

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOL INSPECTIONS ACT 1996**

**YSGOL GYNRADD BRYNHERBERT  
LLANRHYSTUD  
CEREDIGION  
SY23 5EE**

**SCHOOL NUMBER: 667/2300**

**DATE OF INSPECTION: 27-28 MAY 2002**

**BY**

**MRS ELERI BETTS**

**REGISTERED INSPECTOR: W248/17717**

**DATE: 19 JULY 2002**

**UNDER ESTYN CONTRACT NUMBER: C/T/211/01P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

## **LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CD-ROM	-	Compact Disk - Read Only Memory
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
Y	-	Year

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## PART 2: THE INSPECTION SCHEDULE

### 1. CONTEXT

#### The school and its priorities

Ysgol Gymunedol Brynherbert is situated in a rural area between the villages of Cross Inn and Llanrhystyd, approximately eight miles south of Aberystwyth. The LEA is Ceredigion. It is an A Category school where the majority of subjects are taught through the medium of Welsh. Pupils come from the surrounding areas of Joppa, Trefenter and Rhydrosser. The area is neither prosperous nor economically disadvantaged. There are 23 pupils aged between four and eleven on roll. There is no nursery class. Around 38% come from homes where Welsh is the main language of the family; 5% come from an ethnic minority background. There are eight pupils on the SEN register, one of whom has a statement.

The aims and objectives of the school include enabling pupils to develop skills to their full potential and teaching pupils about the world and its developments while assisting them in their understanding of their cultural heritage and to be positive citizens of society as well as promoting an understanding of what is right, wrong and fair, in order to provide equal opportunities for all.

The school's priorities for this year are to develop the profile of the school, to raise standards in music, art and design and technology by making use of expertise and external consultancies and to ensure the effectiveness of SEN structures through consultancy, INSET and the new CoP, as well as buying resources to sustain and support pupils with SEN. The school succeeded in obtaining the Basic Skills Quality Mark accreditation in the spring term of 2001.

The school was last inspected in December 1996.

### 2. MAIN FINDINGS

#### The main findings of the report

Ysgol Gynradd Brynherbert has a special ethos. Pupils are provided with a variety of enriching experiences which stimulate their imagination and create in them a desire to learn. The quality of teaching and standards achieved are notable strengths of the school.

- Overall, the quality of the educational provision for under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning for children under five are as follows.

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good

Creative development	Satisfactory
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- In KS1 and KS2, standards in NC subjects and religious education are very good in around 35% of lessons, good in about 53% and satisfactory in the remainder.
- Standards in the statutory subjects of the curriculum are as follows:

	<b>KS1</b>	<b>KS2</b>
Welsh	Very good	Very good
English	Not applicable	Very good
Mathematics	Very good	Good
Science	Good	Good
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Good
History	Very good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Very good	Very good

- Overall, although the school has no key skills policy, standards in listening and speaking skills across the school are very good; in reading and writing, numeracy and ICT they are good. Pupils make extended contributions to discussions, read for information, write effectively for recording and creative purposes in a number of subjects, use skills in reasoning and analysing when handling data across a number of subjects and make good use of ICT in aspects of mathematics and science.
- Pupils' spiritual, moral, social and cultural development is very good. Whole school assemblies make a notable contribution to pupils' moral, social and spiritual development. Pupils show a clear awareness of the difference between right and wrong and are courteous and welcoming to visitors. They have a very good awareness of the culture and heritage of Wales and of other beliefs, races and cultures.
- Behaviour and attitudes are very good. Pupils show a good measure of self-discipline and a desire to work together. Older pupils are very caring of younger ones.
- Attendance and punctuality are satisfactory. Although no specific targets have been set, there are effective strategies to monitor and effect improvements.
- The quality of teaching is very good in around 59% of sessions and good in the remainder. Teachers have a good knowledge and understanding of the subjects they teach and are very good role models in the Welsh language. Work set meets the needs of pupils and expectations are high. Very effective use is made of a range of teaching techniques and strategies. Teachers' presentations are relevant and tasks are clearly explained.
- The quality of assessment, recording and reporting to parents is good. Teachers know pupils and their abilities very well. Children under five are assessed after they have been at the school for a short period. In KS1 and KS2 core subjects are assessed termly and

foundation subjects according to an external system adopted by the school. Detailed records are kept of pupils' progress. Reports for pupils in KS2 are of very good quality and include detailed comments, but the format of reports for children under five years of age has not been updated to correspond to the six areas of learning for under-fives.

- The quality of the curriculum is good; it is broad, purposeful and relevant. The curriculum for under fives provides appropriate opportunities for development across the six areas of learning, although space to implement them is limited. Teachers' planning is detailed, especially for the wide range of pupils in the class. The use of teachers' expertise in some subjects promotes high standards and good quality provision.
- The curriculum is enriched by visits to the community and beyond. A number of visitors come to school to share their experiences and expertise. A good range of tasks are provided for homework and extra-curricular provision is good. Aspects of the cwricwlwm Cymreig are introduced in a number of subjects. Attention given to PSE, including preparing pupils to be worthy citizens of their community is very good.
- Support, guidance and pupils' welfare is good. Pupils feel at home in an environment that is friendly, welcoming and caring. Equal opportunities are provided in all school activities and pupils have good guidance in relation to their work in class.
- The quality of provision and support for pupils with SEN is good. School guidelines conform with the requirement of the CoP. Provision for individual needs is good and there is good co-operation between teachers in drawing up IEPs. Overall, the majority of pupils with SEN make appropriate progress. Parents receive information on their children's progress and how to support their education.
- The school has developed a good and productive relationship with parents and the community, schools and other institutions. Parents contribute actively to school life and full use is made of members of the community by inviting them to concerts and assemblies. Local agencies are very supportive of the school and links with the secondary school to which the pupils are transferred are good.
- Links with industry are satisfactory. There are no policies or specific strategies for developing links with industry and business, and development is limited.
- The quality of self-evaluation and planning for improvement is very good. A culture of self-evaluation has been established and the contribution of the head to the process is of a very high standard. The SDP is a useful document that identifies priorities and strategies for implementation. The process of monitoring progress towards achieving targets set is very effective.
- The quality of leadership and efficiency is good. The school benefits from the high quality of leadership shown by the head. He has a clear vision for the school and pupils' education. Staff work well as a team when managing day to day affairs and as a result activities are obviously well organised. Spending is linked to the priorities in the SDP. Subject monitoring procedures are in place but these are not as yet sufficiently specific. Although the GB is supportive of the school, its role is underdeveloped. The GB is not sufficiently involved with school affairs and members have no curricular responsibilities.

- Staffing and resources are good and accommodation is satisfactory. Teachers are appropriately qualified. The classroom assistant makes an important contribution to the life and work of the school. The building is in good condition and kept in good order. Space, however, is limited, especially for the under-fives and for creative and practical activities such as physical education. Resources are handled carefully. Language and ICT resources have been added recently but there are still gaps in some areas of provision.
- Very good progress has been made in responding to the key issues identified in the last report. The school gives good value for money.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

The high standards in the vast majority of subjects and areas of learning are a strong feature of the school.

- For children under five years of age, standards are good in around 85% of sessions seen and satisfactory in the remainder. Children under five make good progress in each of the six areas of learning, except for physical development, which is satisfactory.
- In KS1 and KS2 standards in the subjects of the NC and religious education are very good in around 35% of lessons, good in about 53% and satisfactory in the remainder.
- In KS1 standards are very good in Welsh, mathematics, history and religious education, and good in science, information technology, geography, music, art and physical education. They are satisfactory in design and technology.
- In KS2, standards are very good in Welsh, English and religious education, good with very good features in mathematics, good in science, information technology, history, geography, music, art and physical education; they are satisfactory in design and technology.
- In NC KS1 tests in 2001 all pupils achieved level two in all core subjects, and in mathematics 50% of pupils had achieved level three.
- In NC KS2 tests in 2001 the percentage achieving level four and above was higher than the national average in the four core subjects. 75% of pupils achieved level five in English and 50% in mathematics.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards are very good in listening and speaking and good in reading and writing, numeracy and ICT.

- Across the school pupil' listening skills are very good and in both key stages they make very good use of speaking skills when answering questions purposefully, offering observations and sharing experiences. The majority of KS2 pupils make extended

contributions to discussions in a variety of subjects. They make very good use of speaking skills in their oral presentations to peers on a variety of subjects.

- The majority of pupils display good skills in reading for information across the curriculum. KS2 pupils show that their research skills develop effectively when preparing for their oral presentations.
- On levels appropriate to their age and ability, the majority of pupils make good progress when writing creatively and for recording purposes beyond language lessons. They demonstrate good development when writing in different forms and for various purposes.
- Pupils in both key stages use their skills in reasoning and analysing information effectively when handling data across a number of subjects.
- Pupils in both key stages make good use of their skills in ICT across the curriculum. They use the internet and CD-ROMs to collect information in a variety of subjects. The majority make effective use of ICT skills to support their work in aspects of mathematics and science. They develop skills in word processing to develop knowledge and understanding in different areas effectively.
- At present, there is no whole school planning to further develop key skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Spiritual, moral, social and cultural development is very good. This school has a special ethos.

- The school meets statutory requirements for collective worship. Assemblies make a very good contribution to pupils' spiritual, moral and social development and focus effectively on values and moral aspects. The contribution of assemblies to spiritual development is good.
- Across the curriculum pupils receive a variety of experiences that stimulate their imagination. They show good skills when reflecting and meditating in different situations.
- Pupils display a very good awareness of the difference between right and wrong; in KS2 their discussions on moral aspects and values are of a very high standard.
- Great emphasis is placed on showing respect towards pupils and on increasing self respect. They in turn show respect towards adults and peers as well as for other pupils' property and school property. They are very courteous and welcoming to visitors.
- Pupils develop a very good understanding of their relationship with the community and responsibility for the environment.

- Pupils across the school are very aware of those less fortunate in the locality and the wider world. They contribute well to charitable causes.
- Older pupils accept responsibility and work effectively in relation to a number of aspects to do with everyday school life.
- Pupils develop a very good awareness and knowledge of the culture and heritage of Wales. At the same time their awareness of other cultures and beliefs develops well, mainly through their activities in religious education and geography. A sound foundation is established for appreciation and respect for other cultures and respect for different races.

## **4.2 Behaviour and Attitudes**

Standards are very good.

- Pupils show a good measure of self-discipline and respect towards staff, visitors and fellow pupils; they are always courteous and eager to work together.
- Good behaviour is encouraged through examples of kindness and courtesy shown by teachers. Older pupils are very caring of younger pupils.
- The school has effective policies and guidelines to promote good behaviour and discipline and to prevent bullying.
- Pupils have a very positive attitude to their work.

## **4.3 Attendance**

Pupils' attendance and punctuality are satisfactory.

- Average attendance rates for the last three terms are around 94%.
- Although no specific targets are set, the school has effective strategies to monitor and effect improvement in levels.
- No instances of unauthorised absence were seen during the inspection.
- The school conforms with statutory requirements for registering pupils.

# **5. QUALITY OF EDUCATION**

## **5.1 Teaching**

The high quality of teaching is a notable strength of the school; it is very good in around 59% of sessions seen and good in the remainder.

- The quality of teaching for the under-fives was good in all sessions seen. In KS1 it is very good in around 59% of sessions and good in the remainder. In KS2 it is very good in around 64% of lessons seen and good in the remainder.
- Teachers have a good knowledge and understanding of the subjects they teach and are very good role models in relation to the Welsh language.
- Relationships between teachers and pupils are good, especially between the head and older pupils. They respect teachers' authority and are eager to please.
- Work provided in lessons meets pupils' needs and expectations are high. Differentiation in questioning and tasks which meet the needs of different abilities and ages within classes is a significant feature of teaching in the majority of lessons.
- Very effective use is made of a range of teaching techniques and purposeful organisation strategies to meet the needs of different lessons. The very good deployment of learning materials, including an interactive whiteboard, in KS2, makes an important contribution to the high quality of teaching.
- In the majority of sessions lesson structure is very good. Introductions are relevant and the pace is very appropriate. Explanations are clear and very effective support is provided for pupils when involved in tasks.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting to parents is good overall.

- Teachers know pupils very well and are very well aware of their abilities, progress and standards.
- The school has an assessment policy, which sets out guidelines and specific strategies for assessment.
- Children under five are assessed according to the LEA baseline after they have been in the school for a short period. The school responds to any problems which arise from these results. It is a starting point for pupils' individual profiles, which develop into full records of their progress throughout the school.
- In KS1 and KS2 pupils are assessed in different aspects of core subjects on a termly basis and in the foundation subjects according to an external system adopted by the school.
- Examples of assessed work are kept in pupils' individual profiles. These are dated, but do not contain detailed comments on the context of the task or level achieved.
- Teachers keep detailed records of pupils' progress, including their development and experiences in reading.
- Arrangements for reporting back to parents and presenting reports is good across both key stages. Those for pupils in KS2 are of a very high standard and contain detailed

comments, giving a clear picture of pupils' achievement. However, comments for children under five years of age are not clear as the format has not been updated to correspond with the six areas of learning.

### **5.3 Curriculum**

The quality of the curriculum is good; it is broad, balanced and relevant.

- The curriculum for the under-fives provides appropriate opportunities for development across the six areas of learning although space for their implementation is limited.
- The school has policies for all NC curriculum subjects and religious education; they are clear in their format and concise in content.
- Schemes of work show the skills to be developed across six themes over two years. Planning is detailed, especially for the class that includes reception children, KS1 and Y3 pupils. Planning for Y3 pupils includes moving them between classes for different subjects; good differentiation is provided in each lesson.
- Staff subject responsibilities are shared on a key stage basis in a substantial number of subjects. Teacher expertise is used in some subjects to plan and teach across the school; this ensures higher standards and good quality provision.
- The curriculum is enriched by visits to the community and further afield, for example Saint Fagans, St Davids, the Arts Centre and the local church. Visits often contribute to the provision for the cwricwlwm Cymreig.
- Many visitors come to school to share their experiences and expertise with pupils. Curricular provision is enriched by local residents and music experts.
- A good variety of tasks are provided for homework; these include project work for oral presentations. A homework club is held after school.
- Provision for extra-curricular activities is good, and includes cricket, a football club and the Urdd.
- A notable feature of curricular provision is the special attention given to PSE, in line with ACCAC guidance, which includes preparing pupils to be worthy citizens of their community, their country and the world.

### **5.4 Support, Guidance and Pupils' Welfare**

Support and guidance is good.

- The school's pastoral care is good; pupils feel happy in an environment that is homely, friendly, welcoming and caring.

- Teachers and support staff know pupils well who, in turn, find it easy to ask for help and guidance. Equal opportunities are provided for pupils in all school activities.
- Pupils have very good guidance in relation to their class work.
- Appropriate attention is given to health and sex education within the curriculum; sex education is taught in a sensitive manner as part of science provision. The provision for this aspect is being reviewed.
- The school's policy for child protection conforms with statutory requirements; the head is the co-ordinator.
- The head is responsible for first aid; he has relevant qualifications and those of the remainder of the staff have been updated.
- Arrangements for contacting parents, when necessary during the day, are good.
- A health and safety matter was discussed with the head and GB during the inspection.
- The school is in partnership with a local teacher training institution.

## **5.5 Provision for Pupils with SEN**

Provision and support for pupils with SEN is good.

- School guidelines conform with the requirements of the CoP.
- Aspects of SEN feature in the present SDP and the school is making good progress in implementing targets set.
- The head is the SENCO and he shares responsibility for SEN with the support teacher. The head is also the governor with responsibility for SEN.
- The classroom assistant makes an important contribution to the one-to-one provision for the statemented pupil.
- Provision for individual needs is good. Co-operation between teachers in drawing up IEPs is also good and very effective use is made of the contribution of the classroom assistant in planning for the pupil who is statemented.
- To a great extent, each one of the pupils with SEN receives a broad and balanced curriculum, including experiences in information technology.
- Although class teachers provide very effective differentiation within classes, teachers' planning makes no reference to differentiated work for pupils with SEN or for more able pupils.
- On the whole the majority of pupils with SEN make good progress; a record of their development and examples of work are kept.

- Parents of pupils with SEN receive information on their children's progress and are advised on how to support them.
- Links and support for the statemented pupil are good. However, outside agencies do not always provide appropriate support in relation to other aspects of SEN.
- The building has been adapted for pupils with physical disabilities.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has developed a good and productive relationship with parents and community, schools and other institutions.

- A formal partnership agreement to promote good relationships has been established between home and school.
- Parents contribute actively to the life of the school by raising extra money and helping with activities both inside and outside the classroom.
- Parents are informed consistently of school activities, including visits.
- Close links are established with the community by inviting parents and friends to school to attend concerts and services.
- Good social, administrative and curriculum links have been established with the secondary schools to which pupils are transferred.
- Local agencies and societies, which include teacher training and the local Young Farmer's Club, are very supportive of the school. The Young Farmers use the school building on a regular basis.

## **5.7 Partnership with Industry**

Links with industry are satisfactory.

- Although no policy or specific strategy exists, the school is gradually developing links with industry and business. Pupils are engaged in preparations for producing a newspaper that will be sold in local shops.
- Links with ELWa have been developed and arrangements have been made for the head to attend a course in the main Post Office in Cardiff.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is very good.

- A culture of self-evaluation has been established very effectively in the school and the head's contribution to the process is of a very high standard. Documentation produced is appropriate and of very good quality.
- Recently a detailed analysis was made of the school's strengths and shortcomings. The SDP is a useful document that identifies appropriate priorities and strategies for achieving them. Actions are costed carefully. The process of monitoring towards achieving targets is very effective.
- Effective use is made of national and LEA data to compare aspects of the school's performance against other schools. The school makes very good use of information on pupils' standards of achievement in their oral, written and practical work, in order to identify measurable and challenging targets for pupils in core subjects.

### **6.2 Leadership and Efficiency**

The quality of leadership and efficiency is good.

- The school benefits from the head's high standard of leadership. He has a clear vision for the school and pupils' education. He shows initiative in every aspect of the role and leads by example. He has no administrative help or non-contact time except for the short period when the class are taught by the music specialist.
- Staff responsibilities are appropriate and have been clearly identified in job descriptions. Staff work well as a team when managing day-to-day arrangements; consequently no time is wasted and all activities are orderly.
- The SDP is a very effective tool for school development. The head is clear on the current areas for improvement. During the last two years the school has worked effectively through the SDP to achieve the key issues identified in the last inspection report.
- Spending is linked to the priorities of the SDP and it is managed effectively by the head.
- INSET provided for staff meets the needs of the school and SPD. Staff have purposeful targets which are revised regularly.
- Subject monitoring strategies are in place but they are not yet sufficiently specific.
- Although the GB is supportive of the school its role is underdeveloped; it is not sufficiently involved in school matters and members have no curricular responsibilities.
- The school gives good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing and resources are good and accommodation is satisfactory.

- There are a sufficient number of teachers for the number of pupils; the school makes appropriate arrangements to move pupils between classes in some subjects, in order to ensure a balance in numbers between the two members of staff.
- Teachers are appropriately qualified to teach pupils of primary age and the distribution of subject responsibilities matches staff interest and expertise.
- Good use is made of the classroom assistant in the everyday life of the school, and sufficient time is provided for her to enable her to carry out her main duties. She makes a notable contribution to the life and work of the school. Good use is also made of specialist teachers to ensure high expectations and standards.
- The building is in good condition and kept in good order. The space within the school, however, is limited, especially in the class containing the younger pupils. There is little room for practical and creative activities and there is insufficient space for a range of large equipment for children under five; as there is no hall, physical education lessons are held in the yard, weather permitting. The classrooms are used for whole school assemblies and for eating lunch. There is no staff room.
- Rooms are well organised for a variety of teaching strategies and to ensure provision for a balanced curriculum. Good use is made of the extension at the back of the school for supporting individuals in their tasks.
- There is insufficient room for storing subject resources; however, the school stores them neatly and as conveniently as possible.
- Displays on school walls are attractive and colourful and reflect the curriculum provided and pupils' work; they enrich learning.
- The school has good quality resources across all curriculum subjects; teachers and pupils handle them with care and regular use is made of them. Lately information books in English and Welsh and resources in information technology have been acquired. There are still gaps in some areas, for example equipment for children under five years of age and ICT.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

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

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

## **Good features**

- Development in language, literacy and communication skills is good. Children listen intently and show an interest in listening to stories. Their oral language benefits from hearing the extended responses of a number of pupils in KS1. They show an understanding of all classroom instructions and read with enjoyment. They form letters correctly and can identify sounds at the start, middle and end of words. The more able can write independently and write simple descriptions of their homes and parents.
- Personal and social development is good. Children behave well in class and whole school sessions. They conform well with daily routines and are ready to wait their turn. They learn many basic rules and social skills as they observe older children. They show respect towards classroom objects and an awareness of what is right and wrong, and know what is expected of them. They are aware of the need for hygiene and rules ensuring safety.
- Mathematical development is good. Children can count forwards and backwards to ten and further. They are able to solve simple number bond problems. They match numbers correctly and can create simple sequences. Their mathematical language develops well as they use terminology such as tallest and biggest and when naming shapes. They understand simple elements of measure and can recognise basic coins. They are aware of how hours are indicated on the clock.
- Development in knowledge and understanding of the world is good. Children can identify what they see on the journey to school. They understand the effect of electricity and information technology on their lives and realise that there are many sources of light. They understand the features of life during day and night and that some materials change when they heat and melt.
- Creative development is good. Children have opportunities to mix paint and see colours change. They create simple pictures by printing with fingers, hands and small objects of different shapes. They can recall the words of a number of nursery rhymes and songs and can clap and keep a simple rhythm. They have opportunities to role play from time to time and respond appropriately.
- Physical development is satisfactory. Children show satisfactory skills when throwing and catching a ball. They handle small table equipment satisfactorily when playing games and forming sequences. They show a good awareness of space when taking part in physical sessions in the yard.

## **Shortcomings**

- There are no major shortcomings but limitations of space in the classroom affects children's abilities to make choices, role play in a variety of situations and investigate. They have insufficient opportunities to develop climbing, sliding, pulling and pushing skills when playing on large equipment.

## Welsh

Standards are very good in both key stages.

### Good features

- In KS1 pupils listen very well. They are eager to listen to stories and to their peers' responses to stories.
- Although the linguistic background of pupils is varied, all pupils in KS1 speak very well. They are confident when asking questions in whole school sessions. Many use extended language, including good use of adjectives, comparisons, idioms and the dialect of the area.
- Pupils in KS1 read very well. They are eager to read aloud and understand the purpose of quotations. They read conversations and dialogues in stories with expression. They can give reasons for enjoying their stories and characters.
- In their written tasks, pupils in KS1 show a very good knowledge of language. They know how to use many parts of speech, such as verb tenses and plural forms. They use capital letters and punctuation marks correctly.
- In KS1 pupils understand the need for varying writing according to the purpose of the task. They write very well about their feelings, can compose appropriate letters to say thank you for presents and produce interesting portraits of members of their family. They write poetry of a high standard about their homes.
- Pupils in KS2 listen intently to presentations and directions, to stories read and to information shared.
- Pupils in KS2 make very good progress orally. When giving oral presentations, the more able pupils understand how to attract an audience and introduce information in an interesting manner. All respond especially well orally when undertaking the role of a chairperson in group discussions. They can express choices available to characters in a story, explaining clearly the options and listing the advantages and disadvantages of the choice made. In plenaries at the end of the sessions they respond with enthusiasm when sharing experiences.
- Pupils in KS2 read very well. They respond well to the material they read, including factual material. They interpret correctly and can quote from their reading when explaining a point of view. They read confidently in whole school assemblies.
- Written work in KS2 is of very high standard. Pupils understand the conventions of writing dialogues and diaries. They use language correctly to record opinion. They write letters, responses and reviews of stories and compose sensitive poetry. They show a good awareness of paragraphs.
- Younger pupils understand how a dictionary works and older pupils use a dictionary and thesaurus regularly to check and correct their work and to learn more about language structures.

- The school has recently paid much attention to spelling and pupils have responded well to this; as a result spelling is good and often very good.
- Pupils in both key stages present their work neatly and their handwriting across the school is of a very high standard.

## **English**

Standards are very good. In line with the LEA policy for A Category schools, English is not formally taught in KS1.

### **Good features**

- Pupils in KS2 are very good listeners and confident speakers. They speak very well for a wide range of purposes. They voice their opinions clearly and take part in improvised language activities, choosing the appropriate oral register. They develop good questioning skills as part of an audience in their peers' oral presentations.
- Pupils in KS2 read very fluently. They understand fully the difference between fact and fiction and use terminology associated with books well. They evaluate the design and presentation of a book and how this encourages and sustains the reader's interest. Their reading is meaningful.
- Pupils in KS2 show a very good understanding of language structures when using prepositions and adjectives. They compose effective poems on the Autumn, concise file-o-facts, interesting reviews giving a clear opinion and complicated lists of rules.
- Pupils in KS2 use dictionaries and thesauri regularly to improve their creative writing. Their spelling and handwriting makes very good progress.

## **Mathematics**

Standards are very good in KS1 and are good with very good aspects in KS2.

### **Good features**

- Across both key stages, the majority of pupils develop a very good mathematical terminology.
- In KS1, pupils achieve very good standards in their understanding of number and money value. In Y1 they distinguish between odd and even numbers very effectively.
- Pupils across KS1 add and take away correctly, counting forwards and backwards in steps of different amounts. By Y2 they discuss hundreds and thousands well. Across the key stage, the majority solve number and money problems very effectively.

- By the end of the period the majority of Y2 pupils have a very good grasp of their two, three, four, five, six and 10 times tables. They respond quickly to tasks in mental mathematics.
- Pupils in KS1 classify objects according to size and shape very effectively and develop a very good understanding of length and weight. Across the key stage they begin to recognise two and three dimensional shapes; by the end of the key stage the majority can discuss features of these very effectively.
- When recording a variety of information, pupils in KS1 show very good development in forming simple graphs; they make good use of the computer in these tasks.
- Pupils in KS1 show good skills in estimation and rounding up numbers and measure correctly when using centimetres.
- By the end of KS1 the majority of pupils develop a very good understanding of fractions and time.
- Across KS2 pupils develop a good grasp of number and money and have a sound knowledge of length, weight and volume.
- Pupils in KS2 develop very good skills in mental mathematics. They make very effective use of their increasing knowledge of tables when dividing and multiplying. They discuss a variety of facts related to different numbers very confidently, including the place value of different digits, identifying fractions and square numbers and different ways of making totals.
- Pupils in KS2 have a very good understanding of large numbers and discuss terms such as ten thousand and million very effectively; they make good use of calculators to check their work.
- Pupils at the lower end of KS2 have a good comprehension of fractions. By the end of the key stage, most older ones understand well the links between fractions, percentages and decimals.
- Across KS2 pupils' understanding of angles is good. They measure the surface of different shapes effectively and have a good grasp of two and three dimensional shapes and their features. They display a good knowledge of four-digit co-ordinates and make good use of this in map work.
- The majority of older pupils are familiar with the terms range, median and mean and can apply them well.
- On levels appropriate to their age and ability, pupils' skills in investigation and problem solving develop well.
- In KS2 pupils make effective use of their skills in recording, data handling and forming graphs to present findings.

## Science

Standards are good in both key stages.

### Good features

- Pupils in both key stages develop a good scientific vocabulary. They are aware of science around them and show a good understanding of their responsibility towards the environment.
- Pupils in KS1 develop a sound knowledge of different flowers, fruits and vegetables. During investigations, they develop a good awareness of the elements needed for seeds to grow.
- Pupils in KS1 classify different kinds of animals and birds effectively and have a good knowledge of how to look after pets. In their work on materials, they become aware of different features and distribute them effectively.
- Pupils in KS1 are aware of light sources and the importance of electricity in the home as well as the dangers it can cause. When investigating simple circuits, they begin to understand the need for a complete circuit to make electrical devices work. They make effective use of investigative skills when they change sounds in different ways.
- The majority of pupils in KS1 begin to develop an awareness of the importance of a fair test when they realise that vehicles can travel faster and a ball can bounce higher on different kinds of surfaces.
- Pupils in KS1 show good skills in predicting and experimenting when differentiating between magnetic and non-magnetic materials and when investigating solids, liquids and gases.
- Pupils in KS2 develop a good knowledge of bones and the important organs of the body; they describe the function of the heart as a pump very effectively. They have an appropriate knowledge about the mouth and teeth and show an appropriate understanding of the importance of looking after teeth.
- Pupils in KS2 have an appropriate knowledge of the importance of healthy eating and keeping fit. They investigate effectively when discovering the effect of exercise on the heartbeat.
- Pupils in KS2 have a good grasp of different materials. They experiment effectively with different ones when making a parachute and the majority show effective skills when planning an experiment to discover the best material to make an umbrella. They develop a good understanding of those materials that conduct electricity, discuss a variety of circuits in relation to the strength of light and investigate these effectively when identifying materials that conduct electricity.
- The majority of KS2 pupils show good investigative skills when making a survey of height, shoe sizes and the arm length of fellow pupils. They present their findings effectively in tabular form.

- Pupils in KS2 have a good knowledge of solids, liquids and gases; they experiment with the process of separating water and earth effectively. The majority understand well the concepts of shadows and reflection.
- Across KS2, pupils' skills in planning experiments develop very well. They record their results very effectively in a variety of ways. They show that their understanding of the concept of a fair test progresses effectively.

### **Shortcomings**

- There are no major shortcomings but pupils' skills in using information technology to present the results of their investigative work are not sufficiently developed.

## **Design and technology**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 develop relevant making skills when producing moving vehicles. They make appropriate use of the roamer.
- Pupils' planning skills in KS1 begin to develop effectively when concentrating on the process of designing wallpaper and fridge magnets.
- In Y3 and Y4 pupils develop the practice of giving appropriate ideas when choosing materials for making decorative boxes.
- Y5 and Y6 offer interesting ideas when discussing how to build a shelter for birds.
- The majority of pupils in KS2 show that their making skills are effective when producing moving vehicles, musical instruments and picture frames. They make appropriate use of control technology.

### **Shortcomings**

- The majority of pupils in both key stages have insufficiently developed skills in planning the steps needed to produce a finished product.
- Pupils' skills in evaluating design and technology processes are underdeveloped.

## **Information technology**

Standards are good in both key stages.

### **Good features**

- Across both key stages pupils' use of information technology terminology develops effectively. They respond well to lessons where specific skills are taught and to the use of information technology across subjects.
- Pupils in both key stages understand the importance of information technology in the world around them. The regular use made of the overhead projector, laptop computer, PowerPoint and the interactive whiteboard promotes their awareness regularly.
- Pupils in KS1 understand the basics of word processing and their keyboard skills are developing well. They understand the function of the space bar and delete key; they can change font and colour and can select the magnifier to observe their work clearly. They understand how to create a greetings card on the computer.
- KS1 pupils use computer games well and can model correctly when dressing a teddy on screen.
- KS1 pupils use a listening station sensibly to listen to their favourite stories.
- Pupils in KS2 develop good word processing skills across a number of subjects. They understand that the computer is used sometimes for redrafting and at other times for presentation purposes.
- KS2 pupils produce effective graphs when recording colour of eyes and favourite television programmes. They produce effective work in data handling when recording favourite games, shoe sizes and ages. They have experiences in using Superlogo and graphics.
- Pupils in KS2 obtain information from a collection of CD-ROMs and receive information from the web, for example they have visited the Urdd and Llechwedd slate quarry sites and have found information on world famous heroes and on the age of the Tudors.
- In KS2 pupils send e-mail to a nearby school and to important members of the community.

### **Shortcomings**

- There are no major shortcomings, but opportunities are lost occasionally in both key stages to use information technology in a variety of activities.

## History

Standards are very good in KS1 and are good in KS2.

### Good features

- Across both key stages, on levels appropriate to their age and ability, pupils develop a good historical vocabulary.
- KS1 pupils' awareness of the past develops very effectively, for example when listening to adults speaking about their childhood games and school life long ago, and the respect shown for Sunday.
- Pupils in KS1 make effective use of artefacts and pictures as well as a visit to a museum to extend their knowledge of the local area and rural life during the first half of the last century and the life and work of the drovers in the nineteenth century. They begin to draw comparisons with the present effectively.
- Pupils in KS1 make very good use of historical stories, including those from Wales, to develop chronological skills and to promote their awareness of the past.
- Pupils in KS1 develop a familiarity with ancient history by looking at the homes of the Celts and making good use of a timeline to show the change in houses and travelling across the centuries.
- Pupils across KS2 show a good knowledge and understanding of life at the time of the Celts; they are aware of the farmer's work and the importance of the situation of the hillfort. They make good use of their visit to Castell Henllys to consolidate their understanding.
- Pupils in KS2 make good use of investigational skills to find relevant information on different elements in people's lives during the Tudor age; they are aware of the differences in the lives of the rich and poor.
- KS2 pupils offer appropriate reasons for translating the Bible into Welsh. They understand the hard work involved in the task and discuss the importance of the work of William Morgan not only to his contemporaries but to the future of the Welsh language.
- When studying the history of the Rebecca Riots, pupils in KS2 show a good understanding of the quality of life in rural Wales during the first half of the nineteenth century; they show a good understanding of the reasons for the riots.
- Pupils in KS2 show a good awareness of the effect of the Industrial Revolution and the changes to society during the reign of Queen Victoria and the effects of some of these to the lives of the people.
- Pupils in KS2 are aware of poverty during the nineteenth century and of the sorry state of children in the factories and coal mines. They have a good understanding of the contribution of people like Shaftsbury as they tried to improve the quality of the lives of the poor.

- Pupils in KS2 develop a good knowledge of the reasons for the Second World War and everyday life during the period. They are aware of the effects of the Blitz and have a good knowledge about the plight of evacuees.

### **Shortcomings**

- There are no major shortcomings, but a number of pupils in KS2 are unsure of the chronology of the periods studied.

## **Geography**

Standards are good in both key stages.

### **Good features**

- In both key stages pupils develop a good geographical vocabulary.
- In KS1 pupils develop a good knowledge of the local area. They are aware of the jobs and services supporting the neighbourhood.
- In KS1 pupils are aware of the location of the area on a map of Ceredigion and Wales. They are also aware of the different countries on a map of Britain.
- Pupils in KS1 develop a good knowledge of the location of a nearby town and begin to draw appropriate comparisons with the local area.
- Pupils in KS1 have an awareness of locations in a country which is developing economically and compare aspects of children's life there with their own lives.
- KS1 pupils' mapping skills start to develop when drawing plans, looking at simple maps and using directions and references. They offer interesting ideas on how to improve the school yard. They make effective use of weather symbols and develop an appropriate knowledge of how people mistreat the environment.
- Pupils in KS2 make good use of the experience of visiting a nearby seaside town when comparing aspects with features of their own locality. They show effective skills when observing photographs and artefacts and display good recording skills when focusing on aspects that are similar and dissimilar.
- Pupils in KS2 develop a good knowledge of a contrasting area in North Wales by using photographs and maps effectively. Their skills of comparing this area with their own area develop well.
- Across KS2, pupils use a range of maps effectively. They use the points of the compass and four figure grid references effectively.

- Pupils in KS2 demonstrate a good understanding of a number of features connected to the landscape, the weather and the way of life in a Caribbean island. They make good use of maps in this work.
- Pupils in KS2 are aware of the dangers to the local environment and the wider world; they discuss the advantages of living in the country effectively.

### **Shortcomings**

- There are no major shortcomings, but the mapping skills and field work of a minority of pupils are insufficiently developed.

### **Art**

Standards are good in both key stages.

### **Good features**

- Pupils in KS1 understand that some colours are appropriate for providing a winter or summer background; they mix colours and co-ordinate them effectively.
- Pupils in KS1 work together to create an effective collage depicting the characters in stories they read. They use a variety of materials and techniques to make striking pictures.
- Pupils in KS1 have a good awareness of shape, pattern and colour when making simple prints using fingers, hands and vegetables of different shapes.
- In their study of the story of Elmer the Elephant, pupils in KS1 understand the importance of colour and pattern.
- In their visits to the local Arts Centre, pupils in KS1 produce effective abstract pictures using wax and a variety of paper. They show a satisfactory awareness of shape, colour, line and tone. They make masks which show good use of colour and shape.
- Pupils in KS1 observe objects and landscapes and begin to realise the importance of co-ordinating colour to show perspective.
- In KS2 pupils understand the use of primary colours for making other colours.
- Pupils in KS2 understand that ordinary objects can be used as artefacts for art when they decorate bottles and glass jars with paint and coloured pens in their work on recycling.
- Pupils' work in KS2 forms an attractive display of book covers. They create an effective mural of buildings when working together in sand, paint, cardboard and string; they share ideas with peers.
- Pupils in KS2 produce work of a very high standard in a clay workshop with Jean Paul Landreaux; the pottery produced is of a very high standard.

- KS2 pupils produce effective sketches of fruit using charcoal; they show good shading techniques in this work.
- Pupils in KS2 use a computer program to draw effective pictures. They create interesting printing patterns using everyday objects on the theme of seasons.

### **Shortcomings**

- There are no major shortcomings but lack of space to set out group work which extends over a number of sessions limits pupils' experiences and pupils do not have enough experience in emulating the work of famous artists.

### **Music**

Standards are good in both key stages.

#### **Good features**

- Pupils' musical terminology develops well in both key stages.
- Pupils in KS1 sing enthusiastically and the majority keep correct intonation and rhythm; they sing a variety of songs, including nursery rhymes, songs and modern and traditional hymns.
- The majority of pupils in KS1 recognise and name a number of untuned instruments; they understand that some instruments are more appropriate than others to convey different effects.
- Pupils in KS1 co-operate well when composing together. They understand the need to follow simple rules and a measure of self-discipline at the start of a performance and when conveying tone and dynamics.
- In KS1 pupils respond well to the role of a conductor and to instructions to play quietly and loudly.
- Pupils in KS2 sing tunefully and pronounce words well. They understand the need to vary the quality of the voice for different kinds of music.
- When playing recorders, pupils in KS2 show good skills in fingering and tonguing; they can hold notes out to their full value. The majority who play ocarinas have a good awareness of rhythm.
- Pupils in KS2 concentrate well when listening to music. They show a good understanding of dynamics and can identify vocal and instrumental elements in a composition.
- Pupils in KS2 have a good knowledge of the work of Beethoven and some can identify the main features of his work.

- Pupils in KS2 have opportunities to receive extra tuition for a number of instruments, including guitar.
- In KS2 pupils evaluate and analyse the work of famous composers. They can identify what planet is represented in the work of Gustav Holst and how Elgar conveys his feelings in his music.

### **Shortcomings**

- There are no major shortcomings, but pupils in both key stages do not have sufficient opportunities to learn about composers from Wales and what influences their compositions.

### **Physical education**

Standards are good in both key stages.

#### **Good features**

- Pupils across the school dress appropriately for physical education activities. They are aware of the need to discard any items of jewellery which are a threat to safety during sessions.
- Pupils in both key stages understand the need to flex and warm up muscles before working the body hard. They exercise sensibly in both warming up and cooling down periods.
- Pupils in KS1 have a good awareness of space and when warming up follow instructions well, changing direction according to instructions. They show a good measure of self-discipline when jogging, walking and running and avoiding others.
- Across KS1 pupils develop good skills in throwing and catching bean bags. They aim, throw and catch a ball well.
- Pupils in KS1 work well in pairs and groups and are eager to show their skills to others.
- Pupils in KS2 follow instructions well in activities that extend their skills in throwing, aiming, bowling and batting. They work well in pairs and display a desire to play fairly. They take part enthusiastically when competing against other members of the class.
- Pupils in KS2 take responsibility for preparing equipment for sessions and putting it away at the end.
- Older KS2 pupils experience adventure activities on a residential course during the summer term.
- Pupils in both key stages have experiences in athletics when preparing for the area sports in the summer.

- Pupils across the school have opportunities to benefit from outside expertise in rugby and soccer. They also benefit from training in dance by a local dance company; they take part in folk dancing and in creative dancing. They play cricket in the cricket club provided for them. They all experience taking part in teams, and equal opportunities are provided for girls and boys in all aspects of the subject.
- Swimming lessons are provided for KS2; evidence suggests that they achieve the standard expected at the age of eleven according to the pool's award system.

### **Shortcomings**

- There are no major shortcomings, but the nature of the building limits gymnastic activities to floor work only, and the yard is not always appropriate for a range of activities.

### **Religious education**

Standards are very good in both key stages.

#### **Good features**

- Across both key stages, the majority of pupils have a very good understanding of holidays and Christian celebrations.
- Pupils in both key stages show a good understanding of the importance of prayer in religions and worship and write effective prayers of thanks.
- Pupils in KS1 have a very good knowledge of stories from the Old and New Testament. They recall, for example, the history of Jesus in the temple very effectively. They have a good knowledge about the disciples and the stories of Jesus healing the sick.
- Following a visit to a church, pupils in KS1 show a very good understanding of different parts of the building. They discuss a baptism ceremony very effectively and show a good understanding of artefacts related to the ceremony. They have a good awareness of the work of the local vicar. Pupils in KS1 are aware of the story of creation; they show great interest in the world around them and have good understanding of their responsibility for the environment.
- Pupils in KS1 are aware of the importance of the Torah to the Jewish religion and its festival of light. They make effective use of the story of Rama and Sita to extend their understanding of the Hindu religion and Diwali celebrations.
- KS1 pupils discuss different feelings and the virtues of friends very effectively.
- Pupils in KS2 have a very good knowledge of the books of the Bible and refer very effectively to the Epistles, Psalms and the Book of Proverbs. They also have a very good knowledge of different elements of the life and work of Jesus and show very good understanding of how Christmas is celebrated in different countries.

- Pupils in KS2 also make good use of a visit to a local church and build on experiences in KS1 in relation to their awareness of the importance of different parts of the building.
- Pupils in KS2 have a very good knowledge of the history of Holy Week and Easter and make effective use of artefacts to develop a very good understanding of the communion service and the significance of this to Christians.
- In KS2 pupils show good knowledge about the followers of Jesus throughout the ages and discuss the work of individuals such as Shaftsbury, Martin Luther King and Mother Teresa very effectively.
- Pupils in KS2 understand the symbolism of light in religions such as Christianity, Judaism and Hinduism. They show a good knowledge of Judaism, including their festivals and of the different gods in the Hindu religion.
- Pupils in KS2 are very aware of the importance of rules in life; they make good use of their knowledge of the Ten Commandments. They discuss a number of concepts, including faithfulness, justice and racism very effectively. They develop a good understanding of their responsibilities as the guardians of God's creation.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school has made very good progress in responding to the key issues which were identified in the 1996 inspection report.

#### **1. Place more emphasis on the planning and development of pupils' skills in order to ensure consistent progression in all subjects.**

- In February 2002, the school began to formulate weekly forecasts and mid-term plans in order to record skills and concepts uniformly across the school. Planning during this inspection is detailed and clearly records skills to be taught in each subject.

#### **2. Raise pupils' standards in speaking in KS2.**

- Notable progress has been made in this key issue. Emphasis was placed on group oral work in KS2; pupils discuss and feed back at the end of discussions confidently. They were observed in role play using improvised language effectively. When presenting individual oral presentations in whole school sessions and taking opportunities to ask questions on the content of presentations, standards in oral language were now observed to be very good.

#### **3. Improve the accuracy of older pupils' written work.**

- Since the last inspection resources and schemes have been used to encourage and stimulate pupils to write. A spelling scheme has introduced used for Y5 and Y6. Progress has been substantial and standards are now very good in writing.

**4. Prioritise the targets identified in the SDP and give further attention to putting them into action.**

- Targets have been clearly prioritised for three years and have been put into action.

**5. Identify clearly the pupils' achievements in foundation subjects in the annual reports to parents.**

- Reports to parents contain detailed comments on pupils' achievements in foundation subjects. Comments on reports for older pupils especially focus clearly on achievement and progress and present a detailed picture of their development.

## **8.2 Key Issues for Action**

In order to build on the existing high standards and enriching experiences provided, the school needs to:

- raise standards further in design and technology;
- develop further the role of the GB;
- continue to develop monitoring procedures for all subjects of the curriculum;
- extend the partnership with industry.

The school has already identified raising standards in design and technology as one of its priorities in its SDP.

A health and safety matter was discussed with the head and GB during the inspection.

**The team wish to thank the head, staff, pupils and governors of the school for their welcome and co-operation during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Ysgol Gynradd Brynherbert
School type	Community
Age -range of pupils	4-11
Address of school	Llanrhystyd Ceredigion
Post-Code	SY23 5EE
Telephone Number	01974 272652

Headteacher	Ifan Arthur Saer
Date of appointment	7 July 2002
Chair of Governors	Emyr Jones
Registered Inspector	Eleri Betts
Dates of inspection	27 & 28 May 2002

### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	2	2	2	4	5	6	23

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	11.5:1
Average class size, excluding nursery and special classes	11.5
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	87.5	92.8	96.7	92.3
Term 2	94.5	94.5	97.9	95.6
Term 3	88.9	96.9	94.4	93.4

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2001</b>	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.	

<b>National Curriculum Assessment KS 2 Results: 2001</b>	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors. The two professional inspectors were at the school for two days while the lay inspector was there for one day.
- School documentation was scrutinised closely before the inspection.
- Forty lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, during break times and around the school.
- Formal interviews were held with all members of staff.
- Pupils' written work was closely scrutinised by looking at a sample of books in every subject across all classes.
- Eight parents attended the pre-inspection meeting; 13 questionnaires were returned and 81% of responses were positive.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs E Betts	1. The school and its priorities 2. Main Findings 5.2 Assessment, recording and reporting 5.3 Curriculum 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources 8.1 Progress since the last inspection 8.2 Key issues for action	Early Years Welsh English Information technology Music Art Physical education
Mr R Thomas	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mr B Jones	3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Mathematics Science Design and technology Geography History Religious education