

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

***Cilcennin Community Primary School
Cilcennin***

Lampeter

Ceredigion

School Number: 667-2284

Date of Inspection: 19-21 September 2001

by

***MR D GWYNFOR EVANS
Registered Inspector***

Date: 19 November 2001

UNDER ESTYN CONTRACT NUMBER: CT26/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key Stage (KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	5
4. ETHOS OF THE SCHOOL	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	6
4.2 BEHAVIOUR AND ATTITUDES	6
4.3 ATTENDANCE.....	7
5. QUALITY OF EDUCATION	7
5.1 TEACHING	7
5.2 ASSESSMENT, RECORDING AND REPORTING	8
5.3 CURRICULUM	8
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	9
5.5 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.....	9
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	10
5.7 PARTNERSHIP WITH INDUSTRY	10
6. MANAGEMENT	11
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	11
6.2 LEADERSHIP AND EFFICIENCY.....	11
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	12
7. SUBJECTS AND AREAS OF LEARNING	13
STANDARDS ACHIEVED BY PUPILS	13
PROVISION FOR THE UNDER-FIVES	13
WELSH	14
ENGLISH	15
MATHEMATICS	15
SCIENCE.....	16
DESIGN AND TECHNOLOGY	16
INFORMATION TECHNOLOGY	17
HISTORY	18
GEOGRAPHY	18
ART	19
MUSIC	20
PHYSICAL EDUCATION	20
RELIGIOUS EDUCATION.....	22
8. SCHOOL IMPROVEMENT	23
8.1 PROGRESS SINCE THE LAST INSPECTION	23
8.2 KEY ISSUES FOR ACTION.....	23
APPENDIX	24
A. BASIC INFORMATION ABOUT THE SCHOOL	24
B. SCHOOL DATA AND INDICATORS	24
C. NC ASSESSMENT AND PUBLIC EXAMINATION RESULTS	25
D. THE EVIDENCE BASE OF THE INSPECTION	25
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM	26

1. CONTEXT

The School and its Priorities

Cilcennin School is a community primary school that serves the village and the surrounding rural area. The school's catchment area is described as one which is neither prosperous nor economically disadvantaged; 24 per cent of pupils are entitled to receive free school meals. Currently, there are 18 pupils on roll compared to 30 during the previous inspection in June 1996. Children are admitted to the school at the beginning of the term following their fourth birthday. The school has two classes, one for pupils between four and seven years old and the other for pupils between seven and eleven years old. There are four pupils on the special educational needs (SEN) register; no pupils have a statement of SEN.

In accordance with the Unitary Authority's (UA) policy, Welsh is the main medium of the school's life and work. The school's aim is to teach pupils to be able to converse naturally in English and Welsh by the time they transfer to the secondary school at eleven years old; about nine per cent of pupils come from Welsh-speaking homes.

The school sets clear expectations in relation to each individual's academic, personal and social development within the context of a Christian community. The close relationship between the school and home and between the school and the community is also emphasised. The School Development Plan (SDP) provides details on the priorities to be addressed during the current year and an outline of the issues to be addressed between 2002 and 2004. It refers to issues regarding management, curriculum, resources and links with external agencies.

2. MAIN FINDINGS

The Main Findings of the Report

- The general quality of the educational provision for the under-fives is very good and appropriate to their needs. Standards in the six areas of learning are as follows:

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

Key Stage (KS) 1 and KS2 pupils

- In KS1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	Not applicable	Good
Mathematics	Very good	Good
Science	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Very good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Very good
Physical education	Satisfactory	Satisfactory

Religious education	Very good	Good
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Standards in the key skills across the curriculum

Standards achieved in the key skills of listening, reading, numeracy and information and communications technology (ICT) are good. Standards in speaking and writing are satisfactory.

Quality of the education provided

- Overall, the quality of the teaching is good. The quality of the teaching for the under-fives is very good. In the lessons observed across the school during the inspection, the teaching was very good in 42 per cent of lessons observed, good in 33 per cent and satisfactory in the remainder (25 per cent). Good teaching is characterized by detailed planning, introductions to lessons which ensure that pupils are aware of what is expected of them in terms of standard of work and behaviour, a warm and happy relationship between teachers and pupils, good subject knowledge by teachers and work that has been planned appropriately for pupils of different ages and abilities. At times, in some lessons, pupils do not have sufficient opportunities, particularly in KS2, to work as a group to research, discuss and interact in order to come to conclusions and decisions.
- On the whole, the quality of the assessment, recording and reporting is good. The children are assessed when they are admitted to the school and the information is used effectively to plan the teaching programme for them. Pupils' progress in the core subjects is assessed on a termly basis and the information is transferred to a record file. A similar system has not been developed for the foundation subjects. On the whole, the assessment process is not used sufficiently to promote teaching and learning particularly with older pupils. Annual reports to parents comply with statutory requirements and include useful information on pupils' achievement.
- The school's curriculum is broad and balanced. Planning for the under-fives is very effective in terms of ensuring continuity and progression in the six areas of learning. Schemes of work have been modified to comply with the requirements of Curriculum 2000 but as yet, subject policies have not been modified. Termly planning and the planning of individual lessons are detailed and refer appropriately to NC programmes of study. Attention is given to the key skills but there are no policy or procedures to ensure that they are included in lessons in a balanced way. The curriculum is enriched by a variety of extra-curricular activities, visits to places outside school and by visitors who come to the school. Very good emphasis is placed on the development of the *Cwricwlwm Cymreig*.
- The personal and educational guidance provided for pupils is good. Teachers know their pupils very well and pupils find it easy to approach the staff for support and guidance. The school has appropriate procedures for promoting pupils' welfare, health and safety but the school's main entrance has not been secured to prevent any unauthorized access.
- Provision for pupils with SEN is good. Pupils with SEN receive good support and guidance in the mainstream classes and when they are withdrawn for short periods every week. Pupils are fully integrated into the life and work of the school.
- The partnership with parents, community and other institutions is good. Every family was represented in the pre-inspection meeting with parents and a response was received from each family through the questionnaires. They stated that they are very happy with the quality of the education provided for their children and they are

supportive of the school's work as a whole. The school has close links with the local community. Links with industry are satisfactory on the whole.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual, moral and social development is good and their cultural development is very good. Assemblies contribute well to pupils' spiritual development and teachers provide good moral guidance during lessons and during the school's general activities. Pupils are always polite and courteous and they co-operate and play together happily. Pupils' awareness of the culture and heritage of Wales is fostered very well through lessons and extra-curricular activities. They also have a sound understanding of other cultures and religions.

Management and efficiency of the school

- The school has a good ethos and a sense of purpose which promotes and maintains sound values and good standards. The headteacher and governors provide good and effective leadership for the school and they support and appreciate the contribution of all members of staff to the school's activities. This is reflected in the way that priorities and clear implementation methods are set in the SDP. The chair of governors is a regular visitor to the school and all members of the governing body take a great interest in the life and work of the school. They oversee the school budget in an effective manner.
- The staffing provision is good and appropriate to the school's needs. The supply of resources is sufficient on the whole and they are well used to support teaching and learning. Effective use is made of the accommodation and the tasteful displays contribute well to the stimulating learning environment.
- The quality of self-evaluation and planning for improvement is good overall. The plans noted in the SDP are evaluated and reviewed regularly. Appropriate use is made of the data collated on pupils' performance in national assessments and tests. Although informal arrangements exist to keep an eye on pupils' progress and development, a system has not been developed to evaluate the educational provision and to monitor pupils' standards of achievement across the school.

Effectiveness in dealing with issues identified in the previous inspection

- The school has dealt successfully with all the key issues raised during the previous inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- The provision for the under-fives is very good. The children make good or very good progress in each of the areas of learning.
- In the lessons observed during the inspection, standards were very good in 25 per cent of the lessons, good in 50 per cent and satisfactory in the remainder (25 per cent).
- In the core subjects in KS1, standards are very good in mathematics and good in Welsh and science. In the national standard assessment tests (SATs) in 2001, every pupil attained the expected level (level 2) in Welsh and mathematics, which is considerably higher than the county and national results in 2000.
- In KS2, standards are good in each of the core subjects, those being Welsh, English, mathematics and science. At the end of the key stage in 2001, results in the SATs were significantly higher than county and national percentages for the year 2000.
- The school is making good progress in relation to the targets it has set itself.

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- Standards in information technology and art are good in both key stages.
 - Standards in history and religious education are very good in KS1 and good in KS2.
 - Standards in design and technology and geography are good in KS1 and satisfactory in KS2.
 - In music, standards are good in KS1 and very good in KS2.
 - Standards are satisfactory in physical education in both key stages.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils across the ability range are making consistent progress in their use of the key skills across the curriculum and attain standards that are at least satisfactory and sometimes good in language, literacy and communication, and good in numeracy and ICT.

- Very good opportunities are provided for the under-fives to apply and improve their developing skills in early literacy, early numeracy and in the use of ICT within and across the six areas of learning. They make good progress in each of the skills.
- In both key stages, pupils listen attentively to the teachers' presentations and respond appropriately showing a good grasp of terms and phrases related to their work across the curriculum. Key Stage 1 pupils respond well in whole class discussions and in group and role-play activities. In KS2, pupils' ability to speak accurately and fluently is developing satisfactorily in English and Welsh. They apply both languages well when dealing with different aspects of the curriculum. Given the opportunity, they contribute appropriately to discussions but their ability to express opinions and defend a viewpoint has not been developed sufficiently.
- Key Stage 1 and KS2 pupils make appropriate use of a variety of printed materials for their studies. They find information in a variety of sources and KS2 pupils make good use of English and Welsh material to extend their knowledge and understanding of the topics they study.
- Key Stage 1 and KS2 pupils adapt their written style appropriately when responding to different writing requirements across the curriculum. At times, KS2 pupils' creative skills are restricted by work sheets and closed writing tasks. Handwriting standards and the quality of pupils' presentation are good.
- In KS1 and KS2, pupils use their developing numeracy skills effectively in an appropriate range of contexts. They use their skills confidently to measure and count in their work in science, design and technology and geography for instance.
- In both key stages, pupils make increasing use of ICT in their work across the curriculum. Younger pupils use information technology to differentiate between shape and size and by the end of KS1, they can use the 'mouse' to load and select relevant programmes and print their work. These skills are further developed with KS2 pupils and they can combine pictures and texts successfully. Older pupils have begun to use the e-mail and gather relevant information from the 'Internet'.
- Pupils with SEN achieve standards which are generally good according to their age and ability in dealing with work across the curriculum in literacy/communication, numeracy and ICT.

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 community is safe, kind and caring. Sound attitudes and values are promoted and pupils respond positively to the provision made for them.
- Acts of collective worship and religious education lessons make a sound contribution to pupils' increasing spiritual development. Pupils have regular opportunities to contribute appropriately in assemblies.
- The local vicar contributes to the assemblies on a regular basis and the school's link with the local church and chapel further promotes pupils' spiritual development.
- Christian values are regularly consolidated and good awareness of other cultures and beliefs is promoted in religious education lessons and in the work of the curriculum.
- Pupils work and play together happily. They are polite and courteous and they are aware of the difference between right and wrong.
- The *Cwricwlwm Cymreig* has a distinctive place in the school's activities. Due attention is given to this aspect particularly in the work in language, history, geography, art and music.
- Close links exist between the school and the local community and there is a wide programme of visits and visitors to the school. Pupils' experiences are enhanced as they take part in folk dancing sessions, concerts, St David's Day celebrations and various Urdd activities.
- Pupils' social skills are well developed during residential visits to Llangrannog and Cwrt y Prior, Llangors.
- Pupils arrange a variety of fund-raising activities for good causes. They also distribute harvest produce amongst the area's elderly people.
- Pupils' awareness of the culture and heritage of Wales is also fostered very well through lessons and extra-curricular activities. They also have a sound understanding of other cultures and religions.

4.2 Behaviour and Attitudes

Pupils' standard of behaviour and attitudes are very good.

- The good conduct and friendship displayed by pupils during the inspection consolidates the evidence collated from parents, the governing body and the school's support staff.
- Pupils' display a high standard of self-discipline within lessons, concentrating well on their tasks.
- Pupils' very good standards of behaviour and attitudes are also seen during assemblies, break times and lunchtime. They play energetically but in good spirits. Older pupils care for the younger ones.
- Maturity of character is shown by older pupils as they talk to visitors in a friendly and natural manner.

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- The school's arrangements for ensuring good behaviour are successful and there have been no exclusions.

4.3 Attendance

Standards of attendance and punctuality are good with some very good aspects.

- The school's registers were inspected and they were found to be accurate and complete. They show an average school attendance of 96.8 per cent over the three terms prior to the inspection with an attendance of 99 per cent and 100 per cent over a whole term in some classes.
- The school has clear procedures to ensure that an explanation is given for every absence and there were no unauthorized absences during the last year.
- With very few exceptions, pupils arrive at school punctually in the morning.
- Pupils are registered carefully and the timetable is implemented punctually.
- Registration arrangements comply fully with the requirements of the National Assembly for Wales' 3/99 circular.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching is generally good across the school. In the early years, the quality of the teaching is very good. In the lessons observed across the school, the teaching was very good in 42 per cent, good in 33 per cent and satisfactory in the remaining 25 per cent.

- In both classes, the relationship between teachers and pupils is warm and happy and promotes pupils' desire to learn.
- Lessons have clear aims and purposes which ensure that the work is well structured for pupils of different ages and abilities.
- Teachers have high expectations of pupils in terms of achievement and discipline.
- Teachers use a good range of teaching techniques, they test pupils' knowledge and understanding of what has been previously taught and provide good support to pupils as they work as individuals or in groups.
- In the early years and in KS1, the teacher uses very effective techniques to establish Welsh as the natural medium of communication in the classroom, with pupils who come from non-Welsh speaking homes.
- Teachers have a good knowledge of the subjects they teach. Work is well presented and organized and effective use is made of homework to promote learning.
- Although KS2 pupils regularly work in groups on differentiated tasks, the opportunities to work as groups to research, discuss and interact in order to come to conclusions and decisions are insufficient.
- The opportunities to develop the key skills have not been built into the short-term planning in a balanced way.

5.2 Assessment, Recording and Reporting

Generally, the quality of assessment, recording and reporting is good.

- The school has a whole-school policy for assessing and recording which has been carefully developed to meet the requirements.
- Whole-school procedures for assessing and recording the achievement of all pupils have been well planned and on the whole, they are used appropriately for the school's requirements.
- In accordance with the UA's policy, the baseline assessments for the under-fives are implemented appropriately. Effective use is made of results in order to plan appropriate work for each individual pupil. Reports that show the progress of the under-fives are presented in an appropriate format.
- Teachers know the pupils well and they evaluate their progress and achievement carefully. In the core subjects, they use regular tests, the NC (SATs), as well as usual assessments by class teachers to assess their progress and achievement.
- Pupils' work is analysed in the core subjects on a termly basis and a systematic record is kept of it. Assessment results are transferred to a record file and significant samples of each pupil's work are kept on a regular basis during their time at school.
- Currently, the opportunities provided to evaluate progress and achievement in pupils' knowledge and understanding in the foundation subjects are limited.
- The task of creating a school portfolio has begun which shows examples of work at different levels in the core subjects. At present, limited pieces of work are chosen, and not enough use is made of the level descriptors. Comments noting the necessary steps to reach the next level are limited. Generally, the assessment process is not used sufficiently to promote teaching and learning, particularly with the older pupils.
- The method of assessing pupils with SEN is clear and accurate and meets the requirements of the Code of Practice.
- The annual reports to parents meet the requirements. The comments in them note pupils' strengths and weaknesses. The main emphasis is placed on what pupils can do and praise is consistently given to support pupils' efforts.
- Although space is provided on the annual reports for pupils and parents to comment, very few took advantage of this opportunity.
- One open night is arranged at the end of the year in order for parents to have the opportunity to discuss pupils' work and progress with the teachers.

5.3 Curriculum

The school offers a wide and balanced curriculum which is of good quality.

- The curriculum for the under-fives is of a high quality and ensures that the children are given a wealth of experiences within the six areas of learning.
- The curriculum in KS1 and KS2 is of good quality and complies with the statutory requirements; religious education is taught according to the agreed syllabus of the UA. Schemes of work have been gradually modified to comply with the requirements of Curriculum 2000. As yet, subject policies have not been modified.

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- The curriculum is mainly presented through a thematic approach in KS1 and through a subject approach in KS2. Termly planning and the planning of individual lessons are detailed and purposeful and refer appropriately to the NC programmes of study.
 - The curricular provision for pupils with SEN is good and pupils are given full access to all class activities.
 - Attention is given to developing the key skills although the school has not developed a policy or procedures aimed at including them in lessons in a balanced way.
 - The attention given to literacy and numeracy within the curriculum has a positive effect on pupils' standards of achievement across the school.
 - The *Cwricwlwm Cymreig* is developed very well in whole school activities and within subjects such as Welsh, English, history, geography, art, religious education and music.
 - Effective use is made of homework to support class work.
 - Educational visits to places and visitors to the school are well organized and enhance the curriculum in areas such as history, geography, religious education and physical education. Extra-curricular activities also extend pupils' experiences well.
 - Within the curriculum, good attention is given to issues involving pupils' health and safety. Sex education is presented in accordance with the policy agreed by the governors.

5.4 Support, Guidance and Pupils' Welfare

The quality of the support and guidance given to pupils is generally good.

- The school is a safe and caring community and it has clear procedures and purposeful policies to ensure pupils' welfare, health and safety. This is appreciated by parents and governors as stated by them in the pre-inspection meeting.
- A close relationship exists between the school's staff and pupils, and between the pupils and each other. The school's staff know the pupils well and they deal with any problems that arise sensitively and wisely. Pupils find it easy to approach school staff for support or guidance.
- Child protection procedures are effective and the staff are aware of their responsibilities in this field.
- Appropriate arrangements are in place to ensure pupils' safety; however, the school's main entrance is not effectively secured to prevent any unauthorized access.
- Although there is a general school policy for personal and social education, the educational provision which allows pupils to make progress in the interactive way of expressing opinions and solving problems is inconsistent. The policy has not been adapted sufficiently to respond to the school's needs.

5.5 Provision for Pupils with Special Educational Needs

The provision for children with SEN is good.

- Arrangements for identifying and monitoring the needs of pupils with SEN are good and comply with the requirements of the Code of Practice.
- There are four pupils on the SEN register and they receive additional assistance from a support teacher for one period a week. They make good progress. No pupils have a statement of SEN.

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- The Individual Education Plans (IEPs) have been created carefully and include specific learning aims in order to correspond appropriately with the needs of each pupil.
 - The headteacher is the co-ordinator and he ensures that the pupils are given full access to the curriculum and all of the school's work and provides differentiated work for them when appropriate.
 - An annual audit is held of the provision and the governing body considers the arrangements for pupils with SEN in their meetings and when considering issues to be addressed in the SDP.
 - The nominated member of the governing body with responsibility for SEN is aware of the school's requirements and arrangements and co-operates well with the co-ordinator.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Links with parents, the community, schools and other institutions are good.

- The school provides a good range of information for parents on their children's education and school life.
- Through the pre-inspection meeting and the questionnaires the parents noted that they are very satisfied with all aspects of the school's work and that they are very supportive of all school activities.
- The home-school agreement signed by every parent sets out reasonable expectations of pupils, parents and the school and it has strengthened the partnership between the home and school.
- Parents are prepared to assist with any activities both within and outside the school. The Parent Association is particularly active in raising significant sums of money which are used to promote and support pupils' education.
- The school plays a clear and important part in the life of the community. Pupils participate in services in the chapel and church such as the *Cymanfa Ganu* and Thanksgiving Service. They provide entertainment for the elderly people of the village. Parents and members of the community are invited to events such as the Christmas Concert.
- The school makes full use of the local area in its studies and members of the community come to the school to talk about their work and experiences.
- Links with primary schools in the area are good. Cluster meetings are held for teachers on a regular basis and pupils take part in area competitions such as those arranged by the Urdd.
- There are good links with the secondary school in Aberaeron and transfer arrangements are effective.
- There are good links with the officers and advisors of the UA.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory.

- The school has links with local businesses that contribute prizes and sponsor some of the school's activities.

- Members of the community come to the school to talk about their work.
- Pupils visit a local farm, businesses, and craftsmen such as carpenters, an artist, a glass decorator, a photographer and a furniture maker.
- Pupils observed and recorded the work of building the village hall.
- The SDP notes the intention of creating further links with local industries although this intention has not yet been realized.

6. MANAGEMENT

6.1 Quality of Self-evaluation and Planning for Improvement

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

- The SDP includes clear evidence of the way in which the school evaluates its development, objectives and targets. The headteacher and governors review the provision regularly and identify actions for improvement.
- During the summer term of 2001, the school was awarded a Quality Mark.
- The school analyses the results of the national tests and takes appropriate action on any issues that need to be addressed as a result of the evaluation.
- In accordance with the pattern of the UA, the school sets targets for pupils in Y1, Y3 and Y5 and reviews them regularly during the school year.
- The SDP is an effective tool for self-evaluation and planning for improvement. It includes details about the method of reviewing plans and those responsible for the review.
- In planning for improvement, the school has focused appropriately on issues relating to the curriculum, management and resources. However, although informal arrangements exist to monitor the educational provision and pupils' standards of achievement, they have not been set out in a whole-school policy and plan.

6.2 Leadership and Efficiency

The school has a good ethos and sense of purpose which promotes and maintains sound values and good standards.

- The headteacher, staff and governors have high expectations in relation to the behaviour, attitudes and relationships of pupils under their care.
- The headteacher offers sound and effective leadership in all of the school's activities. He supports and respects the contribution of all members of staff.
- All staff have job descriptions and everyone involved with the school co-operates in an orderly and happy manner for the benefit and welfare of pupils. The school is administered and managed effectively from day-to-day.
- Both full-time members of staff are responsible for co-ordinating all subjects within their key stage. Therefore, neither has a whole school overview of the standards achieved by pupils. Monitoring arrangements have yet to be formalized.
- An appropriate range of management and administrative policies has been provided and they are implemented effectively. However, subject policies have not been updated according to the requirements of Curriculum 2000.

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- Members of the governing body take great interest in the school's work. They give considerable consideration to the SDP and endeavour to support any new developments that will contribute to providing the best possible opportunities for each pupil. The chair is a regular visitor to the school and is aware of the responsibilities of the governing body in relation to school management.
 - The budget is administered effectively and purposeful arrangements are in place to control expenditure and ensure value for money.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources management is good.

- The staffing provision is appropriate and teachers' qualifications and experience are suitable for the needs of the school.
- In KS2, a teacher from a nearby primary school comes to teach religious education while the headteacher teaches history in the other school. Part-time teachers are responsible for teaching music, art and contribute to work in design and technology and provide additional support for pupils with SEN. These arrangements work well and teachers carry out their duties effectively.
- Every teacher has a job description but the duties are not listed in sufficient detail in relation to monitoring pupils' progress and achievement across the school.
- Teachers attended a good range of In-Service Training (INSET) courses during the last year and these have had a positive influence on developments in the field of education for the under-fives and information technology for instance.
- The school benefits from the good service it receives from all ancillary staff.
- The buildings are in a satisfactory condition and they are kept clean and tidy. The rooms have been organized appropriately for the education provided for pupils. Very effective use is made of the main building for activities for the under-fives and KS1 pupils.
- By now, the new village hall is used for activities such as gymnastics and dance.
- Pupils' work in a good range of subjects is displayed tastefully and pupils are eager to discuss their work with visitors.
- There is enough play space for pupils which includes a hard-surfaced yard and grassy area. They are kept clean and tidy. Currently, an appropriate enclosed area has not been allocated for the under-fives.
- The school has a good range of resources for teaching NC requirements. During the last year, school resources were prioritised and added to, in particular Welsh books, a mathematics scheme, religious education artefacts and design and technology equipment. Resources for geography in KS1 and KS2 are insufficient.
- There is a good range of information technology software and hardware. There is now one computer in the classroom for the under-fives and KS1 pupils and three in the KS2 classroom. They are used consistently to promote teaching and learning and regular use is made of the digital camera.
- The supply of resources for the under-fives is very good.
- All resources are organized and managed effectively. Good use is made of them in both classes and the provision has a significant influence on pupils' standards of achievement across the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for the Under-fives

The educational provision for the under-fives is very good and succeeds in promoting the Desirable Outcomes for Children's Learning. A detailed programme of appropriate and differentiated activities is provided for children in the reception class and consequently standards achieved in the area of language, literacy and communication are good and are very good in the other five areas.

Good features

Language, literacy and communication skills

- Children listen well and respond quickly to the teacher's instructions. They enjoy listening to stories and can repeat the main elements accurately. They remember simple poems, rhymes and songs. They understand that written symbols have sound and meaning, and they use pencils, crayons and paint to mark for different purposes. Although they come from non-Welsh speaking homes the children make good progress in Welsh.

Personal and social development

- The children have settled very well in the class and have formed a close relationship with children and adults. They behave appropriately and play and co-operate very happily with their friends. They can wait their turn, share well and respond positively to a range of new experiences. They concentrate well for increasing periods of time when undertaking various tasks. They are developing skills to become independent, and take responsibility for personal hygiene.

Mathematical development

- Children develop their early mathematical skills through number rhymes, songs, stories and counting games. They can use simple mathematical language relating to size, position and shape in relevant contexts. They can recognize and recreate basic patterns, and sort, match and organize confidently. They can deal with simple sums orally and on paper. They know how to add and subtract.

Knowledge and understanding of the world

- Children's knowledge of the surrounding world is very good. They can recognize a host of animals and other living things. They can use a digital camera and use the photographs taken to create a simple plan of the classroom. They are beginning to differentiate between the past and present by talking about the harvest time of yesteryear and today. They enjoy designing, building and discovering how mobile cards work. They are beginning to understand how to solve simple problems and make decisions.

Physical development

- The children use a wide variety of large and small equipment with increasing control and confidence. They are developing pushing and pulling skills as they steer a number of the moving toys. Good opportunities are arranged for them to be able to practise fine motor skills. They use pencils, crayons and paintbrushes and a variety of building equipment carefully. They are aware of how to play carefully with the equipment, and they are already taking responsibility for tidying up and putting things away in their appropriate place.

Creative development

- The children take great pleasure in doing creative activities which are based on the term's theme. They use a variety of materials to create collage pictures. They like to experiment when making simple decisions regarding colour and medium to create a pattern. They are beginning to evaluate finished work by talking about what they like best about their work. They can respond to and enjoy the rhythm of music. They use their feet and hands to create soft and loud sounds and they use these to create an appropriate ambiance as a background to a story which is recited. They enjoy joining the whole class to sing songs and rhymes.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils listen attentively to stories presented by the teacher and respond to the content in a way that is suitable to their age.
- Year 2 pupils can refer to some of the main features of the book such as the nature of the cover, the author and publisher.
- When discussing the content of the story they can link the work to their study of the basic conditions needed for plants to grow.
- Pupils' reading is developing well and they use decoding skills successfully when reading new texts.
- They can glean information from sentences and a series of pictures in order to create their own stories. They become aware of the audience when writing for other pupils in the school.
- Key Stage 2 pupils can read and discuss poems ably. They make good use of their imagination when considering the poem's content.
- Year 3 and Y4 pupils extend their descriptive vocabulary well when discussing and recording their responses. Year 5 and Y6 pupils succeed in expressing their opinions about the poem and create their own comparisons based on the poem's images.
- They discuss the books they have read well and they can gather information from a variety of sources in order to extend their knowledge and understanding of different topics. Their interest in books is promoted well by becoming members of the school Book Club and by writing reviews of the books they read.
- Pupils write in a variety of forms and for different purposes and the standard of the most able is sometimes very good.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are good.

Good features

- Standards in speaking and listening are good. Pupils express themselves clearly and a good number of them can use extended language when responding to questions by teachers and visitors. They show a willingness to express their opinions and share ideas and viewpoints. This was developed well as they dealt with a biographical text.
- On the whole, reading standards are good. Older pupils read aloud fluently with expression and appropriate emphasis. They learn to appreciate the use of form and language in poetry, novels and stories. They are sensitive to rhyme and rhythm and write poems as individuals or members of groups. When discussing books they can clearly explain their reasons for liking or disliking different characters. Pupils across the key stage collect information well from a variety of sources and older pupils make effective use of the Internet.
- Writing standards are generally good. Pupils write in an appropriate variety of forms and for different purposes. The work is well organized, they use paragraphs and speech marks accurately and they can spell to a standard commensurate with their age and ability. They improve the quality of their work by drafting and re-drafting and by using their word processing skills. Most pupils show good control of handwriting and they present their work neatly.

Shortcomings

- There are no significant shortcomings.

Mathematics

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

Good features

- Key Stage 1 pupils enjoy mathematics. At appropriate levels, they understand key mathematical concepts and they can recall purposeful facts quickly and accurately. As a result of listening attentively to the language patterns of the teaching, pupils' mathematical language is developing well.
- They can count, read, write and organize whole numbers up to 100 and beyond, knowing what each digit represents. They can describe and extend simple number sequences including odd numbers and even numbers, count forwards or backwards in ones or in tens. Additionally, they use number lines marked on the school yard and consequently, their understanding of number bonds and patterns is developing well. They can choose and use appropriate mathematics to solve simple problems.
- They can read and write whole numbers up to 100 and beyond in words and figures and organize numbers up to 100 and locate them on a number line and a 100 square.
- In KS2, regular attention is given to mental arithmetic and consequently, pupils make good progress. Most pupils can recall key facts quickly and accurately and they make sensible estimates. Their skills in dealing with the four rules of number are developing well at the appropriate levels.
- Pupils have a good knowledge and understanding of place value. At the appropriate levels, their understanding of the relationship between fractions, percentages and decimals is developing satisfactorily.

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- They organize their work neatly and clearly on paper. Individually, they can reason and explain their work orally and can carry out simple investigations. Pupils' understanding of current work is good.
 - Most pupils choose suitable techniques to solve problems. They can use ICT to investigate mathematical patterns and data.

Shortcomings

- Although KS2 pupils are confident in explaining aspects of their work as individuals, skills in sharing ideas, discussing concepts and solving problems as a group have not developed sufficiently.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils sort living things into groups using simple features. They can differentiate between living and non-living things.
- They conduct simple experiments in order to discover what conditions are needed for plants to grow.
- They use the discovery table in the classroom to extend their knowledge and understanding of the surrounding world. They conduct a scientific investigation in order to discover which is the best colour to wear at night.
- They are aware that light comes from a variety of sources and they understand that light cannot go through some materials.
- Key Stage 2 pupils understand that a full conductive circuit including a battery or power supply is needed in order for current to flow.
- They conduct investigations and succeed in discovering how to use switches to control electrical devices in a simple series and parallel circuit.
- In their recording work, they know how to represent simple circuits using drawings and diagrams and how to build circuits of this kind based on drawings and diagrams.
- Evidence of previous work and discussions with pupils show that they have a good knowledge and understanding of the programmes of study.

Shortcomings

- There are no significant shortcomings.

Design and Technology

Standards of achievement are good in KS1 and at least satisfactory in KS2. It was not possible to observe design and technology lessons in KS2 during the inspection. Judgement is based on discussions with the pupils, investigating work that was on display, subject documentation and teachers' plans.

Good features

- Key Stage 1 pupils can work well with a range of equipment and materials to make simple products.
- They enjoy investigating the way that mobile cards work. They are beginning to develop designing skills to make their own similar card. They enjoy experimenting with materials and using simple equipment. Having investigated a number of different

examples, they can choose simple mechanisms to produce movement. They develop simple ideas using suitable materials.

- They can choose suitable materials to make a tablecloth for the Wendy House and then experiment with gluing methods before choosing the best method. They can print shapes on materials. After completing the task, they begin to express their opinion on the work and identify how it can be improved next time.
- Pupils' making skills are developing well. They are beginning to measure in centimetres, mark and use scissors to cut shapes. They are beginning to develop skills in joining and assembling pieces together.
- Pupils co-operate in a very organized and careful way with materials and equipment. They already take complete responsibility for tidying up at the end of a session and they are very aware of where everything should be placed.
- Key Stage 2 pupils can use a wider range of various equipment and materials for designing and making, and they have practised and are beginning to understand the processes of designing and making.
- Year 3 and Y4 pupils succeed in producing original designs and make good quality pencil cases using appropriate materials and components suitable to the purpose.
- Key Stage 2 pupils apply health and safety measures appropriately when using equipment, apparatus and materials in designing and making a fruit salad and pizza.

Shortcomings

- Older pupils' ability to develop and convey original ideas on paper is not sufficiently detailed when involved in the design process. They do not usually offer enough ideas before choosing the best one. They do not give sufficient consideration to any necessary adjustments before making the finished product.

Information technology

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils are confident in using the computer. They use a variety of programmes to reinforce their work across the curriculum. They use the digital camera to support their work in geography for example.
- They control the mouse skilfully and develop their early keyboard skills well. They use a painting programme to create a variety of colourful and imaginative pictures.
- By the end of Y1, pupils can follow instructions in order to load, print and save their work.
- With some assistance from the teacher, Y2 pupils can combine pictures and texts in order to produce storybooks to be presented to other pupils in the school.
- In KS2, pupils make increasing use of ICT across the curriculum. They gather information from different sources including the Internet in order to extend their work in a variety of subjects.
- Pupils use a variety of fonts when word processing and combine texts and pictures effectively when producing fiction or posters.
- They use simple databases to store information before publishing the results in graph form in their work in mathematics, science and geography.

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- Year 5 and Y6 pupils can receive and send messages by e-mail.

Shortcomings

- Pupils' modelling skills have not developed sufficiently. They do not investigate the effects of changing variables in simulations and similar packages.

History

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

Good features

- Key Stage 1 pupils are beginning to understand some of the differences between the past and present by comparing the harvest time of yesteryear and today. They are given opportunities to observe in detail pictures and models of equipment used in the hay field in the olden days. They role-play when practising to use new vocabulary such as scythe, rake and mousetrap.
- Pupils are beginning to develop the idea of chronology by looking at pictures of children and adults and placing them in the correct order. Their questioning skills are developed when discussing artefacts from the past. They observe birthday cards from a hundred years ago in detail and are beginning to ask historical questions by asking their parents about the customs of celebrating birthdays.
- They use simple vocabulary and phrases accurately which deal with the passing of time.
- In KS2, pupils have a good awareness of chronology. They can accurately place significant historical events on a time line. Pupils have an increasing knowledge and understanding of the past and the way it has shaped the present. They use appropriate vocabulary when recalling historical information.
- Their historical knowledge of the Second World War period is good. They understand the differences between the living and working conditions of that period and those of today well. Good use is made of inquiring about local people's personal experiences. Their understanding of the period is developing well by playing the role of evacuees.
- When given the opportunity, Y5 and Y6 pupils write very good extended pieces which show considerable empathy of the way of life during the Second World War.
- Pupils can identify and describe the main events of the Victorian Age. They show knowledge and understanding of the period's characteristics and they use a range of sources to research. They record their experiences intelligently following their visit to the Museum in Aberystwyth and the Drefach Felindre Wool Museum.

Shortcomings

- Key Stage 2 pupils' method of organizing and conveying their results and findings is too restricted.

Geography

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

Good features

- Key Stage 1 pupils can name and locate the main features of the class accurately. They can use a digital camera to take photographs of these features and then use them to create a simple plan of the class. They are beginning to use simple co-ordinates to locate features on their plans.

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- They know a contrasting area well. They can name and list the main features of Aberaeron. They are beginning to compare the two areas and are beginning to talk of the similarities and differences between them.
 - During fieldwork, they looked closely at the different bridges in Aberaeron and at the interesting doors there. Their observation and recording skills are developing well as they sketch these features and then label and describe them. They use appropriate geographical language as they begin to express an opinion on what they like about Aberaeron and the local area.
 - In KS2, pupils use the atlas index accurately. They understand and use grid references, compass points and keys confidently. By the end of KS2, pupils can use a scale bar to measure the distance between two places accurately. They make satisfactory progress in developing their mapping skills.
 - Pupils know their local area well and they have a sound understanding of the nature and character of that area. They are beginning to realize how people affect the environment.
 - When studying a contrasting area, pupils have the opportunity to use an increasing range of secondary sources to find information and consequently, their use of geographical language is developing well. On an appropriate level, their knowledge and understanding of the character and identity of Wales is developing satisfactorily.
 - They can use information technology skills well to glean additional information. They are beginning to use the e-mail to communicate with pupils from other schools.

Shortcomings

- The maps used in KS1 are too difficult for the pupils and consequently their grasp of early mapping skills is not sufficiently sound.
- In KS2, pupils lack skill and confidence when conducting a geographical investigation involving environmental change. Their ability to create ideas and form opinions on geographical issues and events is limited.
- Key Stage 2 pupils' fieldwork skills are not sufficiently developed.

Art

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils display an increasing understanding of colours, line, tone, pattern and form. They experiment with different materials and mediums and use a variety of techniques in their artwork.
- When producing objects and artefacts, their ability to use equipment such as scissors, printing equipment and paintbrushes for a purpose and with care is developing very well.
- Pupils are encouraged to be creative and to make their own choices. They work independently and consequently their experimenting skills are developing well.
- They develop their making skills well by working in an imaginative way with a variety of materials and in many mediums.
- In KS2, pupils' art skills are developing well as they extend their understanding, learn new techniques and use a wider range of materials and mediums.

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- Following a period of observation on various patterns including the work of William Morris, pupils can plan a variety of patterns to be printed. They can choose the best pattern and recreate it on a block of clay using an old pencil. Older pupils can rip and cut a variety of materials to create symmetrical and other patterns to be printed.
 - They are developing good making skills by working imaginatively with a variety of materials, equipment and processes in two and three dimension. They use paint, various papers, shells and plaster of Paris to create interesting wall hangings.
 - Pupils' experiences are enriched by visits to local artists' workshops. Pupils' awareness of the Welsh dimension is increased by observing the printer Gordon Miles at work. Pupils' have further opportunities to appreciate other artists from Wales such as Peter Prendergast, Kenneth Kaundry and John Elwyn and consequently, their observing skills and understanding of art are developing satisfactorily.

Shortcomings

- Pupils' skills in drawing and sketching the natural environment on the school's premises and the local vicinity have not been developed sufficiently.

Music

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

Good features

- In KS1, pupils sing a variety of simple songs with enthusiasm and enjoyment. They can quickly recall songs and simple musical patterns.
- They can investigate a range of sounds that can be made with their feet and hands well. They choose and use suitable ones to create a particular atmosphere when reciting a story. Pupils make progress by practising these activities regularly.
- They are beginning to become more aware of dynamics as a musical element and are beginning to experiment with loud and soft sounds.
- In KS2, pupils can investigate a range of sound sources, choosing, combining and arranging sounds effectively to compose creative music. They can create, choose and arrange sounds in order to create a particular ambiance and atmosphere.
- Pupils can hold their own as a member of a group and can recall musical patterns using tuned and untuned instruments in an ensemble performance. Their skills in appreciating individual contributions and elements of the complete composition in a group performance are developing very well.
- They listen attentively to a variety of music by Welsh composers and composers from other countries in order to recognize and describe their main features.
- All pupils are learning to play the recorder and the emphasis placed on regular practise ensures that they make consistent progress at the appropriate levels.

Shortcomings

- Generally, the quality of the singing performances does not show refinement of expression. Pupils do not have sufficient control of breathing techniques, dynamics and pitch.

Physical Education

Standards of achievement are satisfactory in both key stages.

The evidence gathered shows that pupils follow a varied programme which complies with the requirements of the NC. Swimming lessons are provided to all school pupils, they play a variety of games, they take part in athletics, cross-country running and Y5 and Y6 pupils have the opportunity to be involved in open air and adventure activities. The village hall is used for gymnastic and dance activities.

Good features

- Key Stage 1 pupils are beginning to become aware of the effect of exercise on their bodies. They respond appropriately to instructions as part of a whole class activity.
- A number of them attain good standards when travelling in different ways such as running, jumping and skipping. They develop their throwing and catching skills using balls and beanbags.
- Key Stage 2 pupils have an increasing awareness of space as they practise running, chasing and dodging others in order to play different games. Some pupils work in an energetic way.
- They work effectively in pairs and teams to foster their skills in sending, receiving, hitting and travelling with the ball. They participate enthusiastically in competitive games.
- Pupils take part in a variety of competitions locally and on a county level and win prizes regularly.

Shortcomings

- A number of pupils in both key stages do not control their bodies and movements with good posture when taking part in activities.
- Pupils in both key stages do not improve their performance by evaluating their own performances and the performances of others.

Religious education

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

Good features

- Pupils in both key stages have a good knowledge of the most familiar Bible stories. They understand their moral significance in relation to their personal experiences.
- They understand the importance and significance of prayer including the Lord's Prayer. They write their own personal prayers and share them with others in the class and during assemblies.
- Pupils' knowledge and understanding of other religions are developing well. They know of the way that Jews and Moslems pray and worship. They deal with artefacts related to other religions, visitors come to the school to talk of some of the customs related to them and they have visited a Mosque.
- Key Stage 1 pupils are familiar with festivals and celebrations such as the thanksgiving festival and they understand the meaning of the act of baptism in the Christian faith.
- Key Stage 2 pupils know of the main celebrations of the Christian faith and when they occur during the year. They also have an increasing awareness of the different festivals and celebrations of other religions.
- They understand the significance of hands in the act of prayer and they create simple and sincere prayers giving thanks for things that are important in their lives such as family and friends.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made good progress in acting on the key issues identified in the last report.

In the report published in the summer term of 1996, the following key issues were identified for action:

1. **All teachers to jointly prepare work and assessment plans.**
 - Following the last inspection, it was arranged that all teachers would discuss the planning and assessment stages together and the planning and assessment sheets show that that process occurs on a termly basis.
2. **Raise standards of achievement in the subjects that were not entirely satisfactory in both key stages.**
 - During this inspection, it was judged that standards in design and technology in KS1 were good and standards in art were good in KS2.
3. **Ensure that the SDP includes definite and practical targets over a longer period.**
 - The current SDP is an effective management document. It includes clear targets for the current year and an outline of the issues to be addressed until January 2004.
4. **Ensure that the registers are kept according to the requirements of the Welsh Office 45/91 circular.**
 - Current registration arrangements comply fully with the requirements of the National Assembly for Wales 3/99 circular.
5. **Pay attention to health and safety issues.**
 - All issues identified in the previous report have been dealt with purposefully.

8.2 Key Issues for Action

The school should:

- address the shortcomings in subjects where pupils achieve satisfactory standards;
- make more extensive use of the assessment process to promote teaching and learning particularly with older pupils;
- modify subject policies in accordance with the requirements of Curriculum 2000;
- create a whole-school framework for developing key skills in a balanced manner;
- formalize the method of evaluating the educational provision and monitoring standards in subjects across the school;
- install a security system at the school's main entrance.

APPENDIX

A. Basic Information About the School

Name of school	Cilcennin Community Primary School
School Type	Community
Age range of pupils	4–11
Address of school	Cilcennin Lampeter Ceredigion
Post Code	SA48 8RH
Telephone number	01570 470220

Headteacher	Mr Daniel Sweeney
Date of appointment	Autumn 1984
Chair of governors	Mr Gwyndaf Morgan
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	19-21 September 2001

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	0	2	3	2	4	3	2	2	18

<i>Total number of teachers</i>			
	Full-time	Part-time	Full time equivalent (fte)
Number of teachers	2	0.05	2.05

<i>Staffing Information</i>	
Pupil:teacher ratio, excluding nursery and special classes	9:1
Average class size, excluding nursery and special classes	9
Teacher:class ratio	1.025:1

<i>Percentage attendance for three complete terms prior to the inspection.</i>				
Term	R	KS1	KS2	Whole school
Autumn 2000	96	98	99	98
Spring 2001	98	94	93	95
Summer 2001	100	95	97	97

<i>Number of pupils excluded during the 12 months prior to the inspection.</i>	0
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C. NC assessment and public examination results

END OF KEY STAGE 1: 2001

National Curriculum Assessment Results KS1: 2001	Number of pupils in Y2: 4
As the number of pupils eligible to be assessed at the end of KS1 was fewer than five, a summary of this information is not included.	

END OF KEY STAGE 2: 2001

National Curriculum Assessment Results KS2: 2001	Number of pupils in Y6: 6
As the number of pupils eligible to be assessed at the end of KS2 was greater than four but fewer than 10, performance indicators are only included	

Percentage of pupils attaining at least level 4 in mathematics, science and Welsh (first language) or English			
according to Teacher Assessment		by Test	
In the school: 2001	92	In the school: 2001	92
In Wales: 2000	63	In Wales: 2000	63

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for five inspection days.
- Twenty-one lessons or parts of lessons were observed.
- A sample of pupils in both key stages were listened to reading. A number of pupils were spoken to and questioned on aspects of their work in NC subjects and religious education.
- A sample of their written and practical work was investigated in all subjects.
- School policies and documents were studied prior to the inspection.
- Inspectors held discussions with the teachers during the inspection period on a wide variety of issues concerning their responsibilities and the school's work. The school's planning documents and its various files and records were considered.
- Attendance registers were scrutinised.
- The inspectors were present at all acts of collective worship.
- Thirteen parents attended the pre-inspection meeting and 11 questionnaires were completed.
- The Registered Inspector met with governors before and after the inspection.
- A pre-inspection meeting was held with the staff and they were reported to after the inspection.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibility	Subject Responsibility
Mr D G Evans	Rgl	1. Context 2. Main findings 3. Educational Standards achieved by pupils 5.1 Teaching 5.3 Curriculum 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and Efficiency 8.1 Progress since the Last Inspection 8.2 Key issues for action	Welsh English science information technology physical education religious education
Mrs O Dyer	Team	4.1 Pupils' Spiritual, Moral, Social and Cultural Development 5.2 Assessment, Recording and Reporting 5.4 Support, Guidance and Pupils' Welfare 6.3 Staffing, Accommodation and Learning Resources	mathematics design and technology history geography music art under-fives
Mr G Morris	Lay	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Partnership with Parents and Community, Schools and Other Institutions 5.7 Partnership with Industry	

The visiting inspectors wish to thank the governors, the headteacher and the staff for the co-operation and courtesy they received during the inspection.