupils.
90. The good learning experiences the pupils receive successfully promote their spiritual, moral, social and cultural development. The international links further promote friendship and understanding between children in different countries and contributes to their understanding of global citizenship.
91. The sessions of collective worship make a valuable contribution towards pupils' understanding of spiritual, moral and social issues. Some pupils are withdrawn from collective worship and from religious education lessons. The school makes good provision for these pupils and ensures that they are given appropriate activities.
92. The school makes good efforts to promote pupils' bilingualism. Pupils' skills are consistently developed through the key stages.
93. Good emphasis is placed on studying the Welsh heritage and culture. Good attention is given to the Cwricwlwm Cymreig in the work of the school and through activities, such as the Urdd.
94. The equal opportunity policies reflect the school's commitment to providing equal access and opportunities for all pupils at all times. The school effectively promotes values such as self-respect and honesty, and pupils have an appropriate understanding of good and bad.
95. The pupils have a clear sense of ownership and responsibility towards the school and its environment. The pupils are aware of sustainable development and they discuss aspects sensibly. They also have a good awareness of the requirements for Eco schools.

96. The links with parents, and the school's other partnerships are good. Parents make an effective contribution by supporting school activities and through their fund-raising efforts. The partnership with local secondary schools and with the other neighbouring primary schools is good.
97. Community activities effectively extend pupils' understanding of their own community, but their knowledge of the world of work is limited. The headteacher is aware of the need to extend pupils' enterprise skills and the links with local businesses.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
99. The quality of care, support and guidance offered to pupils is good. The school is a happy and caring community. There is a good relationship amongst pupils and with their teachers, and there is a strong sense amongst pupils that they are valued and respected.
100. Successful methods are used to help new pupils to settle in quickly at the school. All the indications suggest that pupils, regardless of their age or when they arrive at the school, adapt well to their new environment.
101. The school carefully monitors pupils' attendance and punctuality and procedures fully conforms to requirements. The school takes prompt and early action as required.
102. The policies on discipline and bullying are clear and the school acts without delay to resolve any problems with regard to unacceptable behaviour.
103. The policies and procedures for first aid, sex education, racial equality and fire prevention are in place and they are known to all. The school has appropriate arrangements to deal with complaints and appeals.
104. The staff and the designated governor are aware of school guidelines on child protection and procedures are clearly established.
105. The 'Healthy School' initiative has a positive impact on several aspects of the work of the school. Pupils receive appropriate opportunities, including the School Council and circle time, to conduct relevant discussions on various topics. The discussions reflect the self-confidence that has been developed as a result of the care provided.
106. The provision for pupils with special educational needs (SEN) is good and it conforms to the requirements of the Code of Practice. The school identifies pupils' needs at an early stage and responds appropriately. There are 11 pupils

on the SEN register, six on the school action stage, three on the school action plus stage, one pupil on the extended school action plus stage and one pupil is statemented. The school monitors two other pupils; this is good practice.

107. The quality of the work of the school's SEN co-ordinator is good. She is well informed about pupils' needs and works closely with the support teacher, the other teachers, the assistants and the designated governor in order to ensure that all pupils receive equal access to the school curriculum and activities.
108. The individual education plans (IEPs) contain specific learning targets that correspond to pupils' needs. The plans are reviewed as indicated and they are discussed with parents and pupils.
109. The additional support provided for pupils with SEN is good. The individual pupil, or small group sessions with the support teacher are valuable. They provide additional support for pupils to achieve the targets set for them. Pupils make consistent progress that corresponds to their age and ability; some individuals make good progress.
110. The pupils receive appropriate support from the assistants. This provision makes an increasing contribution to the pupils' educational and social development.
111. The school monitors all these pupils and there is effective co-operation with parents, LEA agencies and the relevant secondary school.
112. The designated governor undertakes her duties conscientiously. She is well informed about the school's provision and works well with the school co-ordinator.
113. The school's policies and procedures promote diversity and equal opportunities. The school gives effective support and guidance to pupils, and gives consideration to their social, educational, ethnic or linguistic background.
114. The school takes appropriate steps to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, in terms of the opportunities and support they receive.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

115. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
116. The school is effectively led and managed. The headteacher has a clear understanding of the future direction of the school and of what is required in order to secure further improvements. Collaborative planning and discussion are good features of the work of the school.
117. The school has sound aims and values that promote equal opportunities in all aspects of its work. A range of management and curricular policies has been produced that provide effective guidelines for promoting pupils' well-being, safety and progress. Statutory requirements are given appropriate attention.
118. Appropriate attention is given to national priorities and local partnerships. The school is committed to initiatives such as the Healthy Schools Initiative, Eco Schools and has gained the Basic Skills Agency Quality Mark. The development of ICT is given good attention in all classes and effective use is made of the interactive whiteboard. Through the School Council, pupils receive good opportunities to influence certain aspects of the life of the school.
119. The school co-operates appropriately with several partnerships, including local primary and secondary schools and both local and national agencies.
120. In preparing the SDP, suitable procedures are in place to set appropriate targets in relevant areas, but procedures to evaluate the targets set are insufficiently developed. Overall, there is consistent progress in addressing the main targets set and improvements are evident in a number of areas.
121. Staff attend training courses that extend their skills and knowledge and contribute to raising overall standards across the school. The school is aware of the need to develop this aspect of its work further.
122. The school has a number of appropriate strategies for evaluating its educational provision. As a result of staffing changes, the role of the subject co-ordinators is not fully developed, particularly with regard to monitoring standards of achievement in the classroom.
123. The school has produced and is implementing its policy to support staff development and performance, in accordance with the requirements of the Performance Management system.

124. There are appropriate processes in place for setting targets in the core subjects for pupils in year 1 (Y1), Y3 and Y5 in accordance with LEA policies. With LEA support, the results are analysed in order to verify the accuracy of the targets set.
125. The Governing Body is highly supportive of all the school's work and development. Members are regular visitors to the school and they contribute towards the school's strategic planning through meetings of the full Governing Body. Members have begun to monitor the quality of the provision, but their contribution to the self-evaluation process has not been sufficiently developed.
126. The Governing Body fulfils all its legal and regulatory requirements. However, there are gaps in the Governors' annual report to parents.

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

Grade 3: Good features outweigh shortcomings

127. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
128. The headteacher, governors and staff are committed to raising standards and to improving the quality of the educational provision. A self-evaluation programme has been produced that indicates the aspects and subjects that are to be addressed over a period of time.
129. The headteacher uses a number of appropriate strategies to gather evidence about the school's performance, including an audit of the implementation of whole-school policies, an analysis of teachers' long-term and mid-term planning, and some observation of teaching and learning. Effective use is made of the information collected to make improvements in aspects of the provision.
130. Certain subject responsibilities are shared amongst staff but because of staffing changes, subject co-ordination arrangements are not wholly in place including collecting first hand information on the teaching and learning. However, the school has succeeded in updating a number of policies and schemes of work and to monitor certain aspects of provision.
131. Although the school's procedures ensure an analysis of pupil performance in relation to standardised tests and National Curriculum assessments, there is room to give more attention to this aspect as part of the self-evaluation process.
132. The SDP is a useful document for setting the strategic direction of the school. It identifies relevant targets and expected outcomes, notes individual responsibilities and earmarks adequate resources to support the developments. An appropriate link is developing between the outcomes of the self-evaluation processes and the priorities identified in the SDP. The steps taken have resulted in measurable improvements in a number of areas.

133. The Governing Body plays an increasing role in the school's self-evaluation arrangements. Members visit the school on a regular basis to discuss aspects of the provision and they report back to the full Governing Body. There is room to develop the monitoring role further, mainly in relation to monitoring standards of achievement, as part of the whole-school self-evaluation system. There are no formal arrangements for gathering the views of parents and carers at the school, with the exception of their representation on the Governing Body. Due attention is given to pupils' views through the School Council.
134. The self-evaluation report that was produced by the headteacher and teachers prior to the inspection is clear and detailed. The document is appropriately based on the inspection framework and good use is made of evidence such as policies, procedures and pupils' work. The inspection team concurred with the judgement made by the school in two of the seven key questions. Lower grades were awarded to the other questions.
135. The school has made good progress since the last inspection in addressing the vast majority of the key issues identified. The steps taken to raise standards have led to measurable improvements in pupils' standards of achievement in subjects such as Welsh, mathematics and science in KS2. The school has succeeded in improving the quality of provision in aspects such as strategic planning, curriculum planning and resource management. There remains the need to extend the procedures for monitoring pupils' standards of achievement in the classroom.

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

Grade 3: Good features outweigh shortcomings

136. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
137. Pupils are effectively supported and assisted by a good number of suitably qualified teachers. The teachers are well-versed in the areas they teach and effective use is made of their expertise by exchanging learning groups for teaching in certain subjects. The assistants provide appropriate support for pupils and teaching staff.
138. The teachers update their curricular knowledge and skills by attending appropriate in-service training courses. There is room to develop further the professional development of staff by linking the programme with SDP priorities as well as the needs of the individual.
139. The quality and quantity of the resources for teaching and learning are adequate and are easily accessible for pupils' use. They are used effectively.

140. The colourful displays on classroom walls contribute to creating an ethos and celebrating pupils' work.
141. The school is pleasantly located and has a play area, a sports field, a small garden and play area for the younger children. Overall, the school building and yard are kept in a clean condition.
142. The quality of the buildings and facilities is satisfactory. KS2 pupils are located in a mobile classroom and the space is limited for the number of pupils. Access to the main building is kept open throughout the day in order to allow toilet access for the pupils in the mobile classroom. However, plans have been received to install a suitable security system for the building. Storage facilities at the school are generally limited. The building provides suitable disabled access.
143. Effective use is made of the local environment, the community and educational sites to enhance pupils' learning.
144. The school provides value for money. The headteacher and the Governing Body exercise careful budgetary control, with the support of the LEA officer. Budgetary decisions are appropriately linked to school priorities and targets. The headteacher and Governing Body effectively review the general needs of the school, but a formal evaluation of the use of resources has not been undertaken.

Standards achieved in subjects and areas of learning

Under 5s

Grade 3: Good features outweigh shortcomings

145. The quality of the provision for the under-fives is appropriate and promotes the Desirable Outcomes in the six areas of learning. The children take advantage of a suitable range of appropriate experiences, that match their needs, both within the classroom and in the outdoor play area.

Language, literacy and communication skills

Reception - Grade 3: Good features outweigh shortcomings

Good features

146. The children listen well to class stories and presentations. They understand instructions and individuals are beginning to discuss their ideas. They enjoy looking at books and they behave as readers. Some individuals recognise certain letters and familiar words. Individuals also read simple books, at their level of development. They all enjoy making marks on paper, they can copy correctly and individuals write their names independently.

Shortcomings

147. The conversational skills of a small minority of children are under-developed.

Personal and social development

Reception - Grade 2: Good features and no important shortcomings

Good features

148. The children have settled down well in the class and have established a good relationship with other children and adults. Their behaviour is good. They enjoy taking part in a variety of activities that promote sharing and playing together. Through conversation and listening to suitable stories, they learn effectively about care and friendship.

Shortcomings

149. There are no important shortcomings.

Mathematical development

Reception - Grade 3: Good features outweigh shortcomings

Good features

150. The majority of children recognise their colours. They can sort objects according to specific criteria and create patterns correctly. They can count correctly up to a minimum of 10 and can recognise and understand the value of numbers up to 5. They create sets of objects and count them accurately. They recognise some two-dimensional (2D) shapes and individuals begin to make appropriate use of mathematical language.

Shortcomings

151. In general, the children's use of mathematical language is under-developed.

Knowledge and understanding of the world

Reception - Grade 2: Good features and no important shortcomings

Good features

152. The more confident children speak sensibly about themselves, their family and the pattern of the day. They discuss the weather and some of the characteristics of the seasons. They can correctly sort clothes for different types of weather. When discussing a plan of the school, they begin to understand and use the appropriate language for doing so. They use building kits and blocks to create interesting objects such as cars and buildings. They also use tools and different materials to create colourful models. The children's ICT skills are developing well as they control the mouse to create pictures and move objects on the screen.

Shortcomings

153. There are no important shortcomings.

Creative development

Reception - Grade 3: Good features outweigh shortcomings

Good features

154. The children enjoy singing familiar songs and they join in the movements enthusiastically. They can follow simple rhythm correctly, using untuned instruments. They work effectively with paint and other media, and they produce interesting work, at their level of development.

Shortcomings

155. The children's 'role play' skills are under-developed.

Physical development

Reception - Grade 3: Good features outweigh shortcomings

Good features

156. The children use small and large equipment with increasing skill. In the physical education sessions, and when playing with moving toys, individuals move confidently and make appropriate use of space.

Shortcomings

157. A small minority of children do not follow instructions with sufficient accuracy.

Welsh first language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

158. In KS1, the vast majority of pupils listen well to class presentations and to stories. They are eager to respond and to take part in the oral sessions. The most able pupils can discuss their curricular experiences, and they talk well about their personal experiences.

159. Individuals read fluently and meaningfully, and they can discuss the content and characters of their books with understanding. All the pupils show an interest in books and are happy to discuss their books. They do so appropriately at their level of development.

160. Pupils write for various purposes. Individuals use a range of sentence patterns to produce extended pieces of work that show their understanding of the sequence of a story. The other pupils write their own sentences and record their experiences in pieces of free writing.

161. In KS2, the majority of pupils listen well during presentations and discussions. They respond appropriately when discussing their work and express opinions simply on various topics. Individuals offer observations spontaneously.

162. The majority of pupils show an understanding of the texts they read and they make appropriate use of decoding strategies to interpret unfamiliar words. Individuals read meaningfully and intelligently and with appropriate expression.

163. Pupils use dictionaries correctly and they can gather information from various sources in an appropriate manner.

164. The pupils produce an appropriate range of written work. Overall, they make correct use of verb forms, adjectives and similes to enhance their expression. Some pupils have collaborated to write simple poems and have done so effectively.

Shortcomings

165. In both key stages, the oral expression of a significant number of pupils contains errors, and individuals lack confidence when expressing themselves orally.

166. In both key stages, some pupils do not read with the expected ease and fluency and individuals are unsure of what they read.

167. In both key stages, the pupils' oral errors transfer to their written work and they exhibit errors of syntax, punctuation and spelling.

English

Key Stage 2: Grade 3: Good features outweigh shortcomings

168. English is formally introduced in year 3 (Y3).

Good Features

169. In KS2, pupils listen well to their teachers' presentations and to each other in class discussions. A good number speak confidently in formal and informal situations, expressing views and offering spontaneous observations.

170. The reading standards of a considerable number of children are good. They read correctly with clear expression and appropriate intonation. They show a good understanding of the contents of the books they read, and can describe the characteristics of their favourite books.

171. Pupils make increasing use of their reading skills to gather information from books and other sources. They make correct use of dictionaries.

172. Pupils produce a variety of written work and they write confidently when using clear models and guidelines. Individuals write in extended mode, and their work shows mastery of register, syntax, punctuation and spelling conventions. Examples of this work are of a very good standard.

173. The standard of handwriting and presentation of work of a small minority of pupils is good.

Shortcomings

174. A significant minority of pupils lack the required confidence to discuss their work, and the responses received are brief.

175. Errors of syntax and spelling hamper the written work of a sizeable minority of pupils of middle and lower ability.

176. The handwriting of a significant number of pupils is untidy, and the presentation of their work is not always of an acceptable standard.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

177. In KS1, the pupils have a sound understanding of number bonds and patterns and they can read, arrange and write numbers confidently. They can count in

tens, identify odd and even numbers and correctly calculate 'more than' and 'fewer than' amounts. The more able pupils can explain their work well.

178. Pupils can name a number of two-dimensional (2D) mathematical shapes and can accurately describe their main characteristics. They know the days of the week and can describe the order of their day. They can tell the time correctly on an analogue clock to the hour and half hour.
179. They recognise the value of various items of coinage and can use them to calculate small amounts of money. In their measurement work, they use non-standard and standard measures effectively.
180. The pupils collect simple data and record it appropriately in various graphical forms. The more able pupils interpret the findings intelligently.
181. In KS2, a significant number of pupils make good progress in number work. They use an appropriate range of number operations confidently when solving mental and written calculations. The more able pupils work accurately.
182. The older pupils can name the most common angles correctly and can note the co-ordinates in 2D and 3D shapes. Overall, they use mathematical terms correctly.
183. Pupils handle different types of data appropriately. They gather and present information successfully, using graphs and tables.

Shortcomings

184. In both key stages, a significant number of pupils' ability to discuss their methods of working is under-developed.
185. In KS2, a sizeable minority of pupils has an insecure grasp of shape and measurement.
186. In both key stages, standards in pupils' presentation of work are variable.

Science

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good Features

187. In KS1, the pupils know the difference between animate and inanimate objects. They can name parts of the body correctly and they know the main features and purposes of their senses.

188. The older pupils are familiar with the properties of different materials and they use the correct terms to describe them. They have a good knowledge of light and sound sources. They can create an electrical circuit and explain how it works.
189. The pupils conduct a good range of investigations and the older pupils are able to suggest their own ideas for holding appropriate investigations. They understand the characteristics of fair testing and they make sensible predictions. By Y2, individuals are able to offer a simple explanation of their findings.
190. The pupils discuss their observations, and in the main they use correct terms. They record their work correctly in written, tabular and simple graphical forms. Examples of this work are of a good standard.
191. The more able pupils in KS2 make informed use of their knowledge to discuss scientific issues. They have a good understanding of electrical circuits and they know that some materials are better conductors or isolators of electricity. They can discuss the properties of different materials and can classify them correctly according to specific criteria.
192. They have a sound knowledge of life processes and living things. They understand the meaning of a balanced diet and can explain which foods are necessary in order to grow healthily. They can discuss the main organs of the body and can explain the effects of physical exercise on the heartbeat.
193. The majority of pupils have a sound awareness of the requirements of fair testing and can identify the variables that must be kept constant and which need to be changed. They offer their own ideas and work with a degree of independence. They use scientific terms correctly to discuss their observations.
194. The vast majority of pupils record the findings of their investigations in an orderly manner in graphs, tables and diagrams. Y5 and Y6 pupils make good use of their ICT skills to assist them in their work.

Shortcomings

195. In KS1, the ability of a small minority of pupils to discuss and record their investigations is under-developed.
196. In KS1, the knowledge and skills of the more able pupils have not been sufficiently extended.
197. In KS2, the ability of the more able pupils to design scientific investigations independently is insufficiently extended.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

198. In KS1, pupils work with an appropriate range of materials and components to create objects and models.

199. They create simple designs and select suitable materials for their products. They conduct purposeful research when considering aspects such as including moving parts in models and cards. They make effective use of simple mechanisms and axles in their models. Their making skills are good.

200. They record the steps taken to make their products appropriately. They conduct simple evaluations of their products, noting the improvements that could be made.

201. In KS2, pupils make purposeful use of equipment and materials to create different products. They look in detail at familiar products, such as picture frames, before making their own versions. They undertake appropriate investigations into different types of levers when creating a fairground wheel.

202. When discussing their products, they can explain which materials they have used and how they set about making them. They cut and join materials carefully in different ways and can offer simple evaluations of the finished products.

Shortcomings

203. In both key stages, the diagrams and designs produced by pupils are not sufficiently detailed to explain their ideas.

204. In KS2, pupils' ability to use a range of equipment, materials and techniques to design and make various models and artefacts is underdeveloped.

Information technology

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

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

Good Features

205. In KS1, pupils make confident and purposeful use of the mouse and keyboard.

206. The older pupils make good use of their word processing skills to present their written work. They can add capital letters and full stops, and can change the size of the print. They know how to print their work.
207. Pupils make effective use of various programs to reinforce their literacy and numeracy skills. They produce colourful pictures using graphics programs.
208. In KS2, the vast majority of pupils make purposeful and confident use of equipment and software. Pupils in Y5 and Y6 make good use of their skills, working independently and together on specific tasks.
209. The pupils load, save, retrieve and print their work correctly. They make effective use of their word processing skills to record their work and to display final copies of their written work. They can re-draft work and input pictures to illustrate their stories.
210. Pupils make good use of their skills to collect and handle information in their work across the curriculum. They can present information in various forms, including words, pictures, tables and graphs.
211. Pupils make appropriate use of their skills to gather and display data in various forms.

Shortcomings

212. In KS2, the data handling skills of the older pupils have not been sufficiently extended.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good Features

213. In KS1, pupils have an appropriate understanding of the concept of past and present. When discussing certain methods of farming in the past, the older pupils can meaningfully compare them with methods used today.
214. Individuals make correct use of words and phrases relating to the passage of time.
215. The older pupils can discuss with enthusiasm and interest the stories of some key historical figures. They record their work in different ways, including written and pictorial forms.

216. In KS2, the pupils have a sound awareness of chronology, in terms of some key periods in history, and they can identify the main characteristics and ways of life of people from these periods.

217. The pupils are well-informed about facts relating to the Second World War. They can interpret specific circumstances and dangers by examining artefacts from the period. They have a good awareness of the hardship of the period and they display an appropriate degree of empathy.

218. Pupils make good use of their skills of enquiry to assist them in their investigations. They use documents, books and information technology to assist them.

Shortcomings

219. In KS1, pupils' skills of historical enquiry are insufficiently extended.

220. In KS1, the older pupils' range of historical knowledge is limited.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

221. In KS1, pupils have a good knowledge and understanding of simple plans. They can record appropriate details and interpret them correctly when working on a plan of the classroom and the school site. They have an increasing grasp of terms relating to direction and location.

222. Pupils have a growing awareness of the location, features and character of their locality. They can collect and classify a range of evidence, such as the type of transport that passes the school and the types of jobs associated with the local area.

223. Pupils use appropriate vocabulary to describe the weather and they recognise the most common symbols.

224. In KS2, pupils have a general knowledge of the geographical features of Snowdonia National Park. They make purposeful use of the Internet in their studies to view, collate and present information. Through their study of Lesotho, pupils show a clear awareness of the main differences between the physical and human characteristics of Wales and a country that is less well developed economically. They come to understand the impact of landscape and climate on lifestyle. A considerable number of pupils use the appropriate geographical terminology when discussing their work.

Shortcomings

226. In both key stages, pupils' explanations, observations and viewpoints lack the required detail and depth.

227. Pupils' mapping skills have not developed sufficiently across both key stages.

Art

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

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

Good Features

228. In KS1, pupils are confident when working with a good range of media and resources. Their control of numerous techniques is developing well as they draw and paint from memory and observation, and they have a good understanding of line, shade, texture and tone. They emulate the work of famous artists, and they do so effectively.

229. Their awareness of the effects produced by experimenting with lighter and darker shades is good, and they produce effective mobiles with different materials.

230. They use effective techniques in their printing work and it is of good quality. The pupils make successful use of a computer program to create colourful pictures and patterns.

231. In KS2, the pupils exhibit a good awareness of perspective, line and tone, pattern and texture.

232. The pupils work confidently when making practical and imaginative responses to the methods and ideas of other artists, including artists from Wales. The more able pupils can discuss different styles with confidence. When discussing their own work, they make correct use of some art terminology.

233. Following detailed observations and investigations into the work of a particular artist, they produce an impressive 'collage'. They skilfully apply their knowledge and styles when emulating his work.

234. The pupils sketch confidently and create shades effectively. They make regular use of their sketchbooks to record information and observations.

235. In relation to other curriculum subjects, pupils in both key stages produce interesting and relevant 3D artwork.

236. The pupils have visited an art gallery and can discuss their impressions appropriately.

Shortcomings

237. In KS1, the pupils' ability to evaluate and discuss their own work and that of other artists is limited.

238. In KS2, pupils do not make sufficient use of art terminology when discussing their work.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

239. Pupils in KS1 know a variety of appropriate songs. When singing, they pay attention to certain musical elements.

240. They recognise untuned and tuned instruments and can name them correctly. They use them confidently to accompany some of their songs.

241. They conduct effective investigations into different sources of sound in order to compose simple pieces of music in response to a stimulus. They record their compositions in the form of a graphic score and follow it correctly when performing their work.

242. They show an appropriate understanding of some musical elements, such as slow and quick, and they compose and perform a short sequence effectively. They record their work and can offer a simple response.

243. When listening to music, they respond appropriately through movement.

244. In KS2, the pupils sing an appropriate range of songs and hymns. They show a good understanding of certain musical elements when singing.

245. They can maintain the beat and repeat rhythm correctly. They successfully combine both elements during composition and performance.

246. They investigate a range of sound sources in order to create a particular atmosphere. They make skilful use of untuned and tuned instruments in their compositions. They record their work in the form of a graphic score.

247. They listen to music of different styles. They express good ideas about what the music represents. They can note some elements they have heard and can express their opinions simply. They recognise certain instruments they hear in the music, and use musical vocabulary correctly.

248. Some pupils take advantage of instrumental tuition and this contributes to the standards achieved in the subject. They receive opportunities to perform and to provide an accompaniment in services and other school performances.

Shortcomings

249. In both key stages, the pupils do not evaluate their own compositions and performances sufficiently, and they have an uncertain knowledge of composers, including composers from Wales.

Physical education

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

252. In both key stages, the pupils apply themselves well to their warm-up and cooling-down exercises at the beginning and end of lessons.

253. In KS1, the pupils display effective control of their bodies as they create and present a sequence of different movements. They respond well to the music.

254. In KS2, the majority of pupils move confidently and the more able pupils can create and sustain movements that emphasise change of shape and level in a range of different activities. They work together purposefully in small group and paired situations. This work is of good quality.

255. In both key stages, the pupils observe and evaluate their performances appropriately. They have a good awareness of health and safety requirements.

256. In both key stages, the pupils are aware of the importance of physical exercise for their health and well-being.

257. Pupils' skills develop further in games sessions, such as netball, soccer and rugby and in swimming lessons. The boys and girls benefit from equal opportunities in their lessons.

Shortcomings

258. In KS2, a sizeable minority of pupils do not listen attentively enough and in sufficient detail to instructions.

Religious education

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

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

Good Features

259. In KS1, the pupils are well informed about stories from the Bible. They know the stories of some of the characters of the Old Testament and stories about the life of Jesus. They can recount them orally in their own words and record them in written form.

260. The pupils can give appropriate descriptions of the main features of the local church, together with the ceremony of baptism. They are aware of some of the ceremonies of Hinduism and can recall them effectively.

261. In KS2, pupils have a good knowledge of a range of stories from the Bible. They can elaborate on the Bible as a holy book, explaining the difference between the Old Testament and the New Testament.

262. Pupils discuss effectively a place that is special to them and they come to understand the significance of pilgrimage for believers.

263. The pupils are familiar with elements of other religions such as Hinduism and Judaism and can effectively discuss the significant features.

264. When discussing a local place of worship, the pupils are able to discuss the characteristics of the building well and can describe its function. They come to realise the significance of worship and to understand that the beliefs and practices of each individual must be respected.

265. In both key stages, the pupils have a good understanding of the main religious festivals. They compose effective and purposeful services for some of these festivals, such as the Festival of Thanksgiving.

266. In both key stages, the pupils understand the function of prayer and they compose purposeful prayers.

267. In both key stages, the pupils are aware of the importance of caring for others and for the world. They express clear views about the need to follow rules.

Shortcomings

268. In KS2, the pupils have an uncertain grasp of the significance of some of the stories in the New Testament.

School's response to the inspection

We are pleased that the inspection confirms that the school has made good progress since the last inspection. It is good to note that pupils' behaviour is very good and that the school achieves its aim of creating a homely and caring environment where pupils are appreciated and supported.

We appreciate the comments on the good features in the provision. We also appreciate the recommendations on addressing the shortcomings in some areas. The staff will work with the Governing Body and the LEA in giving attention to these key issues. As there is now stability in the staffing, we will be able to strengthen the monitoring role of the co-ordinators and the Governing Body.

The staff appreciate the professional manner in which the inspection was undertaken and would like to thank the inspectors for the productive discussions and observations, which will be of great support to us in moving the school forward.

The staff and Governing Body will prepare an appropriate action plan. The Governors' annual report to parents will report on the progress we will be making.

Appendix A

Basic information about the school

Name of school	Ysgol Gynradd Gymunedol Blaenporth
School type	Primary/Community
Age-range of pupils	4-11
Address of school	Lôn yr Ysgol Blaenporth Cardigan Ceredigion
Postcode	SA43 2BA
Telephone number	01239810479

Headteacher	Mrs A Williams
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr G Owen
Registered inspector	Miss D Morris
Dates of inspection	28-30 November, 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		4	5	2	3	6	8	7	35

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.6:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	17.5
Teacher (fte): class ratio	0.83:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Autumn 2004	-	95%
Spring 2005	96%	93.9%
Summer 2005	96%	96%

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

Appendix C

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

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	85.7%	In Wales	71.9%

- D Pupils who are excepted 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 four 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.
- 11 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.
- 22 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	Subjects
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5, 6, 7. Appendices	English, mathematics, science, history, physical education
Mrs R H Roberts Team Inspector	Key Questions 2, 3 ,4.	Provision for under-fives, Welsh, art, music, religious education
Mrs S Taylor Team Inspector	Contributions to key questions 1,3,4	Design and technology, information technology, geography
Mrs D Williams Lay Inspector	Contributions to key questions 1,3,4,7	
Mrs A Williams Headteacher	Nominee	

Acknowledgement

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

Contractors

Cwmni Blaen, Blaensarngoch, Llanboidy, Hendygywn ar Dâf, Carmarthenshire.
SA34 ODE

Report by Dorothy Morris
Y.G. Blaenporth, 28/11/05

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

The inspection of Ysgol Gynradd Gymunedol Blaenporth took place between 28 – 30 November, 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Summary

The school achieves its aim of creating a homely and caring environment where pupils are appreciated and supported. Since the last inspection, standards of achievement have risen in many subjects and the quality of provision has improved in many areas.

Table of grades awarded

Key question	Inspection grade
8 How well do learners achieve?	Grade 3
9 How effective are teaching, training and assessment?	Grade 3
10 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
11 How well are learners cared for, guided and supported?	Grade 2
12 How effective are leadership and strategic management?	Grade 3
13 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
14 How efficient are leaders and managers in using resources?	Grade 3

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%	45%	55%	0%	0%

Early Years

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

The standards of achievement of the under-fives 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 3
Physical development	Grade 3

Key Stage 1 (KS1) and Key Stage 2 (KS2)

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

Subject	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	-	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 2
Design and technology	Grade 3	Grade 3
Information Technology	Grade 2	Grade 2
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

The vast majority of pupils make consistent progress in their knowledge, understanding and skills, and they achieve the agreed learning goals.

The children in the Early Years make good progress in the key skills of listening, speaking, reading, writing, numeracy and in their use of information and communications technology (ICT).

In both key stages, good features outweigh shortcomings in pupils' standards and progress in speaking, listening, reading and writing Welsh across the curriculum. Overall, pupils make good progress in developing their oral skills. However, errors of syntax hamper the oral and written expression of a considerable number of pupils. In KS2, the English communication skills of the older pupils are good. The range of vocabulary and expression of a significant number of the younger pupils is limited.

In both key stages, the pupils make good use of their ICT skills to support their work across the curriculum. Pupils make appropriate use of their numeracy skills in other subjects, but their ability to use their skills in investigative tasks is insufficiently extended.

In both key stages, a considerable number of pupils' handwriting, and their presentation of work are untidy.

Pupils' attainments according to teacher assessments at the end of KS1 in 2005 in Welsh, mathematics and science were higher than county and national averages. Over the last three years the school's results have been consistently higher than county and national averages.

At the end of KS2, pupils' attainments according to teacher assessments in 2005 in Welsh, English, mathematics and science were higher than national and county averages. Over the last three years, the school's results have in the main shown consistent improvement.

In both key stages, good features outweigh shortcomings in the standards and progress of pupils' bilingual competence. The majority of pupils make good progress and an increasing number can communicate confidently in Welsh and English.

The majority of pupils work effectively together and their personal and social skills are developing well.

Pupils show good development in their creative skills across the school. More able pupils in KS1 and KS2 make good progress in their ability to investigate and solve problems. Overall, the problem solving skills of a good number of pupils in both key stages are under-developed.

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.

Pupils' understanding of equal opportunities issues is developing well. They respect the diversity of beliefs, attitudes and cultural traditions within society.

Pupils' behavior is very good. They are courteous and their relationship with each other and with adults is good.

Visits to places of educational interest, and their contributions to local activities, effectively extend pupils' understanding of their own community. However, their knowledge of the world of work is limited.

Pupils attend school regularly and they arrive punctually at the beginning of the day.

The quality of education and training

In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55 %	45%	0%	0%

The good features of the teaching observed include clear lesson objectives, purposeful direct teaching, good questioning and very effective use of group work.

Where there are shortcomings in the teaching, the tasks are not sufficiently challenging, the teaching lacks pace and insufficient attention is given to the requirements of the subject being studied.

The good features in the assessment procedures outweigh some shortcomings. The core subjects are assessed regularly and effectively. There is scope to make greater use of the information gained from assessment in planning future teaching and learning.

The school responds well to pupils' learning needs and interests and provides equal access to a broad curriculum. Overall, good attention is given to curriculum planning but there is room to develop further the curriculum planning and assessment

procedures in order to promote continuity and progression consistently in all subjects.

The quality of the provision for pupils with SEN is good and it fulfils the requirements of the Code of Practice.

The links with parents, and the other partnerships maintained by the school, are good.

Leadership and management

The school is led and managed effectively by a committed headteacher. She has a clear understanding of the future direction of the school and of what is required in order to secure further improvements.

The school development plan [SDP] identifies suitable targets for improvement and consistent progress is made in addressing the main targets set.

The school has a number of appropriate strategies for evaluating its educational provision. As a result of staffing changes at the school, the role of the subject co-ordinators is not fully implemented, particularly with regard to monitoring standards of achievement in the classroom.

The Governing Body offers the headteacher effective support in setting the strategic direction of the school. Through discussions with staff, members play an increasing role in monitoring the overall quality of provision. Their role in evaluating the standards of achievement has not been sufficiently developed.

The Governing Body meets regularly and fulfils all its regulatory and legal requirements. However, the content of the Governing Body's annual report to parents does not meet current requirements in full.

The buildings and learning accommodation are in a satisfactory condition but storage space at the school is generally limited.

The self-evaluation report produced by the headteacher and teachers prior to the inspection is clear and detailed. The inspection team concurred with the judgement made by the school in two of the seven key questions. Lower grades were awarded for the other questions.

The school has made good progress since the last inspection in addressing the vast majority of the key issues identified. The steps taken to raise standards have led to measurable improvements in pupils' standards of achievement in subjects such as Welsh, mathematics and science in KS2. The school has succeeded in improving the quality of provision in aspects such as strategic planning, the curriculum and resource management. There is still a need to extend the procedures for monitoring pupils' standards of achievement in classes.

Overall, the quantity and quality of teaching and learning resources are adequate and are easily accessible for pupils' use. The school provides value for money.

Recommendations

In order to build on the improvements, the school needs to:

- R1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings are identified;
- R2. further develop the planning and assessment procedures in order to promote continuity and progression consistently in all subjects;
- R3. extend pupils' Welsh literacy and numeracy skills across the curriculum;
- R4. extend the self-evaluation procedures and develop the role of the subject co-ordinators and the Governing Body in the process;
- R5. improve the standards of handwriting and presentation of work of a considerable number of pupils;
- R6. ensure that the content of Governing Body's annual report to parents satisfies the current requirements in full.

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 headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.