

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Gymunedol Capel Seion
Capel Seion
Aberystwyth
Ceredigion
SY23 5ED**

School number : 667 / 2301

Date of the Inspection : 7 - 8 May, 2002

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Registered Inspector : WO72 / 16774
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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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1. CONTEXT

The school and its priorities

Ysgol Capel Seion is a community primary school maintained by Ceredigion Unitary Authority [UA]. It is situated about four miles east of Aberystwyth. It serves the village and surrounding rural area. Children are admitted full-time every term following their fourth birthday. 25% of the pupils come from areas outside the catchment area,

The school admits pupils of the full range of ability. The school describes its background as one which is neither prosperous nor disadvantaged, and the area is described as prosperous. None of the pupils are entitled to free school meals. The number of pupils on the register has remained at about twenty since 1998.

Half the pupils come from homes where Welsh is spoken, but 95% speak it to a standard equivalent to first language. The school is designated by the UA as category 'A', which means that Welsh is the main medium of teaching, but the school aims to ensure that pupils are fluent in both languages by the time they transfer to secondary school. Approximately 95% of the pupils received pre-school education. There are no pupils on the special educational needs [SEN] register.

The School Development Plan [SDP] notes the following main priorities:

- develop a numeracy policy;
- complete the planning cycle for children under five years of age;
- review the work schemes in light of Curriculum 2000;
- create a home/school agreement;
- improve the condition of some windows.

The school was last inspected in 1997. It gained the Basic Skills Agency Quality Mark in April 2000.

2. MAIN FINDINGS

The main findings of the report

This is a good school.

- The educational provision for children under five is appropriate. They reach satisfactory or good standards in every aspect of the work. Standards of achievement are as follows:

DESIRABLE OUTCOMES	STANDARDS
Language, literacy and communication development	Good
Mathematical development	Good
Creative development	Satisfactory
Physical development	Satisfactory
Knowledge and understanding of the world	Good
Personal and social development	Good

- The curriculum encompasses all the subjects of the National Curriculum [NC] and religious education. It is enhanced by a good range of extra-curricular activities, by inviting visitors to the school and a good number of competitive games. Pupils compete very successfully in sports such as cross-country running, swimming, netball and football, and some former pupils have represented Wales in sports.
- The quality of curriculum planning is good in the core subjects and satisfactory in the foundation subjects. Insufficient attention is given to planning development in skills and concepts in geography according to pupils' age and ability.
- The results of statutory assessment in the NC are substantially higher than the county and national norms at KS1 and KS2. There is no difference in the performance of boys and girls.
- At KS1 and KS2, standards of achievement are as follows:

	KS1	KS2
Welsh	Oral – good Reading - good Writing – very good	Oral - good Reading – good Writing – very good
English	-	Oral – very good Reading – very good Writing – very good
Mathematics	good	very good
Science	good	good
History	good	good
Geography	good	satisfactory
Religious education	good	good
Design and technology	good	satisfactory
IT	good	good
Art	good	good
Physical education	at least satisfactory	at least satisfactory
Music	satisfactory	-

- At KS1 and KS2, standards in literacy, numeracy and ICT skills are good.
- The quality of teaching of children under five is satisfactory or better in five lessons out of every seven; it is good in two lessons out of seven. At KS1, the quality of teaching is satisfactory in seven lessons in every eight and good in one lesson in eight. At KS2, the quality of teaching is good in three-quarters of the lessons and satisfactory in the other quarter.
- The behaviour and attitudes of pupils are good. The behaviour and anti-bullying policies are satisfactory but they do not fully conform to the latest circular from the Assembly (3/99). There are no details about the policy in the school handbook.
- The assessment and recording work is good; appropriate records are kept in the core and foundation subjects. The assessments are accurate and the quality of annual reports given to parents good; these are much appreciated.

- The spiritual development of pupils is satisfactory and their moral, social and cultural development good.
- The school is led well and managed effectively by a diligent head. There is a good ethos and feeling of purpose in the school. Day-to-day arrangements are effective and the resources managed carefully.
- There are shortcomings in the school development plan [SDP]. The financial details are not sufficiently clear. The implementation steps and criteria for success are superficial; the document does not give sufficient detail on ways of raising standards.
- The quality of self-evaluation arrangements is unsatisfactory. The arrangements have not begun to affect quality and standards of work. No attention is given to regular evaluation of the teaching.
- 2.1 teachers are employed and over £13K is kept in reserve in the budget, approximately 14% of the total. This percentage is high; the school has no specific plans to spend in order to try and influence standards.
- Appropriate steps have been taken by the governing body to evaluate the effects of decisions on spending in order to ensure the best value for money.
- The language policy of Ceredigion is effectively reflected in the school's language policy and by the time pupils reach the top of the school they reach high standards in Welsh and English.
- The school responded satisfactorily to the key issues noted in the last inspection held in 1997. The need remains to improve the SDP and further develop the creative and physical experiences for children under five.
- The hard-working staff provide a congenial, safe and caring ethos and environment. The relationship between the pupils and everyone working in the school is very good. The school is very aware of its responsibility to serve the area. Local people and parents are very supportive of all the school's efforts.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards in the early years are good in two lessons out of seven and satisfactory in the others. Standards are good in half the lessons at KS1, and satisfactory in three lessons out of eight. At KS2, standards are good in two in five of the lessons observed; they are satisfactory in the great majority of other lessons.
- For children under five standards are good in four areas; their physical and creative development is satisfactory.
- At KS1 and KS2, pupils' standards in oral and reading skills in Welsh are good and standards in writing are very good. Pupils are very willing to talk to visitors and express themselves

orally with ease and confidence. They read fluently. The written work of many is characterised by clarity, accuracy and accurate verb forms.

- At KS2, standards in English are very good. All pupils can express themselves confidently. They read appropriate texts and discuss books and authors in a mature manner. The written work of the majority of pupils shows linguistic maturity.
- Standards in mathematics are good at KS1 and very good at KS2. All pupils deal confidently with mental mathematics that is relevant for their age and development, while the older pupils deal with numbers and various aspects of mathematics very quickly. Standards in science are good at KS1 and KS2. However, Y5 and Y6 pupils are not stretched sufficiently in scientific investigations.
- Standards in history are good at KS1 and KS2. Good attention is given to developing empathy and understanding in pupils.
- Standards in geography are good at KS1 and satisfactory at KS2. There are gaps in KS2 pupils' knowledge and understanding.
- At KS1 and KS2, standards in religious education are good. Pupils' interesting writing shows a good knowledge and understanding of other religions.
- Standards in design and technology are good at KS1 and satisfactory at KS2. There is no development throughout the school in the quality of design and finishing skills and some tasks lack challenge in Y3 and Y4.
- Standards in IT are good at KS1 and KS2. The work is appropriately varied.
- Standards in art are good at KS1 and KS2. Suitable emphasis is placed on experimenting with different techniques and media.
- Standards in music are satisfactory at KS1. No music lesson was observed at KS2 and no judgement can be made on standards.
- No formal physical education lessons were observed at KS1 and KS2; but, from the evidence provided, it is judged that standards in physical education are at least satisfactory.
- The results of NC statutory assessments are substantially higher than the county and national norms in each subject at KS1 and KS2.
- Good provision is made for pupils of all ability, but pupils under five do not have sufficient variety in their tasks.
- The standard of presentation of work and quality of handwriting is good throughout the school.

3.2 Standards in key skills

- Children under five make good progress in Welsh literacy skills and in numeracy. They recognise letters and words and trace words and sentences. They can count to ten and beyond and handle simple numbers with help; their mathematical language is developing well.
- At KS1, standards in speaking, reading and writing skills in Welsh are good across the curriculum.
- At KS2, standards in speaking, reading and writing skills in Welsh are good across the curriculum. Pupils can use a variety of reading sources to gather information. They speak confidently to visitors taking part in extended conversations and producing varied, extended pieces of writing across the curriculum.
- Speaking, reading and writing skills in English are developed in a number of subjects at KS2; standards are good. Good emphasis is placed on improving language standards during these lessons.
- At KS1, opportunities are grasped to present mathematical vocabulary, discuss shapes and undertake simple calculation work across the curriculum.
- At KS2, pupils' numeracy skills develop well. They produce various graphs in history, geography and science.
- Good use is made of ICT in history, art and science throughout the school. Pupils use a range of programs to reinforce their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The spiritual development of pupils is satisfactory. Their moral, social and cultural development is good.

- The school meets the statutory requirements in providing religious education and collective worship daily. Pupils have opportunities to contribute to services based on the Christian faith. The school succeeds in creating an atmosphere of worship but opportunities are rare for pupils to reflect on their own beliefs and values.
- There is a happy and welcoming atmosphere in the school. Members of staff promote values and attitudes of a high standard. Pupils are encouraged to respect others both within and outside school.
- Pupils undertake responsibilities effectively. Charities benefit from pupils' support and parents' generosity.
- Pupils are immersed in the history and culture of their area and country. The visits arranged to places of educational interest, and the visitors welcomed to the school, enrich pupils' curricular and cultural experiences.

- Further contribution is made to pupils' cultural and social development by competing in local sports, visits to theatres and the activities of Capel Seion Youth Club.
- By means of the themes presented, good attention is given to the '*Cwricwlwm Cymreig*' [Welsh Curriculum]. Other cultures and religions also receive worthy attention.

4.2 Behaviour and attitudes

The general quality of pupils' behaviour is good and their attitude towards work also good.

- The school is a caring community and pupils live and play happily together. They show respect for staff and visitors.
- Pupils know that the school expects a high standard of behaviour.
- No cases of bullying, sexism, racism or other kinds of discrimination were seen during the inspection period.
- Pupils are interested in their work. They pay attention to teachers' instructions and are willing to co-operate.
- The governors have not consulted parents on their policy statement on behaviour and discipline. However, the policy notes school expectations and gives guidelines on responding to any misconduct or bullying. A very positive response has been received to the home-school agreement.

4.3 Attendance

For the three terms before the inspection, the average attendance of pupils was 97.6%. This is very good.

- Pupils are very eager to attend school and enjoy the experience.
- Parents are aware of the school's expectations and send prompt explanations for absences.
- The legal requirements for recording and presenting reports on attendance are fulfilled. However, there was a computation error in one register.
- The governors receive a report on attendance levels each term.
- No unauthorised absences were recorded.
- Punctuality at the start of the school day is good. Appropriate attention is given to punctuality during the day's activities.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

- The quality of teaching for children under five is good in two lessons out of seven and satisfactory in the remainder. At KS1, the quality of teaching is satisfactory in seven lessons in eight and good in one lesson in eight. At KS2, the quality of teaching is good in three-quarters of the lessons and satisfactory in the other quarter.
- The good teaching is characterised by energetic and enthusiastic presentations, appropriate pace and effective organisation. Lessons include a variety of stimulating activities that incite and maintain pupils' interest, and the teachers have a good knowledge of the majority of subjects they teach.
- Where the teaching is satisfactory, although many of the good points above are present, there are shortcomings in the lessons. At times, especially at KS1, expectations with regard to pupils' achievements are not sufficient. The best use is not made of time at KS1, and there are insufficient tasks for pupils to turn to when they have finished their main tasks.
- The teaching for children under five is not organised sufficiently thoroughly in order to ensure effective development of creative and physical skills.
- Good emphasis is placed on asking questions that invite pupils to offer an extended response.
- No opportunity is provided at the end of lessons for pupils to reflect on what they have learnt.
- Apart from tasks completed as homework, pupils are not encouraged sufficiently to investigate for themselves. Too much use of prepared work sheets hinders pupils' independence and creative development. Independent, investigative work is rare in history, geography and religious education.

5.2 Assessment, recording and reporting

The quality of arrangements for assessing and recording is good; the quality of reporting to parents is also good.

- The school has a detailed assessment policy, which gives clear guidance on the procedures to be followed. These procedures are consistently implemented throughout the school.
- The quality of the foundation assessment, undertaken soon after children start in the reception class, is good.
- At KS1 and KS2, assessment records are kept in the core subjects, noting why a level has been set on the work and details are given of the next step for developing pupils' work. These comments show a good awareness of pupils' needs.
- An annual record of assessment is kept in the foundation subjects detailing what has been achieved by each pupil. The record does not give details of the next steps for pupils.
- The quality of annual reports for parents is good at KS1 and KS2; parents appreciate these.

- The school does have a portfolio of assessed work so as to standardise from year to year.
- In addition to an ‘open door’ policy, which provides an opportunity for parents to discuss concerns at any time, one meeting a year is arranged for parents to discuss their children’s progress.
- Classwork and homework are marked thoroughly, and positive comments are often given. Teachers’ comments clearly show pupils how to improve their work.

5.3 Curriculum

Apart from the lack of development in geographical skills and concepts, a broad and balanced curriculum is provided, which is interesting and stimulating.

- The curriculum provided for children under five is of good quality and corresponds to the desirable outcomes in the four areas of learning; not enough physical and creative experiences are provided for them.
- Sufficient time is allocated to each of the NC subjects and religious education and suitable linguistic balance is ensured in the use of Welsh and English as a medium for lessons in the different subjects. The school succeeds well in implementing the LEA language policy.
- The school succeeds well in incorporating subjects into integrated cross-curricular themes.
- Key skills are given good attention across the curriculum.
- The curriculum is reinforced by visits and by the contributions of adults and experts invited in to the school. These aspects contribute substantially to pupils’ experiences and development, especially in religious education.
- The school has clear policies on sex and health education. There is no policy on ensuring racial equality, but the staff give good attention to understanding of other cultures and consideration to how people are different. The pupils, who are varied in their backgrounds, are tolerant of each other and other cultures and peoples.
- The school has a personal and social education policy which includes the most important elements of the ACCAC non-statutory guidelines.
- Good attention is given to fostering an awareness of the history of Wales and local traditions.
- The homework provided effectively reinforces class work.
- There is no playing field or hall for physical education; consequently some lessons are arranged in a nearby Sports Centre. The physical education curriculum is appropriately broad and gives good attention to all aspects, although there is too much emphasis on swimming.

5.4 Support, guidance and pupils’ welfare

The quality of support and guidance offered to pupils is good.

- Members of staff take care with the safety and personal welfare of pupils; the school is a caring, close and very happy community. Teachers know the pupils well and take a great interest in them. Parents praise the provision.
- Teachers are very aware of the appropriate steps to be taken with regard to child protection.
- Equal opportunities are provided for everyone without exception in all school activities.
- School policies on pupil welfare, health and safety are implemented conscientiously.
- Appropriate steps have been taken to ensure pupils' safety but the main entrance to the building is not locked during the day.
- The policy on sex education is clear; it is not taught as a specific subject but pupils' questions are answered honestly.
- Fire prevention equipment is regularly inspected and fire practices are held frequently.
- The standard of care when escorting pupils at the end of the afternoon is good and there is appropriate supervision during play times.
- Parents praise highly the quality of care that the children receive.
- It is unsatisfactory that no member of staff has a current qualification in first aid.

5.5 Provision for pupils with special educational needs (SEN)

The system for ensuring appropriate provision for pupils with SEN is good.

- The school has a clear policy and guidelines and a register is kept as necessary of pupils with SEN, according to the requirements of the revised Code of Practice.
- The head, who is the co-ordinator, works closely with the designated governor and staff to ensure appropriate provision for pupils who are at the different stages of meeting their SEN.
- During the inspection, no pupils were receiving additional provision from the school and no pupils were receiving support from outside the school.
- The school co-operates effectively with other agencies when the need arises.

5.6 Partnership with parents and community, schools and other institutions

The quality of the information provided to parents about the school is good. The links with parents and the community, schools and other institutions are also good.

- The response to the questionnaires and the parents' meeting showed that the links with parents are very good. They are very supportive of the school's aims and the education and values it promotes.
- An 'open door' policy has been established which allows parents to discuss any issues regarding their children at any time. Parents praise this system and take advantage of it.
- The Friends of the School Society offers very good financial support; they raise around £1,000 each year for the fund, which is a large sum for such a small school. The accounts are audited regularly.
- Ten parents attended the last meeting held by the governing body to discuss the year's work.
- Parents help with the activities of Capel Seion Youth Club [CICS]. Parents do not contribute to their children's formal education.
- A satisfactory link has been established with the different UA services.
- In-service training activities are organised with a cluster of local schools and some policies are developed jointly; this promotes the effectiveness of the arrangements.
- The arrangements for transferring pupils to the secondary school are satisfactory; the pastoral links are good but the curricular links are limited.
- The school handbook meets the large majority of the statutory requirements. It has insufficient details about the SEN policy, use of the Welsh language, the ethos and values of the school and the home-school agreement.
- There are gaps in the governing body's report to parents. It contains no details about reviewing policies, SEN, changes to the handbook or the implementation of any strategies in the school.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school has not formulated a policy for developing constructive partnerships with local businesses and industries.
- From time to time, visits are arranged to local businesses and industries that are relevant to the current thematic work in the school. The contribution of these visits to pupils' standards of achievement is limited.
- The pupils succeeded in adding to the school library by arranging to collect crisp tokens. This led to the display of pupils' poetry on the crisp company Internet site.
- Pupils' awareness of the world of work and economic activities in the area is developing satisfactorily.

- The school received financial support from a local bank and an electricity company supplied weather measurement equipment.
- To date, the school has not taken advantage of ELWa's plans in order to place members of staff in industry for short periods.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-assessment arrangements is unsatisfactory.

- Appropriate quantitative targets are set for whole classes of pupils in Y1, Y3 and Y5 annually. Targets are not set for individual pupils.
- The school compares its performance with other schools and examines and analyses the test questions annually.
- The teachers have been involved in self-evaluation of general and curricular aspects informally, but there is no record of the discussions.
- A whole-school self-evaluation has been undertaken in order to recognise the school's strengths and weaknesses. This document is superficial. The self-evaluation process does not add information effectively to the process of planning development. No report on the outcomes was presented to the governing body.
- As little has been achieved in the area, the SDP does not give direction to developing the outcomes of the self-evaluation process in the short and long term.
- No system of teaching observation has been established.

6.2 Leadership and efficiency

Apart from the self-evaluation shortcomings, the school is well led and managed effectively.

- The head offers good leadership to the school. Both the head and her fellow-teacher meet regularly to exchange ideas about organisation and curricular matters.
- School organisation and administration from day to day is good.
- The SDP, spanning three years, is a fairly useful management tool but the financial details are not sufficiently clear. The implementation steps and the criteria for success are superficial; the document does not lay sufficient emphasis on methods of raising standards.

- The school is managed satisfactorily by the governing body, which fulfils its responsibilities conscientiously. A number of members were newly appointed during 1999. The good relationship which exists between the governing body, the head and the assistant teachers leads to creating a congenial atmosphere and caring ethos. Little is done by members of the governing body in monitoring the curricular provision.
- The governing body administers the budget efficiently. Appropriate steps have been taken to evaluate the effects of decisions on spending in order to ensure the best value for money. The school has approximately £13,300 in reserve this year, which is about 14% of the budget. This percentage is high; the school has no specific plans for spending in order to influence standards.
- A quarter day of non-contact time is earmarked every week for the head. This limits her ability to monitor the educational provision continually and to ensure full implementation of the schemes of work
- A good number of curricular and management policy documents have been formulated, but they are not signed by the chairperson or dated. The schemes for foundation subjects do not give sufficient detail on developing skills and concepts, especially in history and geography.
- Teachers have job descriptions which identify their responsibilities in detail.
- The head and teachers have not been appraised recently.
- The school gives value for money.

6.3 Staffing, accommodation and learning resources

Resources are managed in an efficient manner.

Staffing

- The two full-time teachers are experienced and effective. The supply of staff is sufficient and teachers' qualifications appropriate for the ages that they teach.
- Staff expertise is used to present lessons in music, religious education, art and physical education. This practice affects standards positively in art and religious education. Teachers have followed a number of courses to develop their proficiency in a variety of areas.
- Effective use is made of an additional member of staff employed for a specified period to teach science.

Buildings

- The best use is not made of space in the room for children under five.
- The condition of the building is generally good but some walls and windows need painting.
- The play yard is big enough but there is no playing field of an appropriate size for children to play.
- The standards of cleanliness both within and outside the building are good.

Learning resources

- The standard of displays in classes and corridors is good and they contribute to the effectiveness of teaching and learning.
- In general, there is a sufficient supply of resources but there is no Welsh encyclopaedia or adequate equipment for measuring time.
- Reference books have not been arranged for ease of use.
- Much of the equipment is inaccessible to pupils.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

Children under five form part of a class that includes Y1 and Y2 pupils.

The provision for children under five is appropriate and fosters the desirable outcomes for children's learning. Standards of achievement are satisfactory or good in each area.

Nursery Children (3-4 years)

- The children's personal and social development is good. They play together well and share toys and equipment.
- Their early literacy and communication skills develop well. They listen intently to stories and respond well to instructions.
- They make good progress in mathematical skills. They recognise numbers, count beyond ten and begin to match numbers and symbols.
- Their knowledge and understanding of the world is good. They are familiar with the work of people who help in the neighbourhood. They can recognise objects on a simple map.
- Their physical development is satisfactory. They can handle small items of equipment such as scissors with increasing control.
- Their creative development is satisfactory. They enjoy musical rhythms and are beginning to notice the work of others.

Reception Children (4-5 years)

- The personal and social development of children is good. They complete their tasks independently and concentrate on tasks for increasing periods. They behave well and show sensitivity towards the needs and feelings of other children.

- Children listen and respond well to stories and succeed in placing events in their correct order. They speak confidently and the learner's understanding of the Welsh language develops well. They match letters, words and pictures and begin to form letters independently and trace sentences.
- Pupils' mathematical development is good. They recognise numbers to twenty and can correspond and select objects and patterns confidently. They recognise coins accurately to ten pence. They can recognise and name two dimensional shapes [2D].
- The children's knowledge and understanding of the world is good. They have a good knowledge of their village and can recognise the journey from home to school. They can recognise geographical features on a simple map. They are familiar with the features of a postman's work and understand the importance of families and the environment.
- The development of the children's creative skills is satisfactory. They enjoy rhythm work when creating music. They show increasing control when using small items of equipment. They enjoy role-play.
- The physical development of children is satisfactory. They can move confidently with increasing control.

Shortcomings

- There are not enough creative play activities and role play. There are too many sedentary activities.
- Insufficient opportunities are provided for playing with large toys.
- Physical and creative experiences are not provided consistently as these activities are not adequately planned.

Welsh

Standards in oral and reading work are good at KS1 and KS2 and standards in writing are very good.

Good features

- KS1 pupils listen well and respond appropriately to instructions and comments from teachers. They can chat fluently with each other and Y2 pupils are confident when discussing their work and experiences.
- By Y2, pupils read easily with purposeful expression when dealing with characters and events in stories.
- By the end of KS1, pupils write a variety of texts exhibiting progression and development in ideas within their stories and writing records.

- By the end of KS2, pupils speak with fluent enthusiasm. They use oral Welsh of good quality easily and naturally in a variety of contexts.
- A number of KS2 pupils read appropriate material for their ability and do so with meaning. They discuss books and their favourite authors with understanding. They can gather information confidently from a number of sources.
- KS2 pupils produce mature pieces of writing. They vary their styles effectively when writing for different purposes. They write extensively and imaginatively, making appropriate use of constructions, idioms and accurate verb forms. They use paragraphs sensibly to add to the order of the presentation.

Shortcomings

There are no significant shortcomings.

English

English is not formally taught at KS1. At KS2, standards are very good in oral, reading and writing work.

Good features

- Pupils express themselves orally with confidence giving extended comments when discussing aspects of their work. By Y5 and Y6, a substantial number have a firm grasp of idioms and constructions together with a wealth of vocabulary when expressing themselves for different purposes.
- The great majority of KS2 pupils read fluently and accurately, showing enjoyment. They read a good range of novels, poetry and reference resources, corresponding to current work in class. They discuss books with maturity and express opinions sensibly about content of books, the nature of characters and the authors.
- Pupils produce a range of written work which shows increasing development in terms of linguistic accuracy. Y5 and Y6 pupils use complex sentences and mature constructions that enhance their work. They write well, in a well-organised manner, for different purposes and for different audiences, creating an effect and maintaining the reader's interest.

Shortcomings

There are no significant shortcomings.

Mathematics

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

Good features

- Pupils' mathematical knowledge and understanding develops well throughout the school, according to their age and ability. Pupils select and use measuring equipment and read and interpret numbers and scales with increasing accuracy across the school.
- At KS1, the standard of pupils' mental mathematics is good; their grasp of number bonds and tables is also good.
- Y1 pupils can repeat patterns confidently and add and subtract numbers to 10 and 20. They have a good understanding of how to give change from 10p, can count confidently in twos and fives and can tell the time by hour.
- Y2 pupils handle money confidently and can calculate simple totals, calculating the change from 20p and 30p accurately. They understand that they can add 19 by adding 20 and subtracting one. They are know well about reflections and symmetry and can calculate money to give a total of approximately 50p.
- At KS2, pupils deal with mental mathematics very quickly and use a good range of strategies for calculating in their heads.
- Y3 and Y4 pupils can round off to 100 and 1000 and discuss equal fractions, including some decimal ones. They can discuss the perimeter and surface area of regular shapes and the features of circles, and measure angles skilfully.
- Y5 and Y6 pupils have a very good understanding of many aspects. They are confident when discussing the second decimal place and can discuss perimeter, angle, surface area and volume well. They discuss median, mode, range and mean confidently and understand negative numbers well.

Shortcomings

There are no significant shortcomings.

Science

Standards are good at KS1 and KS2.

Good features

- Y1 pupils can observe carefully and illustrate the experiments undertaken to a satisfactory standard.
- Y2 pupils have a good knowledge about the body. They have a good understanding of the need for force to push and pull and they can experiment effectively with clay, dough and sponge by stretching, turning, plaiting and squeezing a variety of materials.

- At KS1, when experimenting to find which car travels furthest and which surface is best for carrying the car, pupils develop well in their ability to consider fairness in an experiment and in using measurements.
- The knowledge and understanding of KS2 pupils are good and their scientific vocabulary develops well. A good quantity of work is produced throughout KS2.
- With the help of the teacher, Y3 and Y4 pupils can experiment effectively to find what is attracted by a magnet. They can also experiment to find which magnet is the strongest.
- Y5 and Y6 pupils can experiment successfully when measuring different shadows and recording their results in the form of a line graph. They can discuss gravity and upthrust and can measure the force of upthrust by using a Newton meter. They can investigate satisfactorily to find which spinner works best.

Shortcomings

- Y5 and Y6 pupils are not extended sufficiently in scientific inquiries.

Design and technology

Standards are good at KS1 and satisfactory at KS2.

Good features

- KS1 pupils can create cardboard puppets and a model of a car out of cardboard to a good standard.
- KS1 pupils produce good designs and choose appropriate tools for creating a simple car. They apply their knowledge about wheels and axles successfully and evaluate their products well. Their knowledge of techniques in measuring, marking and cutting develops well.
- At KS2, pupils can follow instructions to create a variety of puppets. They are aware of the need to work safely. They can apply their knowledge to produce puppets of a generally good standard.
- KS2 pupils design and make a mill with mechanical components to a satisfactory standard and evaluate the product to a satisfactory standard. Their knowledge of ways of sticking, joining and finishing develops well. The finished product is of satisfactory standard.

Shortcomings

- Y3 and Y4 pupils do not have enough of a part in producing the final product.
- The designs of Y5 and Y6 pupils are not detailed enough; they lack detail about materials, measurements and design options.
- Pupils' skills do not develop sufficiently throughout KS2, especially in design and finishing skills.
- No control work is done on computer.

Information technology

Standards are good at KS1 and KS2.

Good features

- At KS1, use is made of skills reinforcement programs and pupils use a word processing program skilfully, importing pictures, with assistance, to illustrate their work.
- KS1 pupils can word process to create simple poems, and data process producing various graphs to a good standard. They can program the roamer to carry out basic movements. They also use art programs to produce pictures of satisfactory standard.
- In Y3 and Y4 good use is made of word-processing programs and pupils can import pictures and create colourful headings, centring them without assistance. A variety of CD-Roms are used to search for information.
- Y5 and Y6 pupils can import pictures to combine them with text and experiment with graphics to improve their products for presenting them to an audience.
- Y5 and Y6 pupils can process data in a variety of contexts; they can create a database including a substantial number of records of various fields and extract various information from it. They can use a spreadsheet to answer mathematical problems.
- The older pupils can use a digital camera confidently. They can also send e-mail messages and gather information from the Internet without assistance.

Shortcomings

There are no significant shortcomings.

History

Standards are good at KS1 and KS2.

Good features

- KS1 pupils show an increasing understanding of chronology.
- They can describe and compare life in the past by comparing toys and methods of travelling in the present age and the Victorian era.
- Pupils from both key stages discuss historical characters well and can explain why people did certain things.
- By KS2, pupils show good empathy with the cases of conflict during the Rebecca Riots. They can express opinions noting appropriate reasons for key events.

- Y5 and Y6 pupils can trace customs and ways of life during the periods of the Celts, the Tudors and Stuarts, Victorian Age and the Second World War, and all to a good standard.
- Y5 and Y6 pupils can form mature opinions and are aware of the cause and effect of historical events on their own lives.

Shortcomings

- Pupils undertake very little independent investigations.

Geography

Standards are good at KS1 and satisfactory at KS2.

Good features

- At KS1, pupils have a good knowledge of their local area. They develop a broad vocabulary for describing the geographical features they see when travelling to school.
- They can draw and describe a plan and simple map, and refer to the four points of the compass effectively.
- When studying a community in another part of the world, their knowledge of the features of places in different countries develops. They compare location, weather, foods and ways of life effectively.
- At KS2, by placing specific countries on the globe and map of the world, pupils' mapping skills develop further.
- They can place Eritrea on a map of the world and know why it is called a country that is developing economically. They make good use of sources and pictures to discuss the way of life of the inhabitants of the country.
- When discussing weather and climate, they can compare the different features of countries in the world. Good use is made of IT to enhance the process of comparing different countries.

Shortcomings

- The older pupils do not investigate and question for themselves sufficiently. Pupils are over dependent on the teacher's guidance and their efforts to work independently are undeveloped.
- The geographical skills and concepts of a large number of the pupils are not sufficiently developed.

Art

Standards are good at KS1 and KS2.

Good features

- The techniques of KS1 pupils are good. They take advantage of a range of experiences to produce work of a good standard in various media. They can experiment successfully with colours, creating various shades.
- They can use oil pastels to paint detailed pictures of vehicles, paying good attention to colour and shape. They can imitate an artist's style to a good standard, experimenting skilfully with colours in order to heighten the emulation.
- KS1 pupils show their understanding of tone when creating pictures of good quality which show the moon's shadows on trees. They can draw to a good standard when observing still life.
- At KS2, pupils draw and experiment well with a wide range of media and methods. They can experiment with shape to create caricatures of a high standard.

- KS2 pupils emulate the pictures of famous artists to an acceptable standard, including some Welsh artists, and the majority can create a portrait of a good standard. Their sketching techniques are also good. They apply their knowledge of artists and their styles expertly when deciding on a plan for designing a glass tile.

Shortcomings

- At KS1 and KS2, when discussing a picture and explaining their aims, pupils' knowledge of specialist vocabulary is limited.

Music

Standards are good at KS1 and KS2.

Good features

- The techniques of KS1 pupils are good. They take advantage of a range of experiences to produce work of a good standard in various media. They can experiment successfully with colours, creating various shades.
- They can use oil pastels to paint detailed pictures of vehicles, paying good attention to colour and shape. They can imitate an artist's style to a good standard, experimenting skilfully with colours in order to heighten the emulation.

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Shortcomings

- At KS1 and KS2, when discussing a picture and explaining their aims, pupils' knowledge of specialist vocabulary is limited.

Physical education

No lessons were observed at KS1 and a normal lesson was not seen at KS2. From the information gained, including lessons on video, it is judged that standards are at least satisfactory at KS1 and KS2.

Good features

- At KS1, pupils respond well to instructions and use space effectively when working as individuals.
- The youngest pupils succeed in creating a good variety of movements and can complete their movements effectively by forming a variety of shapes.
- KS2 pupils throw and catch balls to a good standard.
- They offer comments on each other's performances.
- KS2 pupils create a shape and sustain it with appropriate tension. They adapt their efforts when walking across a bench in order to deal with different requirements.

Shortcomings

There are no significant shortcomings.

Religious education

Standards are good at KS1 and KS2. The content of the syllabus of the county Standing Council is well presented.

Good features

- KS1 pupils know well of a number of characters from the Bible and can repeat stories about them confidently.

- Pupils are aware of the main Christian festivals and customs, such as baptism, which influence their lives. They can differentiate between good and bad and begin to understand the importance of life values.
- By studying stories from the Bible and the work of religious leaders, KS2 pupils' awareness of the importance of trust and kindness towards others develops.
- Pupils are aware of the characteristics of other religions such as Buddhism. They use correct terms when describing the main rituals of the faith.
- They are aware of the needs of children less fortunate than themselves and can write sensitively about their circumstances and the feelings of other people.
- By Y5 and Y6, pupils undertake interesting, challenging and extended tasks and as a result show depth in their understanding of the subject.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

An implementation plan has been prepared noting the school's response to the key issues given in the last inspection report held in 1997. The school has succeeded in fulfilling a satisfactory number of the recommendations in that report.

- In 1997, the school needed to raise standards in IT and music throughout the school and also in physical education at KS2. Standards in music and physical education remain satisfactory but there has been improvement in IT. Although standards in design and technology and geography at KS2 have fallen to satisfactory, the school has succeeded in raising standards further in Welsh, English and mathematics.
- In the last report it was noted that there was a need to ensure creative and physical development for children under five. This need remains.
- The school needed to reconsider marking and monitoring practices and ensure that teachers' comments in music, religious education and art give attention to achievement and progress. By now, teachers' marking is sound and the school has a written document detailing the policy. The quality of assessment is now good and a detailed record is kept of pupils' progress in the core and foundation subjects.
- There was also a need to prepare job descriptions. This has been done and the responsibilities for teaching some subjects have been shared appropriately. The co-ordinator teaches the subject which is her responsibility to all pupils in the school, and class teachers are responsible for the rest of the curriculum for the whole key stage.

- It was also noted that details needed to be included in the SDP showing the timetable and expenditure costs in relation to the resources. These shortcomings remain.

8.2 Key issues for action

The school needs to:

- maintain the good and very good standards achieved in so many of the subjects;
- raise standards in the subjects deemed to be satisfactory by eradicating the shortcomings noted;
- ensure more creative and physical experiences for children under five;
- create a self-evaluation programme which gives prominent attention to regular teaching observation[*]
- ensure suitable progression and development in the skills and concepts presented in geography throughout the school, according to age and ability of pupils;
- complete the response to the 1997 key issues, and when preparing the new SDP, give more detail on ways of raising standards, ensure appropriate criteria for success, and clearly note the timetable and costings of expenditure.

APPENDIX

School Data

A. Basic Information About the School

Name of School	Ysgol Gymunedol Capel Seion
Type	Community Primary
Age range of pupils	4 - 11
Address of school	Ysgol Capel Seion Capel Seion CEREDIGION
Postcode	SY23 5ED
Telephone number	01970 612347

Name of Head	Mrs Jane Lloyd Jones
Date of appointment	September 1972
Chair of Governors	Mr Haydn Williams
Registered Inspector	Mr Phil Mostert
Date of inspection	7-8 May, 2002

B. Data and school indicators

<i>Number of pupils in each year group</i>									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	2	1	6	2	1	3	2	20

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil:teacher ratio, except nursery and special classes	10:1.05
Size of class on average, except nursery and special classes	10
Teacher:class ratio	1:1

<i>Percentage of attendance for three whole terms before the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring Term 2002	97.1	96.2	96.4	96.6
Summer Term 2001	96.3	97.7	97.9	97.7
Autumn Term 2001	99.3	98.1	98.3	98.3

Number of pupils suspended during the previous 12 months.	0
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C. Results of NC assessments and public examinations

END OF KEY STAGE 1: 2001

Percentage of pupils reaching at least level 2 in mathematics, science and English or Welsh			
according to Teacher Assessment		by Test	
In school:	100%	In school:	100%
In Wales:	80%	In Wales:	80%

END OF KEY STAGE 2: 2001

Percentage of pupils reaching at least level 4 in mathematics, science and English or Welsh			
according to Teacher Assessment		by Test	
In school:	100%	In school:	100%
In Wales:	64%	In Wales:	63%

D. Basis of evidence for the inspection

The school was inspected for a period of two days by a team of two professional inspectors and one lay inspector. During the period:

- 16 lessons (or parts of them) were attended, sharing the time fairly equally between classes;
- discussions on their work took place with pupils, the head, all teaching staff and support staff;
- pupils were asked in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in Welsh and English;
- samples of work completed by pupils during the current term and work from previous terms were inspected, including video tapes of work in physical education and music;
- all school documents were studied, including its policies and work schemes in the long and medium/short term;
- the School Development Plan was looked at in detail;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the service on both mornings;
- a parents' meeting was attended where 23 parents were present; and 16 parent questionnaires were analysed;
- one letter was received from parents;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of report	Subjects (section 7)
Phil Mostert	Registered Inspector	1, 2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.2, 6.3, 8.1, 8.2, Appendix	Mathematics, science, design and technology, IT, art and physical education.
R. Orina Pritchard	Team Inspector	5.3, 5.4, 5.5, 5.7, 6.1	Welsh, English, history, geography, religious education and music. Children under five.
Griff C. Morris	Lay Inspector	4.1 jointly, 4.2, 4.3, 5.6,	

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