

**REPORT**

**on the**

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

**Cenarth Community Primary School  
Cenarth  
Newcastle Emlyn  
Ceredigion  
SA38 9JP**

School Number: 667/2367

Date of Inspection: 15 – 17 March 2004

**By**

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Registered Inspector 78384

Under Estyn contract number: T/128/03P

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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:

{PRI VAT E }	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.

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## 1. CONTEXT

### **The school and its priorities**

The school is situated in the picturesque village of Cenarth in Ceredigion. There are 34 full time pupils on roll, aged 4-11 years and seven part-time nursery pupils (3 years), attending for a few morning sessions weekly. Pupils are organised between two classes, one catering for reception and Key Stage 1 (KS1) pupils (4-7 years) and the other for Key Stage (KS2) pupils (7-11 years). The seven part-time pupils are taught, under the supervision of the class teacher, by the nursery nurse in an adjoining classroom area.

The school states that the area from which pupils are drawn is neither prosperous nor economically disadvantaged. Eight per cent of pupils are in receipt of free school meals. Pupils represent the full range of ability.

In accordance with the LEA's policy for Category A schools, the main language of instruction is Welsh. Fourteen per cent of pupils speak Welsh as their first language at home. The predominant language of the home for the other 86 per cent is English. There are 10 pupils on the school's register of special educational needs (SEN), four on School Action, four on School Action Plus and two are the subjects of statements of SEN.

The school was awarded the Basic Skills Quality Mark in December 2002 and has completed the first phase for the Healthy Schools' Award.

The school was last inspected in June 1998.

The school's main priorities for the coming year are:

- to develop further links with local businesses with a view to involving pupils in the production of an information book about the local area;
- develop European links by twinning with schools in Switzerland;
- continue with strategies for the development of a healthy school.

## 2. MAIN FINDINGS

### **The main findings of the report**

Cenarth Primary School is a very effective small village school where pupils receive a very good education. Significant progress has been made in all aspects of the life and work of the school since the last inspection.

- The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Learning Outcomes for Children's Learning. There was insufficient time during the inspection to make an overall judgement on the progress made and the standards achieved by the part-time nursery

children. Standards of achievement by reception children (4-5 years) in the six areas of learning are as follows:

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

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different National Curriculum subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Satisfactory
English	N/A	Good
Mathematics	Very good	Good
Science	Very good	Good
Design and technology	Very good	Satisfactory
Information technology	Very good	Very good
History	Very good	Very good
Geography	Very good	Good
Art	Very good	Good
Music	Very good	Good
Physical education	Insufficient evidence	Insufficient evidence
Religious education	Very good	Very good

- Standards achieved by pupils across the school were satisfactory in 20 per cent of lessons inspected, good in 45 per cent and very good in 35 per cent.
- Five pupils were assessed by teacher assessments in the KS1 tests in 2003. The performance indicator shows that the pupils achieved lower results than the Welsh average. The reason for this is that a high percentage of them are on the school's SEN register. All have made good progress in their work and two achieved standards above the average.
- No specific reference is made to KS2 NC assessment statistics in 2003 as the number of pupils in Y6 were fewer than five.
- The overall standards achieved in the use of the key skills of speaking, listening, reading, writing and numeracy across the curriculum are very good in KS1 and are good in KS2. Pupils in KS2 do not, however, use Welsh naturally in their work and play. In both key stages, standards of achievement in information and communications technology (ICT) across the curriculum are very good.
- Pupils' spiritual, moral and social development is good and their cultural development is very good. This makes a significant contribution to the warm, caring ethos of the school.

- Pupils' behaviour and attitudes are very good in the early years and KS1 and are good in KS2. In KS1, pupils enjoy their lessons and are brimming with eagerness to learn. They listen attentively to their teacher and display good concentration and perseverance in their tasks. They co-operate well with each other and with adults. In KS2, the majority of pupils behave well and display positive attitudes to their learning. There are, however, a few individuals whose behaviour is challenging and sometimes unsatisfactory. These pupils often fail to collaborate and sometimes disturb the course of lessons. The school has adopted good, sensible strategies to counteract this behaviour and these are applied effectively across the whole school. The strategies are having a very positive effect.
- Attendance levels are good and pupils arrive punctually in school. The school's attendance registers, however, do not comply fully with statutory requirements.
- In the lessons observed during the inspection, the quality of teaching was satisfactory in five per cent of lessons, good in 55 per cent and very good in 40 per cent. In the vast majority of lessons, teachers demonstrate very good subject knowledge and succeed in making lessons interesting and stimulating for pupils. The quality of teaching is often outstanding in KS1. The only shortcomings in the very small percentage of satisfactory teaching are that introductions are overly long and there is insufficient variety and challenge in the tasks set.
- The quality of assessment and recording is satisfactory and reporting is good. The school has an assessment policy that sets out guidelines and specific strategies for assessment and, in general, these are satisfactorily implemented. Teachers have good knowledge of pupils' abilities and differentiate tasks accordingly. Marking, however, although positive in all instances, is not sufficiently critical and constructive to ensure that pupils, particularly those in KS2, will strive harder to improve their work.
- The overall quality and organisation of the curriculum are very good in the early years and KS1, and is good in KS2. A range of good quality learning experiences is planned across the school and the range is sometimes excellent in KS1. The school is socially inclusive and there is equality of access and opportunity for all pupils. There are good arrangements for the delivery of personal, social and health education and the planning and provision for the Cwricwlwm Cymreig are very good. Homework is set regularly and effectively supports pupils' learning. Visitors to the school and extra-curricular activities, including education visits, a sports club organised by parents and Urdd activities, have a significant beneficial impact on pupils' learning.
- The quality of support, guidance and welfare of pupils is good.
- The provision for pupils with special educational needs (SEN) is satisfactory with good features. They are well supported in the classrooms and take full part in all school activities. In withdrawal sessions, some individual tasks undertaken do not correspond to the targets in their individual education plans (IEPs) and the school's range of good resources are not always used to best effect in these sessions. Pupils with SEN make satisfactory progress and achieve satisfactory standards in relation to the targets set.
- The partnership with parents and community, schools and other institutions is good and the partnership with industry is also good.

- The quality of self-evaluation and planning for improvement is good overall. A self-critical culture has been established and a detailed document, evaluating the progress the school has made and identifying issues to develop over the next three years, has been produced. This is linked effectively to the present school development plan (SDP) where appropriate targets for development are also identified. These, however, have not been prioritised according to importance, and no plan for action has been devised.
- The quality of the leadership and efficiency of the school are good. The head teacher provides good leadership and many improvements have been made since her appointment as head teacher in January 2001. Under her leadership, the school has made very good progress since the last inspection and standards of achievement have risen in all curriculum areas. A very good team spirit exists amongst staff and good relationships are firmly established with governors, parents and members of the community.
- The governing body is very supportive of the school and members are developing their 'critical friend' role effectively. They visit the school to observe activities and are knowledgeable about the school's documentation. The head teacher and governors administer the budget effectively. There are, however, some matters, involving the registration of pupils and the content of the school prospectus, that do not meet statutory requirements.
- The general provision for staffing, resources and accommodation is very good.
- Five key issues arose from the last inspection. Very good progress has been made in addressing four of these. The fifth, relating to registration procedures and information to parents, remains unresolved.
- The school provides good value for money.

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

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

Standards of achievement were satisfactory in 20 per cent of lessons inspected, good in 45 per cent and very good in 35 per cent.

- Reception children make very good progress and achieve good or very good standards in all six areas of learning.
- In KS1, pupils achieve good standards in Welsh and very good standards in mathematics, science, design and technology, information technology, history, geography, art, music and religious education. In the one physical education lesson seen standards of achievement were good. There was, however, insufficient evidence to make an overall judgement on standards of achievement across the subject.
- In KS2, pupils achieve satisfactory standards in Welsh and design and technology; good standards in English, mathematics, science, geography, art, music and religious education and very good standards in information technology, history and religious education. There

was insufficient evidence to make an overall judgement on standards in physical education but the provision made by the school for the subject is good.

- Pupils with SEN make satisfactory progress and achieve satisfactory standards in relation to the targets set.
- Five pupils were assessed by teacher assessments in the KS1 tests in 2003. The performance indicator shows that the pupils achieved lower results than the Welsh average. The reason for this is that most of the pupils are on the SEN register, including one with a statement of SEN. All have made good progress in their work, with two achieving standards above the national average.
- No specific reference is made to KS2 NC assessment statistics in 2003 as the number of pupils in Y6 was fewer than five.

### **3.2 Standards achieved in key skills across the curriculum**

The overall standards achieved in the use of the key skills of speaking, listening, reading, writing and numeracy across the curriculum are very good in KS1 and are good in KS2. In both key stages, standards of achievement in information and communication technology are very good.

- Although there is no policy document for the development of key skills, teachers highlight opportunities for pupils to use the key skills across the curriculum in their mid-term planning.
- In KS1, pupils listen and concentrate very well. They respond appropriately in class sessions and participate eagerly and effectively in discussions. They make good progress in their reading and understand that books convey information to help them in their work. Pupils make good progress in their writing and, by Y2, they understand the different purposes of writing.
- In KS2, most pupils listen attentively, although a small number lose concentration easily and do not persevere for a long time on their tasks. Pupils' speaking skills in Welsh are satisfactory. They speak fluently and confidently in English but the majority are reluctant to speak Welsh to each other in classroom groups and on the playground. This negative attitude to the language impedes their overall progress.
- Reading skills are developing satisfactorily in Welsh and are good in English. Pupils make increasing use of their reading skills to gather information from a range of sources. Pupils' writing across the curriculum is satisfactory in Welsh and good in English. They write for different purposes across the curriculum and make good progress overall in adapting their style of writing to suit different contexts and audiences.
- Standards of numeracy across the curriculum are good in both key stages. Pupils from reception onwards apply their knowledge effectively to measure and record in science, design and technology and geography.
- Standards in the use of ICT across the curriculum are very good. KS1 pupils use Logo effectively in mathematics and geography work. KS2 pupils use PowerPoint confidently

in history and geography and are able to utilize Ecolog as a measuring tool for scientific investigations.

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

### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' spiritual, moral and social development is good and their cultural development is very good.

- The school provides a daily act of collective worship which makes a very positive contribution to the caring ethos of the school. Assemblies are based on Christian values and the contribution of each pupil is appreciated and recognised. Circle times also provide the pupils with opportunities to respond to questions and reflect on their own values.
- Pupils' moral development is good. They adopt positive attitudes towards each other and to adults and they are aware of the importance of truth and honesty in promoting the general ethos of the school.
- Pupils' social development is good. Most behave responsibly and older pupils show care and concern for younger pupils. They play harmoniously together and develop good social skills. Most pupils work well in a group and are able to collaborate, participate and take responsibility for their own work. Extra-curricular activities such as the Urdd and Dragon sports, and the close links with the village community also promote their personal and social development successfully.
- Pupils' cultural development is very good. The Cwricwlwm Cymreig is promoted very successfully and pupils study the work of Welsh artists, develop topics in local history and geography and eagerly participate in St. David's day celebrations and Urdd activities. Pupils display good awareness of other cultures and religions and are able to explain differences and similarities between them. Work in geography on Lesotho also enriches their awareness of other cultural traditions.
- Pupils respond positively to the school's provision for spiritual, moral, social and cultural development.

### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are very good in the early years and KS1 and are good in KS2.

- The school's policy for behaviour expresses high expectations that are clearly communicated in the school prospectus and the home/school agreement. At the start of the school year, pupils discuss classroom rules with their teachers before their adoption. The rules are prominently displayed in the classroom and referred to whenever necessary.
- The great majority of pupils are courteous and respectful with each other and with adults.

- School routines are effectively carried out with a minimum of fuss.
- High standards of behaviour are established in the nursery and reception classes and pupils make an early start in learning how to interact sensibly and with consideration for all. They enjoy the wide range of activities available to them.
- In KS1, pupils' behaviour and attitudes are very good which has a positive effect on the very good learning environment. Pupils enjoy their lessons and are brimming with eagerness to learn. They listen attentively to their teacher and tackle their tasks enthusiastically and with perseverance and very good concentration.
- In KS2, the majority of pupils' behaviour is good and often very good. These pupils have a positive attitude to their learning and respond well to their teacher. They exhibit good concentration and perseverance in their work.
- However, there are individuals whose behaviour is challenging and sometimes unsatisfactory. These pupils, at times, fail to collaborate and sometimes disturb the course of lessons. The school is very aware of the unsatisfactory behaviour of these individuals and, after wide consultation, has adopted good, sensible strategies that are applied across the whole school. These strategies are having a very positive effect on pupils' ability to conform to class and school rules.
- The school has a firm policy to counter any bullying or discriminatory behaviour and provides positive messages to pupils. During the pre-inspection consultation, parents expressed their confidence that the school deals with such behaviour effectively.

### **4.3 Attendance**

Levels of attendance are good.

- Whole school attendance was consistently well above 90% in the past three terms. During the inspection, all pupils were present.
- There are no instances of unauthorised absences.
- The school's attendance registers do not comply fully with statutory requirements because afternoon registration does not occur consistently. In addition, registers sometimes do not differentiate between authorised and unauthorised absences and there are instances when family holidays during term time, in excess of 10 days, are authorised.
- Although the school does not set itself formal targets for attendance, there are clear expectations of good attendance in the home/school agreement and in all communications with pupils' homes. There is close monitoring of pupils' attendance and, in the rare instances when a pupil's attendance is a cause for concern, the school takes prompt and effective action.
- Punctuality is very good.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

In the lessons observed during the inspection, the quality of teaching was satisfactory in five per cent of lessons, good in 55 per cent and very good in 40 per cent.

- In the vast majority of lessons, teachers demonstrate very good subject knowledge and succeed in making lessons interesting and stimulating for pupils. The quality of teaching is often outstanding in lessons in KS1.
- A wide range of very good quality resources are used imaginatively and purposefully to support the teaching.
- Teachers, particularly in KS1, have very high expectations of pupils and there is very good pace and rigour to lessons. An industrious ethos is created in which pupils are busy and active at all times and there is no wastage of time.
- Tasks set are suitably differentiated to meet the wide range of ages and abilities in each class. The good language models provided by teachers enable pupils to understand instructions and to develop their communication skills effectively in their second language.
- Good quality questioning techniques encourage pupils to think and reflect on their answers. Of particular note is the very good quality responses that are elicited from pupils in KS1 when they are required to describe in detail the ways they have arrived at their conclusions during science and technology activities.
- Where the teaching is satisfactory, many of the above elements are present. The shortcomings include overly long introductions and insufficient variety and challenge in the tasks set.
- Very good support is provided for the under fives by the NNEB, and pupils with SEN receive good support from two learning support assistants.
- Peripatetic teachers for Welsh and SEN provide sound support for the teaching and learning. Parents state that pupils derive much benefit from discussing a variety of social and moral issues with a visiting counsellor.

### **5.2 Assessment, recording and reporting**

The quality of assessment and recording is satisfactory and reporting is good.

- The school has an assessment policy that sets out guidelines and specific strategies for assessment. These are generally satisfactorily implemented across the school.

- Children under five are assessed within a specific period of time after they have started school and the information gained forms a sound basis on which the teacher plans their programme of work.
- Records of achievement files are kept for every pupil. Levelled samples of work with teacher comment on context, reasons for being awarded a level and targets for further development are included.
- Yearly tests given in Welsh, English and mathematics provide information on the achievements of each pupil. Results are recorded clearly but are not followed up by tracking systems to note individual pupil's progress and achievement over time.
- Pupils with SEN are assessed regularly and records are kept of their progress. Teachers have a good knowledge of all pupils' abilities and differentiate their learning tasks accordingly.
- An annual progress report is sent to parents. These reports are of good quality and are written in clear, plain language. They give comments on work undertaken in all curriculum areas. Information about areas for further development is included. Parents are invited to respond to these reports and some take advantage of such an opportunity.
- Parents are formally invited to the school once a year, at the end of the summer term, to discuss their children's work. However, they can be provided with progress reports at any time.
- Pupils do not play an active enough role in their own assessment. For example, they do not choose pieces of work to be kept in their portfolios, are not always aware of their own targets for development, and there are no opportunities for pupils to record personal achievements and progress.
- The school has an effective marking policy but it is not consistently implemented. There is some evidence of sensitive marking with comments noting steps for improvement. In general, however, the marking of pupils' work is insufficiently critical and constructive to ensure that, in particular, some older pupils will strive harder to improve and develop their work.

### **5.3 Curriculum**

The overall quality and organisation of the curriculum are very good in the early years and KS1 and are good in KS2. All statutory requirements are met.

- The curriculum for the under fives successfully promotes the Desirable Outcomes for Children's Learning. A range of very good quality learning experiences is provided for the children.
- In KS1 and KS2, the school offers a broad and balanced curriculum that is relevant to the needs of pupils. A range of good learning experiences is offered pupils in KS2, and the range is often excellent in KS1.

- Whole school planning ranges from good to very good, and tasks are effectively differentiated to meet the needs of the wide range of ages and abilities in each class. There are good strategies in place for promoting pupils' bilingualism in Welsh and English.
- There are good arrangements for the delivery of personal, social and health education.
- The planning and provision for the Cwricwlwm Cymreig are very good. Pupils are aware and knowledgeable about Welsh culture and traditions.
- There are appropriate race awareness and equal opportunities policies. These are implemented successfully across the school. The school is socially inclusive and there is equality of access and opportunity within all its activities.
- Good opportunities are provided for the development of key skills across the curriculum.
- Homework is set regularly and effectively supports pupils' learning.
- Visitors to the school, including artists, singers and other local people, serve effectively to enrich and extend the school's curriculum. Extra-curricular activities, including educational visits, a sport club led by parents and Urdd competitions, also have a significant beneficial impact on pupils' learning.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support, guidance and welfare of pupils is good.

- The school is a close community with a caring and friendly ethos. Interaction between pupils and members of staff within and outside the classroom is very good. The teachers and support staff know the pupils very well and the pupils turn to them easily for help and advice.
- There are appropriate policies and procedures for discipline, equal opportunities, health and safety, anti-bullying and for dealing with racism and these are well implemented in the life and work of the school.
- The school has appropriate procedures for dealing with child protection issues and the head teacher has responsibility to ensure the effective implementation of the arrangements.
- A well planned personal, social and health education programme is delivered through a combination of specific lessons, talks from outside agencies and through opportunities identified in teachers' medium term planning. Pupils have good opportunities to share and discuss their feelings during periods such as 'circle time'. The school has completed the first phase of the Healthy Schools Programme.
- Pupils with special educational needs are well supported within the mainstream by teachers and support staff.

- The vast majority of parents are very happy with the help and guidance their children receive and would find it easy to approach the school with any concerns they may have.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with special educational needs is satisfactory with some good features. The pupils identified with SEN make satisfactory progress and achieve satisfactory standards in relation to their IEPs.

- The school has an appropriate system for identifying pupils with SEN, and all members of staff maintain detailed records of their progress. There is a named governor who is familiar with SEN.
- The SEN policy contains clear guidelines which are implemented accurately and fully. Pupils are systematically assessed and placed on the school's SEN register if they are deemed to have specific special needs.
- Ten pupils are identified as having special educational needs on the current school register, including two who have a statement of SEN. All pupils are integrated fully within the mainstream classes and follow a broad and balanced curriculum.
- Individual education plans (IEPs) are prepared for all pupils on the SEN register and these are monitored regularly. However, in some withdrawal sessions with the peripatetic SEN teacher, some individual tasks undertaken do not correspond to the targets noted in the IEPs. The school's good resources for SEN are not always used to best effect in these sessions.
- The pupils with statements of SEN are well supported by two experienced learning support assistants. Other pupils with SEN are also well supported within class. All make satisfactory progress and achieve satisfactory standards in relation to the tasks set.
- Links with outside agencies are good, and effective use is made of the advice and guidance provided.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and community, schools and the LEA is good. There are no links with institutions for teacher training.

- During the pre-inspection consultation with parents, by questionnaire and at a parents' meeting, the great majority of parents expressed strong approval for the relationship between the school and pupils' homes.
- Parents are well informed about the life and work of the school by regular letters and the teaching staff is easily available to parents for any consultation as the need arises. One formal consultative meeting is held with parents to discuss the annual reports at the end of the year. Some parents expressed a need for a progress meeting earlier in the school year.

- The school prospectus does not fully meet with statutory requirements. The governing body's annual report for parents covers the items recommended for inclusion. However, many items are dealt with very briefly and do not provide parents with a full picture of the work of the school. The content of the home-school agreement, signed by the vast majority of parents, meets statutory requirements.
- The involvement of parents is welcomed in the work of the school. A number of parents make positive contributions by visiting and talking to pupils about relevant experiences, helping with improving the learning environment, and in supervising pupils on educational visits.
- The school's Parent/Teacher Association is very active and raises relatively large sums that bolster the school's resources.
- The school makes very good use of the locality and resources available in the community to enhance the teaching and learning. There are regular visits to the church and places of interest in the village whenever these are relevant to the curriculum. Studies in history and geography are given an important local context. There are valuable visits from local artists, poets and individuals with special skills that make important contributions to pupils' experiences. Pupils contribute to local events and religious festivals and visit a home for the aged.
- There is a good partnership with other primary schools in the area. Staff co-operate in the formulation of schemes of work, and working parties are established to audit the schools' work in the core subjects and in consulting pupils about their learning environment. Pupils have a choice of four comprehensive schools to which they can transfer, and transfer arrangements are well organised in each case. However, co-operation on bridging projects and curricular development with secondary schools is uneven because some of the schools fall within neighbouring LEAs. Notably, pupils' studies in personal and social education benefit greatly from the input from an Outreach worker, based in one of the comprehensive schools.

## **5.7 Partnership with industry**

Partnership with industry is good.

- The school provides pupils with a number of experiences of industry and commerce that enhance the curriculum and increases their knowledge of the world of work.
- Pupils make regular visits to local shops and supermarkets when these are relevant to their studies, and the school has benefited from gifts of funds and resources.
- All pupils learn about local industry and extend their studies in geography, science and design and technology by visiting a local cheese farm, an organic farm and a tourist centre. Each year, older pupils work together with pupils from other schools on a junior enterprise scheme that extends their awareness of commercial practices and develops their numeracy skills. KS2 pupils' understanding of environmental and sustainability issues were increased by their involvement in a water project supported by a national water utility.

- There are profitable links with Careers Wales that have led to the sponsorship of a visiting science workshop.
- Opportunities for staff development arising from a partnership with industry are underdeveloped although, in the past, the head teacher benefited from an education business association with a local supermarket that provided insight into management issues.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- A self-critical culture has been established and a detailed document, evaluating the progress the school has made and identifying issues to develop over the next three years, has been produced.
- A general audit of all aspects of the curriculum, including supporting documents and resources, was conducted by the head teacher on her appointment in January 2001. This enabled her and the staff to identify a number of matters to be developed. All were included, in order of priority, in the school's subsequent development planning.
- The present school development plan (SDP) continues to include appropriate targets for the development of various curriculum aspects. However, the targets listed have not been clearly prioritised according to importance and there is no clear programme of action for their implementation.
- The school's self-evaluation document has been shared with the school's governing body and discussed with the LEA's advisers. Governors discuss the content of the SDP and are taking an active role in helping the school to evaluate aspects of its work and identify areas for improvement.
- A general analysis of the school's performance in NC tests has been made but this has not led to individual targets being set for pupils.

### **6.2 Leadership and efficiency**

The quality of leadership and efficiency is good.

- The head teacher's leadership and management of the school are good. In the three years she has been in post, a great deal has been done to improve the quality of the education for the pupils in the school. There is now a very good team spirit operating amongst staff and good relationships with governors, parents and members of the community are firmly established.

- The school has appropriate aims and values, including a clear commitment to equality of opportunity for all. It succeeds well in creating a happy and stimulating learning environment for its pupils.
- The two teachers share curriculum responsibility and each ensures that curriculum plans are regularly reviewed and updated and that there are sufficient resources to support the work in all subjects.
- The governing body is very supportive of the school and members are developing their 'critical friend' roles effectively. Members visit the school to observe activities and report back to the full body. They discuss policy documents and are knowledgeable about health and safety matters. There are, however, some matters, involving the registration of pupils and the content of the school prospectus, that do not meet statutory requirements.
- Despite no secretarial help, the day-to-day administration of the school is efficient and effective.
- The head teacher and governors administer the budget effectively. The school gives good value for money.

### **6.3 Staffing, accommodation and learning resources**

The general provision for staffing, resources and accommodation is very good.

- The school is appropriately staffed for the number of pupils on roll. Teachers are well qualified and undertake relevant professional development that is used effectively to enhance the curriculum. The NNEB and learning support staff are effectively deployed to support pupils' learning.
- All staff have job descriptions and they are clear about their specific duties and responsibilities; they undertake these competently and efficiently.
- The school building provides good space and this is well utilised to promote an interesting and stimulating learning environment. Displays of good quality celebrate pupils' achievements and are used as effective teaching aids. The outdoor area provides very good space, including a playing field, picnic area and a separate play area for the under fives.
- The standard of cleanliness in and around the school is of very high quality.
- The school has a very good range of learning resources. These are conveniently located within classrooms and are easily accessible to staff and pupils. Of particular note, is the range of ICT equipment available to pupils which is well used to support their learning.

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

### **Standards achieved by pupils**

## Provision for the under-fives

The overall quality of the educational provision for the reception children (4-5 years) is very good and successfully promotes the Desirable Outcomes for Children's Learning. The children make very good progress and achieve good or very good standards in all six areas of learning.

The seven part-time nursery pupils register separately in an adjoining classroom by a nursery nurse. Although there was insufficient time during the inspection to make judgements on standards with the part-time pupils, the provision for them in terms of planning, assessment procedures, and available resources is also very good.

### Good features

- Good standards are achieved in **language and literacy**. All listen attentively and respond eagerly during discussions and in response to stories. All are reading independently and writing skills are developing well. All can write their names with a good degree of legibility and, when putting words in order on a sentence board, most can insert a full stop correctly.
- Standards of achievement in **mathematical development** are very good. All know numbers to 8 and can make sets of different numbers that add up to eight. They understand and use mathematical and positional language in relevant contexts. They recognise basic two-dimensional shapes and they understand the mathematics of money through play activities.
- In their **personal and social development**, the children achieve very good standards. They display very good concentration and perseverance in their learning. They share, take turns and clear up after activities. They dress and undress independently after physical activities. They relate very well to adults and to each other. They understand class rules and are developing well in their awareness of the feelings and needs of others.
- Standards of achievement in the children's **knowledge and understanding of the world** are very good. They are beginning to understand the passage of time and know the sequence of some of the daily activities in their classroom and the school. They know that books and the computer are sources of information and they can handle the computer mouse with increasing confidence. They discuss changes in the weather and know the need for different clothes according to weather patterns and the changes of the seasons. They know that some ingredients change when heated and have made their own egg sandwiches. They are beginning to develop an understanding of differences in children's lives from 'long ago' with their lives 'now'.
- In their **creative development**, the children achieve very good standards. They sing a wide range of songs and rhymes, and they experiment with sounds as they use musical instruments to compose their own music relating to Noah's Ark, which they perform with confidence and enjoyment. They create patterns, prints, collages and paintings of very good quality. When role-playing, they show good resourcefulness and imagination as they recreate scenes from stories told and from their history work.

- Very good standards are achieved in the children's **physical development**. They show good body control and use space effectively. When using wheeled and large toys, they are aware of others around them and manoeuvre safely. They handle small tools with good dexterity and, while working with computers, they handle the mouse adeptly.

### **Shortcomings**

There are no significant shortcomings.

### **Welsh**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- Welsh is the second language for all pupils in KS1. All make very good progress in the acquisition of communication skills in the language in a short space of time.
- Pupils listen attentively in lessons and are eager to share their ideas and discuss their work with each other and with adults. They show their understanding of the content of stories and of new work being introduced by responding accurately to the teacher's questions.
- The reading skills of pupils in KS1 are developing very well. They are able to construct words using their knowledge of phonics and they read expressively. Y2 pupils read with fluency, meaning and understanding and achieve good standards.
- The writing skills of KS1 pupils show very good progress. Pupils in Y2 write for a range of purposes including a report on their visit to Tesco, a letter to thank the person who had shown them around, descriptions of members of their families, a poem, a recipe on making bread and story writing.
- Y2 pupils demonstrate good understanding of basic punctuation conventions and they present their work neatly. They achieve good standards in their writing,
- Most pupils in KS2 listen attentively and make satisfactory progress in the development of their speaking skills. They give thoughtful and sensible responses during discussions on *The Diary of Ann Frank*, the class book they are studying.
- Most pupils in KS2 show satisfactory understanding of the books they are reading. Some older pupils can summarise the plot and discuss their opinions of the characters and their importance in the story. Most read accurately and a few read with good expression.
- Pupils across KS2 make satisfactory progress in the amount and quality of their writing. Much of the writing this term is appropriately based around the story of *Gwiber Emlyn*, a local folk tale. The writing includes mapping stories, diary writing, various poetry forms, descriptions, dialogue, reports and concise writing such as creating short descriptions of

the skills involved in the career of a nurse, artist or teacher. Satisfactory standards are achieved.

- Pupils across the key stages are aware of dialects and the various words used in North and South Wales.
- Handwriting skills and the presentation of written work are satisfactory across the key stage.

### **Shortcomings**

There are no significant shortcomings in KS1.

- Some KS2 pupils are reluctant to speak in Welsh and revert constantly to English, even when the medium of the lesson is Welsh. This negative attitude impedes their developing fluency and overall progress. As a result, their range of vocabulary and sentence structures is limited.
- Only a minority of KS2 pupils read in Welsh for pleasure. The majority cannot discuss a range of books and favourite authors.
- The handwriting and presentational skills of some KS2 pupils are unsatisfactory. Some Y3 pupils revert to printing when undertaking writing tasks.

### **English**

In accordance with the LEA's policy for Category A schools, English is only taught in KS2. Standards of achievement are good in KS2.

### **Good features**

- The vast majority of pupils listen attentively to introductions and instructions. Although some are reluctant to speak out during some class sessions and assemblies, they express their views and ideas clearly and confidently in small groups and on an individual basis.
- By the end of KS2, most pupils use a good variety of subject-specific vocabulary to discuss their work in mathematics, science, design and technology and information technology.
- Standards of reading are good by the end of the key stage. The majority read fluently and accurately, using a range of well-judged expression to suit the text. They recall story lines in books read and, as they discuss their favourite characters, they give valid reasons for their choices. Most have developed specific tastes for particular authors and styles of writing and can discuss these sensibly.
- Most demonstrate a good ability to write extended prose for different purposes and audiences. They are becoming aware of the need to adapt their writing styles for dialogue,

narrative, letters, poetry, diary writing and descriptions of various characters and scenes from Carrie's War, the class book they are studying.

- By the end of the key stage, most pupils have a sound grasp of sentence structure, paragraphing and punctuation. Their spelling is also generally secure.
- Pupils' handwriting skills and the presentation of their written work are satisfactory. Pupils' ICT skills are used effectively to support the development of their drafting and re-drafting skills. The use of computer graphics to illustrate some of the writing is particularly effective.

### **Shortcomings**

- A small minority of pupils find writing tasks difficult and do not write correctly and at length.
- In a small minority of cases, the handwriting skills and the presentation of work, across the key stage are unsatisfactory.

### **Mathematics**

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

#### **Good features**

- In KS1, pupils have a very good understanding of conventional signs, place value, number bonds and patterns. They identify odd and even numbers and they respond very well orally to mental challenges.
- By the end of Y2, pupils recognize regular two-dimensional shapes and recall their basic properties such as the number of sides and corners they possess as well as lines of symmetry. They can name a range of three-dimensional shapes and can distinguish between them.
- KS1 pupils record their work neatly and clearly.
- In KS2, pupils' ability to respond quickly to oral challenges is generally developing well.
- By the end of KS2, most pupils have a good understanding of place value and use all four mathematical operations confidently and correctly. They display good understanding of the relationship between the four rules and can note inverse operations.
- The majority of pupils in KS2 can collect data using a tally chart, create appropriate graphs and explain results and outcomes effectively. Most Y6 pupils calculate mode, median and the range of data correctly.
- By the end of KS2, most pupils can identify and name a wide range of two and three-dimensional shapes, explain their properties and show their lines of symmetry. Some

pupils can recognize and describe the properties of equilateral, scalene, isosceles and right angle triangles, and calculate the degree of their angles.

- Most understand the relationship between fractions, decimals and percentages and can convert from one to the other confidently. They can also calculate percentages and fractions of sums such as money and weight.
- Pupils in both key stages use their developing numeracy skills effectively to make daily temperature recordings, measure and estimate distances in geography and design and technology, and to record temperature changes in science.
- Pupils across both key stages make very good use of their well-developed ICT skills to support their learning.

### **Shortcomings**

- The mental mathematics capability of some KS2 pupils is slow.

### **Science**

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

### **Good features**

- Pupils' practical and investigative work is very good in KS1. Pupils make good suggestions for setting up investigations, linked to the topic they are studying, and know that they have to follow a correct sequence when recording the steps they have taken in their experiments.
- KS1 pupils can name a range of natural and man-made materials and they can place them in appropriate categories. They can describe their properties and they have studied a particular material in depth as, for example, plastic. They have devised their own experiment to find which of a range of stockings would stretch the most. They understand and can describe some of the principles involved in making the test fair. Their findings have been recorded in graphical form and they can explain the data collected clearly and concisely.
- Through the process of making their own bread, and through classroom experiments with heating and cooling various foods and materials, pupils understand and can discuss the changes that take place when materials are heated and cooled. They can recognise which changes are reversible and irreversible.
- They can name different parts of the body and are aware of the importance of healthy eating.
- They understand the dangers associated with electrical items in the home and school.

- Pupils in KS2 understand and can discuss the principles involved in creating a fair test. They collect and use data carefully and sensibly; they compare the information provided by their data and come to reasonable conclusions.
- They have devised their own experiments to find what happens to different materials when mixed with water. The experiments had to be based on predictions they had formed from previous knowledge.
- They have experimented with using different thermometers and devised their own experiments to prove that ice melts faster in hot water. They know that changes occurring when heating some solid materials can be reversed through cooling them. They have transferred Ecolog data into their computers to get graphs that are labelled accurately. They can explain their findings clearly and confidently.
- Pupils across the key stage demonstrate a good understanding of features relating to electricity and electrical circuits.

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Standards of achievement are very good in KS1 and are satisfactory in KS2.

- KS1 pupils make very good progress in their ongoing work of designing and making key rings. They have examined and evaluated a range of key rings. They have experimented with salt dough to make a mould by stretching, rolling, indenting, joining, cutting and shaping it to the shapes they think will be suitable. They show good dexterity when using tools. They estimate the amount of material needed and have made their designs according to a chosen theme. Through the work, pupils develop very good communicating, problem solving and creative skills.
- Previous work, including finished examples of moving cardboard figures depicting characters from a favourite reading book, is of very good quality. Pupils also develop good skills in food technology when making bread and creating their own sandwiches. Hygiene and safety factors are given due emphasis.
- Pupils also evaluate their work effectively. They make sensible suggestions on how their work can be improved.
- A part-time teacher teaches the subject in KS2. The work completed is more limited in range and scope than that covered in KS1. Pupils have compared a range of photograph frames for different features and studied how they can be made to stand for display.
- Pupils have made their own designs and completed their frames to a set format. The finished products are of a satisfactory standard. During the inspection, pupils were given

opportunities to decorate their frames and most made sensible choices when selecting materials for this and showed satisfactory creative skills in the process.

### **Shortcomings**

- KS2 pupils' skills of experimenting with different designs and tools to make individual frames are not well developed. All produced exactly the same design for each frame and, as a result, their designing, creating and making skills are restricted.
- Some pupils are not confident in offering suitable suggestions for improving their work.

### **Information technology**

Standards of achievement are very good in both key stages.

#### **Good features**

- In KS1, pupils understand that IT can be used to present their work in different ways and that the work can be easily altered.
- They make very good progress in developing their skills when using word processing, paint and graphic programs. They know the function of the delete key to correct errors and can type in lower and upper case letters. They experiment with different fonts, colours and borders to enhance the presentation of their work.
- KS1 pupils develop their data handling skills well, producing graphs to represent their findings in a variety of subjects.
- Pupils' word-processing skills develop well in KS2. They make very good progress in amending and editing their work to suit particular audiences. They are also competent at using the computer to check on the accuracy of their spelling and grammar in their written work.
- KS2 pupils make very good progress in developing data bases. They use Ecologs to measure temperature and transfer the information to the computer to produce graphs to illustrate their findings. They organise their findings effectively by producing spreadsheets.
- Pupils make good use of the internet to extend their knowledge and to access further information across the curriculum. They download, pictures, illustrations and logos into their text to provide greater interest and focus. Older pupils are competent and confident in using Powerpoint and the interactive whiteboard to find and store information and to make presentations to their peers.
- Pupils are familiar with e-mail facilities and have sent and received messages from pupils in a neighbouring school.

- The very good focus on the development of IT skills across the curriculum is having a positive effect upon the standards achieved in all curriculum areas.

### **Shortcomings**

There are no significant shortcomings.

### **History**

Standards of achievement are very good in both key stages.

#### **Good features**

- KS1 pupils effectively compare life now with that of children who worked in the coalmines in Victorian times. They recall facts clearly about Susan Rees and her work in the coalmine.
- Pupils in both key stages can name historical artefacts on display and explain their uses.
- Pupils in both key stages have a very good understanding of chronology and can place important historical periods on a timeline.
- They have a very good understanding of historical terminology and use them in relevant contexts.
- KS2 pupils have a very good understanding of the main reasons behind the outbreak of the Second World War and they describe life in Cenarth at that time. They empathise with evacuees who came to Wales and the fate of the Jewish war prisoners.
- Pupils use the Internet and information books effectively to find information to aid their understanding.
- Pupils across both key stages record their findings in a variety of ways, for example, through diaries, posters, pamphlets, descriptions and lists. The recording is of a good standard.

### **Shortcomings**

There are no significant shortcomings.

### **Geography**

Standards of achievement in geography are very good in KS1 and are good in KS2.

#### **Good features**

- KS1 pupils have a very good understanding of location and are able to place Cenarth on a map of Wales, and Wales in the context of Great Britain.
- Pupils can describe the characteristics of Cenarth, the work of people in the area, and the different types of buildings in the local area.
- They use the Roamer competently to practise direction and estimate distances. They work well in group situations and support each other's development and understanding.
- Pupils can follow directions and estimate distances in non-standard units very well. They can use directional terminology, such as forward, backwards, to the left, to the right, quarter turn, effectively.
- In KS2 pupils can identify different places on a map of Wales and locate countries and continents on a map of the world, including the African country of Lesotho.
- Pupils are fully aware of the features of a contrasting area, and can list similarities and differences, and ask appropriate questions. They describe life in Lesotho and show an awareness of the daily difficulties that people encounter there.
- Pupils use a variety of sources of evidence to answer questions and they use ICT confidently to research and to display their results and findings.

### **Shortcomings**

- A very small number of pupils in KS2 show a lack of interest in the subject and do not have a good recall of work covered.

### **Art**

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

### **Good features**

- Pupils in KS1 use a variety of materials effectively to develop their skills in two and three-dimensional work.
- They have developed printing skills of a high standard as they copy patterns in their classroom and the environment, produce repeating patterns and emulate the work of Paul Peter Piech, an artist from Porthcawl who specialises in printing techniques.
- They have created impressive silhouettes of each other that are attractively displayed in the classroom.
- They have emulated the animal paintings of William Brown, an artist from Maesteg, and incorporated hearts in their paintings as he does. Their skills in the use of line, tone and shade are developing very well.

- KS2 pupils make good progress in the development of printing and painting skills. Good standards are achieved by them as they study and produce a variety of printing techniques.
- They use their sketch books effectively to make plans of paintings, experiment with African patterns and make close observational sketches of various objects.
- They have looked closely at the work of Welsh artists such as William Roberts and Gwen John. They have studied their techniques and produced their own good quality copies of their works.
- They have recreated a variety of African patterns that are striking and colourful.
- Pupils' work throughout the school is considerably enriched by opportunities to work alongside parents and members of the community who willingly share their expertise with them. As a result of such a partnership, the techniques of working with straw have been introduced and pupils' corn dolly creations are of a good standard.

### **Shortcomings**

There are no significant shortcomings.

### **Music**

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

#### **Good features**

- In KS1, pupils know a wide range of songs which they sing tunefully and with obvious enjoyment. Their singing is of a very good standard.
- They have access to a range of good quality percussion instruments and use them confidently during composing activities. This was evident during a class performance of Noah's Ark when pupils selected instruments to denote animal sounds and used them effectively to accompany the singing. They demonstrated very good composition and performing skills through the work.
- Pupils in KS2 sing tunefully and develop their musical ability by listening to directions and following them accurately.
- They are familiar with the pentatonic scale and can compose their own music, using a variety of percussion instruments, based on the five notes of the scale.
- They listen to and appraise a range of music, including Peter and the Wolf. They can recognise some of the orchestral instruments and most can distinguish between various elements in the music such as tempo, dynamics and rhythm.
- Pupils have good opportunities to perform through school concerts and Urdd activities.

### **Shortcomings**

- Some pupils in KS2 fail to retain sufficient concentration during composing activities and, as a result, do not achieve the same good standards as the majority.

### **Physical education**

One lesson only was observed during the inspection and it is therefore not possible to make an overall judgement on standards through the school. Evidence from teachers' planning, photographs produced and the school's timetables indicate that the school's provision for this curriculum aspect is good. Standards of achievement in the lesson observed were good.

### **Religious education**

Standards of achievement are very good in both key stages.

#### **Good features**

- KS1 pupils recall the story of Mary Jones and her quest for a Bible and explain the reasons for her journey to Bala.
- They know that the Bible is a special book for Christians and they can name some of its different parts and recall stories from both Testaments.
- They know that the Torah is a special book in Judaism and they respect the rules concerning its usage.
- Pupils in KS2 know the names of the two testaments and can identify some of books and sections within them. They have very good recall of some well known Bible stories and famous characters associated with them.
- They can name some major religions and describe many characteristics relating to them. They can list the five pillars of Islam and describe Muslim worship.
- They understand the significance of the Torah and of the Simchat ceremony surrounding the use of the Torah in the Jewish temple.
- KS2 pupils write sensitive and relevant prayers of very good quality and present them in an atmosphere of peace and reverence in assemblies and class.

### **Shortcomings**

There are no significant shortcomings.

## **8.1 Progress since the last inspection**

Five key issues arose from the last inspection in June 1998. The school's response has been overwhelmingly positive and successful in all but one of the key issues.

### **i. take steps to improve the leadership and management of the school;**

The present head teacher was appointed three years ago and has made very good improvements in the leadership and management of the school. There are good quality documents now in place to guide and support all curriculum areas and other aspects of pupils' education. Under her guidance, governors take an active part in overseeing the curriculum and make regular visits to the school. Standards of achievement have been raised across the curriculum, and the quality of teaching ranges from good to very good.

### **ii. improve standards in the unsatisfactory subjects across the school, and secure a more balanced programme for physical education;**

Standards have improved in all subjects in KS1. They are now good in Welsh and very good in all other subjects. In the one physical education lesson seen in KS1, standards of achievement were good. In KS2, there have been marked improvements in all subjects except Welsh where standards remain satisfactory. Standards have been raised significantly in all other subjects.

### **iii. ensure more effective teaching that meets the needs of pupils of different ages and abilities at KS2.**

The overall quality of teaching in KS2 is now good, with some very good aspects. There is good differentiation to meet the needs of the wide age and ability range in the class. Lessons are well prepared and pupils are expected to reach high standards.

### **iv. act according to the requirements of the SEN Code of Practice, identifying all pupils with special needs and supporting them appropriately in the classroom.;**

The school now meets all the requirements of the new Code of Practice and pupils are given good support within the classroom.

### **v. ensure joint curriculum planning across the school to ensure progression and continuity in pupils' experiences;**

Teachers now plan together and work closely as a team. The quality of curriculum planning is very good and ensures continuity and progression in pupils' learning experiences.

### **vi. take action to meet health and safety requirements identified in the report;**

No health and safety issues now arise.

### **vii. conform with statutory requirements on registration and provision of information to parents.**

This remains unresolved. Some aspects of registration and information to parents in the school prospectus continue not to meet statutory requirements.

## **8.2 Key issues for action**

The school needs to:

- devise further strategies to improve standards in Welsh in KS2, including pupils' use of Welsh during work and play;
- address the shortcomings listed in subjects and aspects within the report;
- ensure that marking is constructively critical in order to help pupils improve their work;
- continue to develop behavioural strategies to improve the behaviour of some pupils in KS2;
- conform with statutory requirements on registration and in the information contained in the school prospectus.

## APPENDIX

### A. Basic information about the school

Name of School	Cenarth Community Primary School
School type	LEA maintained
Age -range of pupils	3-11
Address of school	Cenarth Newcastle Emlyn Ceredigion
Post-Code	SA38 9JP
Telephone Number	01239 710060

Headteacher	Mrs G M Alban
Date of appointment	January 2001
Chair of Governors/ Appropriate Authority	Mrs R Seel
Registered Inspector	Ms L Thomas
Dates of inspection	15-17 March 2004

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3.5	7	5	3	5	6	3	5	37.5

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

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil:adult (fte) ratio in nursery classes	1:3.5
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	17
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	93	95	96	94.6
Term 2	98	99	95	97
Term 3	90	94	93	92

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

### C. Results of National Curriculum assessments and public examinations

## END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>	Number of pupils in Y2: 5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	60	In Wales:	79

## END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results: 2003</b>	Number of pupils in Y6: 4
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. Evidence base of the inspection

- Twenty lessons were observed.
- A sample of pupils' written and practical work in all subjects was inspected.
- A sample of pupils in both key stages was heard reading.
- Inspectors held discussions with the head teacher, teachers and pupils during the inspection on a wide range of issues related to the school's work.
- The school's planning documents, attendance registers and various files and records were considered.
- Inspectors attended the daily sessions of collective worship.
- Fourteen parents attended the pre-inspection meeting and 20 questionnaires were completed and analysed.
- Discussions were held with staff and governors in pre and post inspection meetings.

## E. Composition and responsibilities of the inspection team

<b>{PRIVATE }Team member</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Ms L Thomas (RgI)	Early years; English, science, design and technology; information technology; art; music.	Context; main findings; standards achieved in subjects and areas of learning; teaching; curriculum; leadership and efficiency; staffing, accommodation and learning resources; progress since the last inspection; key issues for action.
Mr E James (Lay)		Behaviour; attendance, partnership with parents, community, schools and other institutions.
Mr G Morgan	Welsh; mathematics; history; geography; physical education; religious education.	Standards achieved in key skills across the curriculum; pupils' spiritual, moral, social and cultural development, assessment, recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN; quality of evaluation and planning for improvement.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*