

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Coedybryn Primary School
Maes-Llyn
Llandysul
Ceredigion
SA44 5JL**

School Number: 6672337

Dates of Inspection: 11/06/07

by

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Coedybryn County Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Coedybryn County Primary School took place between 11th-13th June 2007. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Coedybryn Community Primary School, which is maintained by Ceredigion Local Education Authority (LEA), is situated in the centre of the village of Coedybryn, some five miles from Llandysul. The area surrounding the school is rural and the children come from the village itself, where a number of new houses are being built, and from nearby villages. The area is neither prosperous nor economically disadvantaged.
2. The school is designated a category 'A' school, which means that Welsh is the main medium of instruction, but the school aims to ensure that pupils are fluent in both languages by the time they transfer to the secondary school.
3. There are thirty four pupils on roll at present including four under-fives, a figure which is slightly higher than at the time of the last inspection; there has been an increase in the years immediately prior to the current inspection. The school is divided into two classes – one for early years and KS1, and the other for KS2. Two additional teachers are employed for one day on alternate weeks.
4. New children are admitted to the school on a full-time basis in the term after their fourth birthday. They have an opportunity before that time to attend the local nursery group, which meets in the school hall. Approximately 95 per cent receive pre-school education. A number of pupils from non-Welsh speaking families, who move into the area, start school at different times and this often complicates the school's language situation.
5. Pupils represent the full range of ability. On entry to school, pupils' ability is very similar to the county and national averages. Approximately 17 per cent are entitled to free school meals (FSM) which is lower than the averages for Ceredigion and Wales. Around 29 per cent come from homes where Welsh is the main language and about three per cent are from ethnic minority backgrounds. One pupil is in the care of the local authority. About 25 per cent of pupils receive assistance for special educational needs (SEN); two have a statement of SEN. No pupil is disapplied from the National Curriculum (NC).
6. The school was last inspected in June 2001. It gained the Basic Skills Quality Mark for the second time in May 2005.

The school's priorities and targets

7. The school's priorities are to:
 - stimulate pupils' emotional and social development in order that they attain the limits of their ability;
 - prepare pupils to develop skills to enrich their mental, spiritual, physical, emotional and imaginative qualities;

- encourage the concept of moral values for the pupils and to create an awareness in them of other people's needs;
 - ensure equal opportunities and give each pupil an opportunity to have the following experiences in a society which is aware of the needs of other people:
 - develop basic skills in every subject that is taught at the school, taking into account each pupil's age, aptitude and ability;
 - develop mathematical skills and understanding;
 - an introduction to the scientific world;
 - an introduction to the mathematical world;
 - develop language in all its facets in order to ensure a purposeful and meaningful means of communication.;
 - create an awareness and appreciation of the pupil's locality, language, culture and environment;
 - develop self-expression through music, mime, drama, art and craft and physical education;
 - create an awareness of personal cleanliness, politeness and courtesy; and
 - promote safety practices at school, at home and in the community.
8. The school's priorities according to its school development plan (SDP) for 2007 and 2008 are to:
- target pupils' English spelling in KS2;
 - target pupils' oral language in KS1;
 - prepare for the implementation of the foundation phase for three to seven-year-old children;
 - revise schemes of work in the light of proposed changes;
 - create links with a school in a foreign country;
 - develop eco, health, and physical education initiatives within the school; and
 - develop the self-evaluation process.

Summary

9. Coedybryn Primary School is a good school with many outstanding features which include stimulating teaching, curricular provision which is strikingly relevant to the children of the area and the care and support each pupil has whatever his/her background and ability. Progress since the last inspection has been outstanding.
10. In three of the key questions, the inspection team awarded a grade which was higher than the school's judgement in its self-evaluation report.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Areas of learning for under-fives

Under-fives	Grade 1
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Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical Development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

Grades awarded for subjects

Subject	KS1	KS2
Welsh first language	Grade 2	Grade 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

11. In the lessons observed during the inspection, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

12. These figures are much higher than Welsh Assembly Government (WAG) targets for 2007, namely that standards should be at least satisfactory (Grade 3) in 98 per cent and at least good (Grade 2) or better in 65 per cent of lessons observed. The figures are also much higher than the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where 65 per cent of standards are reported to be Grade 2, and 12 per cent Grade 1.

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

14. Baseline assessments, undertaken when children are admitted to the school at four years of age, show that overall they are about the same level of ability as pupils in schools locally and nationally. Progress in their learning is good.

Whatever their linguistic or ethnic background, including those with SEN and additional learning needs, all achieve their potential. The school meets the needs of the range of pupils.

15. Results of teachers' statutory assessments at the end of KS1 and KS2 do not give a clear picture of standards for pupils who are seven and eleven years of age, since there are only a small number of pupils in each cohort, and so results can vary widely from one year to the next.
16. Assessment results in Welsh at the end of KS1 over the last three years are consistently lower than county and national percentages, but usually in mathematics and science they are higher. The core subject indicator (CSI) which is the number of pupils who achieve Level 2 across the three subjects - the level expected from seven-year-old pupils, varies annually. When compared with similar schools which have the same number of FSM, the situation also varies.
17. In KS2 in 2005 and 2006 there was a significant improvement on 2004 with every pupil achieving Level 4 – which is the level expected of eleven-year-old children in English, mathematics and science, and the CSI, which is a combination of three out of the four subjects assessed, was therefore 100 per cent - a figure which is much higher than the county and national percentage. Results in Welsh are not as good because of the non-Welsh speaking pupils who join the school late. Compared with similar schools which have around the same number of FSM, the school is in the lowest quarter in Welsh, but at the top of the highest quarter in the other subjects.
18. Standards in the key skills of literacy, numeracy and information and communications technology (ICT) are consistently good and standards in bilingualism are good on the whole. Pupils' creativity standards are outstanding.
19. Pupils' standards and progress in their personal, social, moral and wider development are outstanding. A prominent feature of their personal development is their courtesy and respect for one another and towards adults. Pupils develop into balanced and responsible individuals with good understanding of equal opportunities.
20. Pupils' attitudes and behaviour are outstanding. The average attendance over the three terms before the inspection was around 94 per cent and pupils' standards of punctuality are good.

The quality of education and training

Grades for teaching

21. The quality of teaching in the lessons observed during the inspection was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	-	-	-

22. These figures are much higher than the national picture in Her Majesty's Chief Inspector's report for 2005-6, where it is indicated that the quality of teaching in 62 per cent of lessons in primary schools is Grade 2, and 17 per cent a Grade 1.
23. Teachers and support staff have established an outstanding working relationship with pupils. They have high expectations of appropriate behaviour both within the classroom and outside and the constant praise which is given to pupils' efforts and work has a positive effect on their progress. Every opportunity is given to pupils with additional learning needs to develop their potential, and boys and girls are treated equally without stereotyping.
24. The school's assessment policy is clear and comprehensive, and assessment activities are effective on the whole. Work is regularly marked, but the written observations do not always explain clearly and in detail how pupils can improve. Although there are examples of pupils evaluating each other's work in lessons, their pro-active role in the process of evaluating their work and setting personal targets has not been sufficiently developed. There are no collections of levelled work in the subjects based on NC criteria in school portfolios, in order to standardise teachers' assessments and to provide exemplars of good practice. Annual reports to parents conform with statutory requirements.
25. The curriculum is broad and balanced and fully meets statutory requirements in relation to NC subjects and religious education. Activities are outstandingly well differentiated for the wide age and ability range in both key stages. A particular strength and an excellence of the curricular provision is the relevance of the curriculum to the pupils of Coedybryn and Ceredigion.
26. Provision for key skills is good on the whole. Opportunities for presenting them are indicated in the planning but this is not sufficiently specific, and although standards are good, numeracy does not always receive due attention in lessons. Provision for bilingualism and the *Cwricwlwm Cymreig* is outstanding. The provision for Welsh artists is exciting and that for promoting information about other cultures is good.
27. Provision for spiritual, moral and social development is outstanding. Personal and social education (PSE) permeates through the life and collective worship of the whole school.
28. Eco-schools' activities have a high profile in the curricular provision and health education is given prominent attention. The school's extra-curricular provision is outstanding.
29. Relationships with other schools are outstanding, and there are good relationships with the secondary schools to which the pupils are transferred. Links with parents and the community are also outstanding as the school is an integral part of its local area.
30. The quality of care, support and guidance offered to learners is outstanding. Pupils are keen to say that they are very happy at the school. The school makes

outstanding provision for pupils' welfare, and parents praise the exceptional care taken of their children. Sensitive and positive procedures ensure that latecomers are integrated outstandingly well.

31. Pupils' behaviour is very effectively monitored. The school is a welcoming community where pupils agree class and school rules.
32. The school has very effective procedures for the early identification of pupils with SEN. Provision for additional learning needs is outstanding. The close links between the school and these pupils' parents promotes progress effectively.
33. Equal opportunities and racial equality policies are firmly established, and the whole staff is aware of them.

Leadership and management

34. The school has exemplary aims and objectives, which set a definite direction and establish values that are shared with pupils, parents, staff and governors. Pupils and adults who work at the school are all appreciated.
35. The headteacher has a clear vision and this ensures that the school benefits from all the assistance available from agencies and by the community in order to raise standards and improve the quality of provision.
36. Leadership ensures that the school pays attention to current priorities, in order to move the provision forward; this is an outstanding feature.
37. The governing body (GB) is very supportive of the school and takes its responsibilities seriously. They appreciate the headteacher's leadership and they operate efficiently. They meet statutory requirements fully.
38. The school did not do itself justice in the self-evaluation report as it did not go into sufficient detail about its strengths; as a result it considerably underestimated its performance. The school has begun to formalise monitoring visits, and the headteacher and governors have visited classes. It has already started to distribute questionnaires to parents. An outstanding aspect of the self-evaluation process is the progress the school has made since the last inspection.
39. There is adequate provision of suitably qualified teachers to teach every aspect of the curriculum. Support staff in classrooms work exceedingly effectively with the teachers.
40. The school has sufficient teaching resources for every age and subject, and the purchase of resources corresponds with SDP priorities. The quality of resources is good and consistent and effective use is made of them in lessons.
41. Although there is a shortage of space within the school, teachers make good use of the building. The extension added recently with the help of parents, has contributed greatly to the school's ability to prepare for the foundation phase. An outstanding feature of the site is the garden and the outside classroom

42. Colourful displays on classroom walls and in the entrance halls contribute well to creating a stimulating and lively atmosphere.
43. The headteacher controls finance well, and the GB monitors spending regularly.
44. The school provides very good value for money as it produces confident pupils with good academic skills and outstanding personal skills to enable them to move on to the next stage of their education successfully.

Recommendations

In order to continue the outstanding progress made since the last inspection, the school needs to:

- R1 maintain the good and outstanding standards in subjects and areas of learning, and continue to raise standards in Welsh of the non-Welsh speaking pupils, and respond to the minor shortcomings noted in a few other subjects;
- R2 continue to develop the school's assessment systems;
- R3 develop further the provision for key skills; and
- R4 strengthen documentary evidence in the school's self-evaluation systems, and extend the role of parents and governors in the process.

Recommendations 1 and 4 are priorities in the current SDP and the school is already addressing Recommendation 2 as part of its activities with its cluster group of schools.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

45. The inspection team agrees with the school's judgement in its self-evaluation report.
46. In the lessons observed during the inspection, standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

47. These figures are much higher than WAG targets for 2007, namely that standards should be at least satisfactory (Grade 3) in 98 per cent and at least good (Grade 2) or better in 65 per cent of lessons observed. These figures are also much higher than the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where 65 per cent of standards are reported to be a Grade 2 and 12 per cent Grade 1.

48. Standards in areas of learning for under-fives are as follows:

Under-fives	Grade 1
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical Development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

Standards in subjects in both key stages are as follows:

Subjects	KS1	KS2
Welsh first-language	Grade 2	Grade 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

49. The quality of provision for under-fives taken overall is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
50. Baseline assessments undertaken shortly after pupils are admitted to school at four years of age, indicate that they are at the same ability level as pupils in schools locally and nationally. However, owing to the small number of children in each cohort, this does not give a clear picture of the situation. There are individuals in every group who cannot communicate through the medium of Welsh, when they start school.
51. Whatever their linguistic or ethnic background, pupils, including those with SEN and additional learning needs, achieve their potential so that they can move on confidently to the next stage of their education. The school meets the needs of the range of pupils.
52. Pupils' progress in learning is good. They enjoy the opportunity to work independently and experiment and are keen to share their accomplishments and experiences with others at the end of a session. They have a good idea how their skills have progressed. Opportunities for self-assessment and assessing the work of peers are beginning to give them a clear picture of how they can improve their work.
53. Results of teachers' statutory assessments at the end of KS1 and KS2 do not give a clear picture of the standards of pupils who are seven and eleven years old. As there are only a small number of children in each cohort, results can vary widely from one year to the next. There are no significant differences between the performance of boys and girls.
54. In KS1 owing to the number of non-Welsh speaking pupils, assessment results in Welsh over the last three years are consistently slightly lower than the county and national percentages. In two out of the last three years, percentages in mathematics and science were higher than county and national results. They were slightly lower in 2006 owing to the nature of the group. The CSI, which is the number of pupils who achieve Level 2 across the three subjects – the level expected of seven-year-old pupils varies from year to year. In 2004, it was slightly higher than the county percentage, but the same as the national percentage. However in 2005 and 2006, it was lower than those percentages. When compared to similar schools that have the same number of free school meals, the situation also varies. In Welsh, the school is usually in the lowest quarter of schools, while in mathematics and science and the CSI is at the upper end of the lowest 50 per cent.
55. In KS2, non-Welsh speaking latecomers have a significant effect on the percentages. Where the group includes children who are first language Welsh, percentages are 100 per cent in Welsh, a figure which is much higher than national and county averages. In 2006, however, owing to the nature of the group, results were significantly lower. In 2005 and 2006, there was a substantial improvement on 2004 with every pupil achieving Level 4, the level expected of eleven year old pupils in English, mathematics and science and the

CSI, which is a combination of three out of the four subjects assessed was therefore 100 per cent, a figure which is much higher than the county and national percentage. Compared with similar schools which have around the same number of FSM, the school is in the lowest quarter in Welsh, but at the top of the highest quarter in the other subjects.

56. Standards in key skills are consistently good. Good listening standards reflect pupils' enjoyment in their activities. Good speaking skills demonstrate their infectious enthusiasm. They read and write regularly in a range of subjects and develop good subject terminology. They solve problems confidently. Their ICT skills across subjects demonstrate their confidence in word processing, inputting pictures and organising data. Standards in creativity are outstanding, especially in art where pupils display creativity and independence to an exceptional standard.
57. Overall, standards in bilingualism are good. They vary in KS2 owing to the number of non-Welsh speaking latecomers. Non-Welsh speaking pupils however, who have been in the school from an early age, are completely bilingual by the time they transfer to secondary school. The natural Welsh-speakers attain good standards in both languages.
58. Pupils' standards and progress in their personal social, moral and wider development are outstanding. A prominent feature of their personal development is their courtesy and respect for one another and towards adults. Older ones are exceedingly caring of the youngest children. Social development benefits greatly from the school's close community which gives pupils a good understanding of society. They understand clearly what constitutes good manners and they know the difference between good and bad and the need to keep to the rules in order to ensure a good quality of life. They know that they are all different, but that they have to behave the same towards everybody, whatever their background or race and that everyone should have an equal opportunity. This makes them balanced and responsible individuals.
59. Pupils' attitude to their work is outstanding. Without exception, they keep on task and show dedication when working by themselves and with others. They are consistently busy, positive in their attitude to everything and waste no time in either of the two classrooms.
60. Pupils' behaviour is outstanding within the school building and on the playing fields outside. They display courtesy towards those looking after them at play and lunch times and towards the volunteers who read with them. Parents praise their standards of behaviour. No pupil was excluded during the last 12 months.
61. Attendance over the three terms before the inspection was around 94 per cent, a figure which is fairly consistent with other schools in the same FSM group.
62. Standards of punctuality are good and pupils seldom miss the beginning of lessons at the start of the day.
63. Pupils' awareness of the world of work is outstanding. They manage the school shop where they sell Welsh cards, and the school council members

demonstrate their knowledge of local businesses and sponsorship as they discuss fund-raising. Pupils understand what the work of different occupations in the area involves. Standards they achieve in key skills, their social development and their knowledge about this part of Ceredigion prepare them well for playing an effective role in the workplace and the community.

The quality of education and training

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

Grade 1: Good with outstanding features

64. The inspection team does not agree with the school's judgement in its self-evaluation report, as the school awarded itself a Grade 2 for this key question. The inspectors judged the quality of teaching in this school to be never less than Grade 1 or 2 and that the majority was a Grade 1. The quality of teaching is an important strength of the school and is a key element in the progress that pupils make and the good standards that are achieved.

65. The quality of teaching in the lessons observed during the inspection was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	-	-	-

66. These figures are much higher than the national picture in Her Majesty's Chief Inspector's report for 2005-6, where it is indicated that the quality of teaching in 62 per cent of lessons in primary schools is Grade 2 and 17 per cent Grade 1.

67. For the under-fives and in KS1 the quality of teaching is, almost without exception, outstanding, and in KS2 it is consistently good with a substantial number of lessons displaying outstanding features. The quality of teaching of pupils with SEN is consistently good and effective support is given for those who are withdrawn.

68. Teachers and support staff have established an outstanding working relationship with pupils. They have high expectations of appropriate behaviour both within and outside the classroom and the constant praise given to pupils' efforts and work has a positive effect on their progress. Every opportunity is given to pupils with additional learning needs to develop their potential and boys and girls are treated equally without stereotyping.

69. Teachers' subject knowledge is sound and lessons are planned thoroughly. An outstanding feature of the best lessons is the way activities meet the needs of a wide range of ages and abilities. Various teaching strategies are used and interesting and stimulating resources are available for pupils to enrich their learning.

70. The pace of the majority of lessons is very effectively managed. Presentations are dynamic and lively, which build on previous work, and make ambitious use

of language. Clear and concise directions are given to inspire pupils to do their best. Activities are organised for groups, pairs or individuals and very effective arrangements are made to support pupils.

71. Lessons are structured very effectively to ensure that pupils keep on task and have sufficient time to complete work. In the best lessons, there is a notable balance between direct teaching and practical tasks which gives pupils opportunities for independent learning. In practical tasks, teachers' interventions are effectively timed in order to challenge and extend pupils and further their thinking and problem solving skills.
72. In the majority of the lessons observed the aims of the lesson are shared clearly with pupils and they are given an opportunity at the end to share one another's work. The school is developing strategies to make this more focused, so that the aims of the lesson and the opportunities for pupils to appraise their work at the end tie in better with one another.
73. The school's assessment policy is clear and comprehensive and on the whole assessment procedures are effective.
74. Work is regularly marked in line with a marking code, and positive comments are made about pupils' effort. Written comments, however, do not always explain clearly and in detail how pupils can improve their work. More emphasis is placed on speaking to individuals about their work.
75. Although there are a few examples of pupils evaluating each other's work in lessons, their pro-active role in the process of assessing their work and setting personal targets has not been sufficiently developed.
76. Baseline assessment in the reception class is used well to set targets for the under-fives. Assessment is undertaken twice, at the beginning and the end of the year in order to measure progress. Effective emphasis is also placed on formative assessment throughout the early years, in order to monitor individual's progress towards the Desirable Outcomes.
77. The work of pupils in KS1 and KS2 in core subjects is effectively assessed; it is levelled according to NC criteria twice a year, in the autumn and summer. Results are recorded on a computer system in order to track pupils' progress through the school. The school is developing the same type of assessment in the foundation subjects.
78. Other standardised tests are also used annually to add effectively to the information the school has about pupils' development. A mathematics test is given to Y2 to Y6 pupils, specific Welsh reading tests to Y2, Y4 and Y6 and English tests at the end of every year from Y3 to Y6. These are used effectively to identify pupils who need support. Reading records are kept efficiently for every pupil.
79. Individual pupils' files record progress well as they include a confidential information sheet and termly reports on effort, behaviour and levels of work in

the core subjects, as well as copies of baseline assessments, results of standardised tests and annual reports to parents.

80. At present there are no collections of work levelled according to NC criteria, in school portfolios for the core and foundation subjects, in order to standardise teachers' assessments and show good practice. The school is aware that developing this aspect of assessment is a priority, in order to support teaching and moderate levels in each subject. There are collections of evidence of pupils' work in some subjects such as physical education, as a record of work completed.
81. Annual reports to parents conform with statutory requirements. They offer detailed comments on achievements and standards of work. In some examples, however, comments are too descriptive. Parents have appropriate opportunities to discuss their children's progress in meetings twice a year.

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

Grade 1: Good with outstanding features

82. The inspection team does not agree with the school's judgement in its self-evaluation report as the school awarded this question Grade 2. Inspectors concluded that the quality of curricular experiences provided for pupils across the school is outstanding and deserves a Grade 1.
83. The curriculum is broad and balanced and fully meets statutory requirements for NC subjects and religious education. Activities are outstandingly well-differentiated for the wide range of ages and abilities in both key stages. A particular strength and an outstanding feature of curricular provision is the relevance of the curriculum to the pupils of Coedybryn and Ceredigion. Especially effective cross-curricular links in subjects are presented in both classes.
84. Policies and schemes of work reflect the themes presented to the pupils. Schemes of work for the under-fives and KS1 are gradually being updated appropriately in preparation for the introduction of the foundation phase. The school is very progressive in its preparations for the changes for three to seven-year-old pupils and to this end, activities promote independence and opportunities to discover and be adventurous, both indoors and outside in the open air.
85. Overall, provision for key skills is good. Opportunities for presenting them are indicated in planning but this is not sufficiently specific and, although standards are good, numeracy does not always receive due attention in lessons. Teachers' awareness of the importance of language across the curriculum ensures good standards in all language skills whilst constant use of the interactive whiteboard and the strategy of integrating computing experiences into activities promotes good standards in ICT.

86. Provision for bilingualism is outstanding. The differentiation for non-Welsh speaking pupils in their Welsh tasks and the use of English for English lessons in KS2 assists Welsh first-language pupils to develop confidence in English. This ensures access and equal opportunities for all. There is no stereotyping of any kind in the curricular provision.
87. Provision for spiritual, moral and social development is outstanding. PSE permeates through school life and whole school collective worship and is formalised in circle time, where pupils come together to discuss personal matters as a class very effectively. Provision for working in small groups also promotes social development, as well as the opportunities that pupils have to take on responsibilities. Spiritual awareness in classes is outstanding and derives from the excitement pupils experience in their work. Collective worship sessions convey important messages to pupils, but do not give them sufficient opportunities to think and reflect quietly.
88. Provision for Welsh culture within the *Cwricwlwm Cymreig* is an outstanding feature. Pupils experience activities linked to the Mabinogi and a number of other tales in Welsh. In English they study novels by authors from Wales. Elements of the *Cwricwlwm Cymreig* in history and geography are outstanding, and are often based on the community. In music, Welsh nursery rhymes and folk songs are an important part of the provision. In art, opportunities for promoting pupils' awareness of Welsh artists is exciting.
89. Provision for promoting knowledge of other cultures is good. Teachers ensure that pupils respect diversity and understand that not everyone has the same beliefs. Learning about other religions is a prominent part of its curriculum. The school is eager to create links with a school in Europe and teachers have received training for promoting world citizenship.
90. Eco-School activities have a high profile in the curricular provision. The school has won the silver award and the school's Eco council is very active. Developments to establish a classroom outside in woodlands promote open-air activities very effectively and ensure that pupils understand the importance of respecting the planet. The school's garden also promotes awareness of the importance of a green world. Pupils discuss current pollution issues and express opinions about smoking in public places. They know that energy should not be wasted, that recycling and composting are important activities and that it is important to support fair trade.
91. Health education receives due attention in the curriculum and matters such as looking after their bodies including eating and drinking healthily, are a significant element of what pupils learn.
92. Homework consolidates what is presented in the classroom, and often leads to pupils researching further.
93. The school's extra-curricular provision is outstanding and includes activities in music, art, games, Urdd and theatre activities with other schools and an

opportunity to learn French. These occur on a daily basis and on Saturday morning as well.

94. Visits to places associated with topics pupils are studying develops their knowledge very effectively. Visits to farms, a local wool factory and places of worship are important elements of provision. Local residents regularly share their experiences, volunteers promote reading skills and ministers of religion, the fire brigade and bird and animal protection agencies visit the school.
95. The school's partnerships are outstanding. The Friends of the School are very active and enthusiastic. They raise money for projects and their active contribution in protecting, repairing and extending the building and the site are valuable aspects of the strong partnership. Almost every parent attended the pre-inspection meeting with the inspectors and their support for the school in that meeting was unanimous.
96. Parents receive detailed information about the school's activities and enthusiastically undertake home/school tasks and carry out the agreement between themselves and the school effectively.
97. Relationships with other schools are outstanding. A local nursery group is allowed to meet in the school hall three times a week, and links between the school and the nursery group are strong. Teachers meet regularly with teachers from neighbouring schools and follow a specific programme which furthers the curricular provision and the school joins with other schools for activities such as physical education and Urdd activities. Relationships are also good with the secondary schools where pupils are transferred.
98. Relationships with the community are outstanding as the school is an integral part of its local area. There are close links with the Young Farmers' Club and the village hall, and the school is very prominent in community activities, whilst the community in turn contributes extensively to the school's needs. The school is also active in raising money for local charities including Children in Need and the Romania appeal.
99. A good business enterprise has been established by designing, publishing and selling cards in the school and beyond. Through these activities, pupils' entrepreneurial and problem-solving skills are developing well. Local businesses sponsor activities and lottery money has contributed to creating a play corner in the playground.
100. The Language and Play course held to help new parents and the Numeracy and Play course, which is planned promote community regeneration. Pupils are prepared outstandingly well for lifelong learning through the independence they develop, through their skills in information technology, their awareness of the need to save the planet and their knowledge of the area.

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

Grade 1: Good with outstanding features

101. The inspection team agrees with the school's judgement in its self-evaluation report.
102. The quality of care, support and guidance offered to learners is outstanding. Pupils are eager to state that they are very happy at school. There is a close relationship between them and the teaching and support staff. The school succeeds in creating a warm community where pupils feel safe. The importance of respect, kindness and tolerance is evident throughout school life. This is an outstanding feature.
103. The school has outstanding relationships with parents. Staff see them every day and an open door policy allows them to make arrangements to discuss with teachers any worries they may have. Parents praise the outstanding care their children receive.
104. The under-fives settle down quickly, as the majority of them come to the nursery group held in the school hall. Other pupils who start school late have no difficulty either in settling down.
105. Very effective arrangements for transfer to secondary schools ensure that pupils are happy and confident when moving on to the next stage of their education. Y7 teachers visit the school and Y6 pupils have an opportunity to visit the secondary school of their choice before they transfer. KS2 and KS3 bridging meetings are held each term between the primary schools and teachers at Ysgol Dyffryn Teifi.
106. Pupils' behaviour is very effectively monitored, and steps are taken to support any pupil who is experiencing difficulties. The school's strategies for promoting pupils' good behaviour are very effective and good behaviour is rewarded with badges and in assemblies. No instance of bad behaviour was seen during the inspection.
107. The school is a welcoming community where pupils agree class and school rules and KS2 pupils recite the school's creed every day. There is a suggestion box in the hall. The school council conforms to statutory requirements and members take their responsibilities to represent their fellow pupils seriously. Policies to control behaviour within the classroom and outside are implemented regularly.
108. The PSE programme raises self-awareness and awareness of others, as well as dealing successfully with matters in relation to health education, healthy eating, citizenship, education for sustainable development and the environment. It includes visits by the police and other agencies. Sex education is provided effectively by a nurse who visits Y6.

109. The school is part of the 'Healthy Schools' project. Pupils are encouraged to drink water regularly, and the large play apparatus on the school's grounds promotes physical exercise during playtimes. A very effective arrangement ensures that pupils are able to clean their teeth after lunch. The school makes outstanding provision for pupils' welfare.
110. Adults at the school are aware of pupils with special medical needs and they know what to do in an emergency. There is a comprehensive health and safety policy and an effective policy for protecting children from mistreatment. Teachers and support staff are fully aware of their responsibilities.
111. A fire drill is held every half term and fire equipment is regularly checked to ensure it is working. Procedures for caring for children, who are feeling ill or have had an accident, are very effective and all staff have first aid qualifications. Risk assessments are undertaken before taking pupils out of school.
112. Provision for pupils with additional learning needs is outstanding. The headteacher is the special educational needs co-ordinator (SENCO). She is experienced and manages the provision for pupils with additional learning needs very effectively.
113. Good support is given by the SEN teacher to individuals and small groups who are withdrawn for brief periods weekly. Activities arranged by the SEN teacher who works together well with class teachers, reinforce class activities and develop literacy and numeracy skills effectively.
114. The school has effective procedures for the very early identification of pupils with SEN. Good use is made of tests and regular monitoring in the class and an individual education plan (IEP) is drawn up by class teachers and the SEN teacher to set relevant targets. Close links between the school and the parents of these children promotes progress effectively. Pupils have very dedicated support from learning support assistants (LSAs) and they make good progress according to their ability. Each IEP is reviewed every term and parents receive a copy of their children's IEP.
115. Pupils who have a statement of SEN are very effectively supported by a number of external agencies, such as a physiotherapist and a speech therapist. The school has a disability plan in line with statutory requirements.
116. Equal opportunities and racial equality policies are well established and all staff are aware of them. Equal opportunities are very successfully promoted for all pupils, including those with physical disabilities and pupils feel that they are treated fairly by teachers and support staff.
117. The school succeeds well in developing pupils' understanding of other cultures and religions through their religious education and geography lessons, and through daily collective worship.

Leadership and management

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

Grade 1: Good with outstanding features

118. The inspection team does not agree with the school's judgement in its self-evaluation report as the school awarded this question a Grade 2. The inspectors concluded that the school's outstanding quality of life, progress made since the last inspection and its commitment to promoting new priorities are outstanding features, and that they are the result of strong leadership and management. They also believe that the effectiveness of the leadership of the school is an important factor in the good standards achieved, even though this is often dependent on individuals in small groups.
119. The school has exemplary aims and objectives, which lead to ensuring a bilingual education of the highest standard possible, which will enable pupils to become balanced personalities and responsible members of society. They set a definite direction and values which are shared with pupils, parents, staff and governors. All pupils and adults who work at the school are appreciated.
120. The headteacher has a clear vision and this ensures that the school takes advantage of all assistance available from agencies and the community in order to raise standards and improve the quality of provision.
121. The full time and part-time teachers understand their responsibilities and implement them outstandingly well. The headteacher has a number of curricular responsibilities and subject responsibilities are shared equally amongst staff and correspond well to their specialisms and interests. All adults are aware of what is expected of them.
122. The school day proceeds effectively and efficiently. Lines of communication between each adult are clear and an outstanding feature of the provision is the happy co-operation. Formal staff meetings are held monthly and events and decisions are effectively recorded.
123. Adults within the school are well-managed and deployed. Expertise used to teach subjects that were unsatisfactory in the last inspection is an outstanding feature of the school's leadership.
124. Arrangements for teachers' planning, preparation and assessment (PPA) time are very effective and also make effective use of teachers' expertise.
125. The school has a set of policies and management documents which ensure good leadership. The SDP is an effective tool, which indicates appropriate priorities that correspond to some of the recommendations in this report. The school's prospectus is an attractive document, which gives an exceedingly good impression to new parents.

126. Leadership ensures that the school pays attention to current priorities in order to move the provision forward. This is an outstanding feature. The preparations for the foundation phase are outstanding also with the school receiving visitors to observe good practice; decisions made in connection with this initiative in relation to developing the site and resources are excellent.
127. Performance management has been effectively established. Realistic and challenging targets are set for pupils and teachers in order to improve the quality of the provision. Teachers attend courses which are appropriate for their professional development and LSAs also have opportunities to benefit from training courses.
128. Although the effect of end of key stage analysis of pupils' performances is limited, as the year cohorts are so small, the school does this regularly as part of its efforts to raise standards.
129. The GB is very supportive of the school and takes its responsibilities seriously. Members appreciate the headteacher's leadership and act efficiently. They meet statutory requirements fully.

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

Grade 2: Good features and no important shortcomings

130. The inspection team agrees with the school's judgement in its self-evaluation report.
131. A self-evaluation report was prepared for the inspection based on Estyn's framework for inspection. The document indicated a clear link with the SDP. The school however did not do itself justice in the self-evaluation report as it did not elaborate sufficiently on its strengths; as a result, it underestimated its performance quite considerably. As the inspection team raised grades in three questions, rather than lowering them, inspectors felt that this was caused by the school's high expectations and was not an important shortcoming.
132. An action plan was drawn up to respond very effectively to the key issues indicated in the last inspection report. The SDP has taken the school forward effectively from that document and there is a clear focus on priorities with time-scales indicated for accomplishing appropriate aims and responsibilities. The majority of recommendations in this report are indicated in the SDP or are matters which are already receiving the school's attention.
133. An outstanding aspect of the self-evaluation process is the progress the school has made since the last inspection. Three subjects were judged to be unsatisfactory in the 2001 inspection. In this inspection, standards in two of them are now a Grade 2, and in the other one are a Grade 1. The self-evaluation process has developed effectively since then and strategies for the key issues of behaviour and industry have also moved forward quite considerably.

134. Teachers visit each others' classes regularly and exchange classes frequently. The school has made a start on formalising visits and the headteacher has monitored quality of teaching. Members of the GB have also monitored English, physical education lessons in the leisure centre and SEN.
135. The school has already made a start on distributing questionnaires to parents. The few matters they raised in their responses are in the SDP. The parents' message in the pre-inspection meeting with inspectors was that the school was always ready to listen to their views.
136. The school council is an important part of the self-evaluation process as members discuss aspects of school life maturely. A 'Comments Slot' for pupils ensures that they all have an opportunity to offer their ideas.

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

Grade 2: Good features and no important shortcomings

137. The inspection team agrees with the school's judgement in its self-evaluation report.
138. There is adequate provision of suitably qualified teachers to teach every aspect of the curriculum. The in service education training (INSET) programme ensures that they constantly extend and update their knowledge and understanding. This commitment to professional development links directly with priorities indicated in the SDP.
139. The headteacher has responsibility for a class. Very effective use is made of a teacher who works with SEN pupils to provide high quality support and of teachers who cover for full-time teachers during PPA time.
140. Support staff in classrooms work very effectively with teachers to plan, teach and record the progress of pupils in their care. Good use is made of adults to support pupils at lunchtimes; the helper who serves dinners and volunteers who come to read with pupils have a good influence on daily life.
141. The school has a sufficient amount of teaching resources for every age and subject and the purchase of resources corresponds with priorities in the SDP. The quality of resources is good and consistent and effective use is made of them in lessons. There is enough equipment for creative and practical work as well as an interactive whiteboard and a number of computers, including a portable computer in each of the two classes. This equipment contributes significantly towards developing the use of information technology across the curriculum.
142. Although space within the school is limited, teachers make good use of the building. The extension added recently with the help of parents has contributed greatly to the school's ability to prepare for the foundation phase as it enables pupils to find things out for themselves and to experiment.

143. The hall is small, but the school uses the resources of a local leisure centre very purposefully in order to support the physical education curriculum. An outstanding aspect of the site is the garden and the outside classroom, which was developed in order to give pupils additional experiences. These areas are used outstandingly well by the youngest children. There is an excellent range of climbing and adventure apparatus in the field at the rear of the school, and there is plenty of space on the playground and the nearby field for pupils to play and relax during play and lunch times.
144. Colourful displays on classroom walls and in the entrance halls contribute well in creating a stimulating and lively atmosphere. They celebrate pupils' success and provide an additional teaching and learning resource. Standards of cleanliness in all the rooms are praiseworthy. The building has been adapted for pupils and adults with disabilities and doors are locked during school time.
145. The headteacher controls finance well, and the GB monitors spending regularly. The SDP is used well as a tool for financial planning for the future. The school carries forward a reasonable sum which is 6% of the school's budget.
146. The school provides very good value for money as it produces confident pupils with good academic and outstanding personal skills which enables them to move on to the next stage of their education successfully.

Standards achieved in subjects and areas of learning

Under-fives

Grade 1: Good with outstanding features

Language literacy and communication skills

Grade 2: Good features and no important shortcomings.

Good features

147. Children in this cohort, none of whom are Welsh-speakers, realise the need to listen very carefully to a conversation in order to understand the message. Almost without exception they respond correctly in their actions to commands and instructions. They answer correctly in line with their ability and their experience of Welsh. They acquire vocabulary linked to the activities of the day and the class theme quickly. They can name a caterpillar, a butterfly and a spider. They use correct answer patterns to a number of simple questions. They relate to characters in their favourite stories such as 'Rala Rwdins', and they enjoy their activities in 'Gwlad y Rwla'. They understand that a cover and pictures can give them important clues about the sequence of the story and they repeat some of the language patterns of the narrative and dialogue. They use a variety of equipment to make marks on paper. They link the sound and symbol of a number of letters, such as 'c' and 'l' correctly, and form them clearly in sand and in the air. They can confidently name a number of things that start with the same letter.

Shortcomings

148. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

149. Children's ability to concentrate and keep on task in class where they often work together with KS1 pupils is an outstanding feature. They socialise exceedingly well with their peers. They settle into school routines exceptionally well and understand that there is a time to listen, speak and wait their turn.

Good features

150. Children respond well to adults and visitors. They display distinct confidence as they tackle specific activities within their small group. They respond well to praise they receive at the end of a task. They understand that there are rules to be followed within the classroom and in the areas outside. They behave well during milk and dinner-sessions and play sensibly during the school's playtimes.

They understand the need to look after their bodies and that cleanliness is all important in their everyday lives.

Shortcomings

151. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features

152. Children count from zero to five confidently. They indicate the symbols used for these numbers correctly. They correspond the correct number of objects to numbers and set them according to size and colour confidently. They record numbers on paper clearly. They reinforce their understanding of number as they sing number songs enthusiastically. They begin to understand the concept of 'more than' and 'less than' and they indicate what is 'small', 'middle' and 'large'. They realise that the twigs they collect in the open air classroom have different lengths and widths. When playing in sand and water, they understand what 'full' and 'empty' means and they become familiar with the basic concepts of capacity and weight. When drawing a picture of themselves and others through a translucent board they become aware of size and height. They understand the characteristics of two-dimensional shapes and the purpose of money.

Shortcomings

153. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

154. Children under-five have an outstanding knowledge of a number of natural things in the woodland in their outside classroom. They energetically undertake a hunt for a number of things in the woods. They know that produce from the school's garden grows from seeds and realise that lettuce must be washed before it is eaten. They understand clearly that milk comes from the cow and that cheese made from the milk is good for them in their sandwiches. They know that other things are made of milk such as butter and yoghurt, and that wool comes from a sheep. They have a good awareness of how butter used to be made years ago and what equipment was used at that time. They understand that a farm is the home of some animals and that others live in the jungle. They have an outstanding knowledge of the life-cycle of the butterfly and understand how a caterpillar changes its form. They are very keen to look at the school's hatchery every day and understand that the chicks have hatched from the eggs, and that the heater is crucially important in the process.

Shortcomings

155. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

156. The use that under-fives make of the adventure equipment in the playground during lesson and playtime develops their physical skills and their confidence when moving is outstanding. They run, jump, climb, slide and balance with increasing confidence. They develop confidence as they move in the water on their weekly visit to the leisure centre. They develop especially good skills when catching and sending balls and bean bags of every size. They kick balls confidently and send them successfully around a circle with their feet and dribble effectively. They develop outstanding steering and pushing skills as they ride bikes to complete tasks. They can handle a variety of writing and painting equipment very effectively and display exceptional confidence as they cut and glue different materials. They hold books appropriately and handle a wide variety of small equipment on tables and in the sand and water effectively.

Shortcomings

157. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features

Outstanding features

158. Children develop outstanding creative skills as they take part in a number of stimulating activities in the classroom. They join very confidently with other pupils to sing a number of nursery rhymes. They can recall the words and keep to the correct pitch and rhythms. They understand that they can sing at a 'high' or a 'low' pitch. They know that there is a variety of untuned instruments and that different hand movements such as shaking or striking, are needed to play some of them and that others are blown. They understand that there are a variety of sounds that can be created with instruments. They use a range of materials very effectively to create pictures and a mobile, and work together effectively to make an attractive collage of a scarecrow. They role-play effectively in the Coedybryn Veterinary Surgery corner.

Shortcomings

159. There are no important shortcomings.

Welsh first language

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

160. Pupils in Y1 and Y2 listen well and give correct and confident oral answers to questions that derive from lesson presentations. They explain what they mean in suitable language and a number of them use the local dialect quite naturally.
161. Pupils in KS1, who come from non-Welsh speaking homes and who start school when they are five years old use correct sentence patterns which correspond to the questions they have been asked.
162. Pupils across KS1 have a good awareness of stories. They enjoy stories such as 'Bili Broga', 'Dilwyn y Lindysyn' and 'Sws y Seren' and they use the vocabulary in them confidently. They relate to and display an empathy with the characters of a story and understand how books work. They follow the thrust of a story well and they use contextual clues to help them. The majority reads fluently and display a good understanding of the contents of their reading books.
163. In line with their age and ability, Y1 pupils write simple news and stories correctly and Y2 pupils do so effectively, displaying continuity in their use of vocabulary and sentence patterns, which indicate the present or the past. They write in a variety of registers including simple questionnaires, strip stories, a conversation in speech bubbles and simple descriptive poems about a cow and a spider.
164. KS1 pupils' knowledge of language develops well, as they recognise and use simple verbs, choose various adjectives and use punctuation correctly. They confidently spell a variety of words orally and in their writing and their handwriting develops well.
165. Pupils, who have been at the school for some time, develop well across KS2 in all language skills.
166. The majority of pupils, whatever their background and linguistic ability, listen well to presentations and class discussions. They answer questions confidently. They use a variety of local words and rich idioms. During the inspection, Y5 and Y6 pupils took part in a lively and sensitive debate about foxhunting; their ability to debate and give reasons for a point of view was convincing.
167. Across the key stage, pupils read well. In Y3 and Y4, they respond well to volunteers and teachers when they are asked questions about the content of stories. They display a good understanding of the books which are appropriate to their ability. In KS2 pupils of every age search for factual information on the web about famous poets in the area and in Wales, and they record interesting facts about their lives and work. Pupils across the key stage respond well to folk tales such as Siôn Cwilt, Llyn y Fan Fach and the Maid of Cefn Ydfa. At the

upper end of the key stage, they read factual pieces that express opinions effectively.

168. All pupils in KS2 understand that characters are central to a good story, and offer interesting descriptions of them. At the older end of the key stage they understand the importance of an introduction to a story and the purpose of 'blurb'. The majority offer good reasons why they recommend a story for others to read.
169. Pupils at the younger end of KS2 understand that there are a number of different forms of writing. They write interesting letters and portraits. Their written work is good and they are confident when using extended words and a variety of sentences. They create attractive invitations that give the necessary information, for example to the wedding of Culhwch ac Olwen.
170. In Y5 and Y6 the variety of forms and registers pupils use in their written work is striking, They write good scripts based on the story, 'Go Fflamia', compose sensitive portraits of grandmother, give clear instructions as to how to clean oil from a seagull, and create pieces of writing, which give reasons for and against contemporary debates such as prohibiting smoking in public places. Their knowledge of rhyme and poetic features is developing well.
171. Knowledge of language develops well in KS2. Pupils use a variety of punctuation marks confidently; they can list the meanings of a number of idioms correctly and their spelling and handwriting develops well in line with their age and ability.

Shortcomings

172. There are no important shortcomings, but the language skills of some non-Welsh speaking latecomers to the school are not sufficiently developed.

English

173. In accordance with the LEA's language policy in category A schools, English is not taught in KS1.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

174. Pupils' listening and oral skills across the age range are good. They use English comfortably as a medium for their lessons in the subject.
175. A number of pupils at the older end of the key stage express themselves outstandingly well and demonstrate a good knowledge of a varied and rich vocabulary and the ability to reason in extended language. This was highlighted during the inspection as they gave a confident oral performance from a script they composed based on the novel 'Charlotte's Web'.
176. Pupils across the key stage read well. They understand the content of the text and they read with expression. They express an opinion about an incident and

suggest a different conclusion to a story. They use terminology relating to books well.

177. Pupils demonstrate an empathy with the characters of 'The Silver Sword' and 'Charlotte's Web'. They have a good knowledge of a number of children's authors, both classical and contemporary. They know the importance of dialogue in a story and understand why paragraphing is important in what they read and write. They use a thesaurus appropriately to help their awareness of vocabulary in a text.
178. Pupils write in a variety of registers and forms. At the younger end of the key stage they make a list of what will be necessary for the pet animal they choose. They write letters showing an understanding of how to greet, convey a message clearly and create a suitable ending. At the older end of the key stage they create effective newspaper reports about a monkey that has gone missing and create scripts of a high standard.
179. In KS2 pupils have a good understanding of punctuation marks and how good use of adjectives and comparisons can improve their descriptions. They develop an appropriate awareness of spelling patterns and they identify words which look the same but have different meanings. Their handwriting and the presentation of their work is of a high standard.

Shortcomings

180. There are no important shortcomings.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

181. Pupils in both key stages make good progress in mathematics and attain standards which correspond to their age and ability. They develop good problem solving skills.
182. Pupils in Y1 understand and use five and 10 number bonds well. They count forwards and backwards in units and tens and use a number line and a 100 square. They can repeat various number patterns and they develop an appropriate understanding of place value. They identify odd and even numbers. They succeed in adding and subtracting units and understand mathematical concepts such as 'more than', 'less than' and 'how much is left?'
183. In Y2 pupils use number bonds to 20 confidently and recognise three-digit numbers. They repeat number patterns, adding one, two, three and five correctly, and add and subtract tens and units. They know the two, five and 10 times table and they understand the mathematical language of doubling, halving

and dividing. They display an understanding of simple fractions such as halves and quarters.

184. Pupils in Y1 add and subtract coins up to 20 pence correctly and Y2 pupils add the cost of several items and discover the change from 20 pence and 50 pence. They understand simple multiplication to nine pence clearly and they can record pounds and pence correctly.
185. In KS1 pupils understand two and three-dimensional shapes and their characteristics and develop an understanding of simple symmetry. They make good progress in their measuring and weighing skills and develop an understanding of metres and centimetres, litres and millilitres, grams and kilograms. They tell the time on an analogue clock in hours and half hour, and record it in analogue and digital form.
186. Pupils across KS1 use information technology effectively to design block and bar graphs, as well as pie charts, using the information collected on a tally chart. They succeed in interpreting the information correctly. They develop their co-ordinate recognition skills well, as they control a moving toy on a large grid on the school's grounds.
187. Pupils at the younger end of KS2 add and subtract three-digit numbers, and multiply three-digit numbers. They successfully repeat number patterns and can add ten, 100 and 1000 to them.
188. At the older end of KS2, pupils add and subtract four-digit numbers, round off numbers to the nearest ten and 100 correctly and develop an increasing understanding of place value. They understand and use mathematical language well, and display an understanding of concepts, such as average, range and probability. They handle simple fractions and exchange fractions, percentages and decimal fractions confidently.
189. Y5 and Y6 pupils measure angles and recognise an acute angle, an obtuse angle and a right angle, and successfully measure the perimeter and the area of oblongs correctly. They have a good understanding of two and three-dimensional shapes and of the points of a compass.
190. KS2 pupils display good skills when collecting data on a tally chart, and they make effective use of information technology to convert the information into number tables, block or bar graphs and pie charts. They successfully sort objects in Venn diagrams according to a variety of characteristics.

Shortcomings

191. Across both key stages, pupils' skills in investigative work have not sufficiently developed.

Science

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

192. Pupils in both key stages have confident and positive attitudes to science, and develop a good scientific vocabulary when discussing their work.
193. Investigative skills are consistently developed across both key stages, and pupils display an increasing understanding of the principles of a fair test.
194. Pupils in KS1 have a sound knowledge of life processes and living things. They discuss the growing conditions of plants well when they plant seeds in earth, paper and cotton wool, and they succeed in labelling the main component parts of a plant. They have a good knowledge of the life-cycle of the frog and butterfly, and about a variety of animals and their habitats. They enthusiastically observe chicks hatching from an egg and growing daily.
195. In KS1 pupils investigate effectively in the school garden to see what foods birds like. They display a good awareness of a fair test by placing bread, seeds and fruit in the same place. They learn how to predict and check the results of the test.
196. In their project on materials, pupils in KS1 display good skills as they sort wooden materials, plastic, fabric and paper and identify their characteristics. They show how a shape can be changed by squeezing, bending, stretching, rotating and tearing.
197. Pupils in KS1 have a good awareness of permanent changes, and those that can be reversed, when melting jelly and softening butter and chocolate. They use appropriate vocabulary, such as 'dissolve', 'melt', 'warm' and 'cool' and they record the results of experiments clearly. They display good prediction skills as they do this.
198. KS2 pupils display a good knowledge of food chains in a variety of habitats, and develop an appropriate vocabulary such as 'producer', 'herbivore' and 'carnivore'.
199. In KS2 pupils develop a good awareness of the forces of attraction and repulsion between magnets and some materials. They understand that friction can slow down the movement of objects and prevent them from moving at all, and that forces cause things to quicken, slow down or change direction.
200. Pupils in KS2 analyse the work of teeth and their place in the mouth. They know how teeth rot and how they should be cared for. They label a picture of a tooth correctly. They understand that humans have skeletons and muscles to support their bodies and to help them move.
201. In KS2 pupils have a good understanding of the solar system and of the relative locations of the earth and planets. They know that the earth rotates around on its own axis and that this causes day and night and that the moon takes some

28 days to orbit the earth. They understand how the earth's orbit around the sun causes change in the seasons.

Shortcomings

202. There are no important shortcomings.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

203. Pupils in both key stages develop good skills when experimenting with interactive whiteboards.

204. In KS1 pupils develop good word-processing skills and a good understanding of parts of the keyboard. Y2 pupils can write large letters, correct text and start new lines. They successfully change the colour, size and font confidently. They print their work and save it with support.

205. KS1 pupils develop a good range of data-handling skills. They use the '2 Graph' program effectively to present information collected about the class' favourite pet animals on a tally chart. They type their information into a table, and choose a block graph to present information clearly. They demonstrate good skills when interpreting the data.

206. KS1 pupils use the '2 Paint' software effectively to make pictures of the characters in their reading books such as Sali Mali and Jac y Jwc. They choose the brush and paint and use the flow fill confidently.

207. In KS1 pupils successfully give directions to control a moveable toy. They develop their control skills well as they guide the toy on a grid on the school grounds. They model appropriately as they drag Teddy's clothes across the screen and dress him.

208. Pupils in KS1 use information technology skills well to reinforce their knowledge and skills in other subjects. They use CD-ROMs to look for information and software such as the 'Carnival of the Animals' to practise problem-solving skills. They use a digital camera well to record images.

209. KS2 pupils develop good skills when creating spreadsheets where they understand how to place information in cells. They make a calendar of the months of the year where important dates in the life of the school are indicated, including pupils' birthdays. They successfully use the digital camera to take a photograph of every pupil and file it, before dragging it and placing it in the correct cell.

210. In KS2 pupils' communication skills develop well as pupils e-mail nearby schools with school news. They successfully import photographs to the camera to be included in the e-mail. They use a scanner and a digital camera confidently. They use specific software to change the size, perspective and colour of photographs. They succeed in exploding a picture in order to concentrate on a specific section.
211. Pupils in KS2 process their work and develop their editing skills well. They develop an understanding of the keyboard and the mouse. They are confident when using a menu, changing the size, colour and the style of a font, highlighting words and changing to italic form. They have exceptional skills when looking for information on the web and from CD-ROMs.

Shortcomings

212. There are no important shortcomings, but KS2 pupils do not develop sufficiently skills needed for control programs and evidence of creating a musical composition in KS2 is limited.

Design technology

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

213. Pupils in both key stages use equipment safely, and are aware of risks and dangers. They are also aware of the importance of cleanliness when handling food.
214. In KS1 pupils display good design skills as they design a sandwich for a birthday party. Having looked at different types of sandwiches, they choose their favourite ones and present the information in the form of a block graph. They choose the colour of the bread and contents and make the sandwiches, taste them, appraise them and suggest improvements.
215. In KS1 pupils succeed in making a character with moving parts for a story book. They make a collection of books including moving parts, and investigate how the components attach to one another and how they work. Having created a story, they design a character such as an owl, effectively and choose which parts will move and how they will join the parts choosing from open pins and tape. They develop good measuring, cutting out, joining and decoration skills. When evaluating their own work and that of others, they have an opportunity to suggest which improvements could be made.
216. KS1 pupils display good skills when designing and making a glove puppet. Having looked at a collection of puppets and observing how they work, they make a picture of the puppet, label the parts and draw up a list of essential

materials. They decide how to join the parts to one another and how they can make the character life-like by making it happy or sad. They have an opportunity to discuss the finished puppets and pay attention to joining methods.

217. KS2 pupils develop good skills when designing a pizza. They investigate a variety of pizzas and decide on their favourite ingredients. They design their pizza, cut and arrange the contents and cook them. They evaluate the finished product well and suggest improvements.

218. KS2 pupils display good design skills as they design a box or a pencil case. Having looked at a number of examples of cases and boxes, they design some on paper and decorate them. They discuss which materials and equipment are necessary, how they can join parts together and how to decorate the finished product. They pay attention to the purpose of the work and evaluate whether the case or the box meets the requirements of the task.

219. In KS2 pupils have an opportunity to contribute to a joint project to create an animal for the school garden. They choose a tall animal that will look over the hedge and will be visible from outside the garden, such as a giraffe. With the help of an artist who works in the school, they design a giraffe, and then choose materials which will withstand all weathers. They make a prototype before creating an enormous giraffe out of fencing wire and plastic materials.

Shortcomings

220. There are no important shortcomings.

History

Key stage 1: Grade 1: Good with outstanding features.

Key stage 2: Grade 1: Good with outstanding features.

Outstanding features

221. Pupils in both key stages have an outstanding awareness of the passage of time and how various aspects of life in the locality have changed over a period of time. Their awareness of historical terminology and how to refer to the past develops outstandingly well and displays continuity across both key stages. Their use of artefacts consolidates their understanding of history across the age range.

Good features

222. Pupils in KS1 begin to understand the passage of time and when creating a timeline of the day; they become increasingly more aware of the order of things.

223. In KS1 pupils have a good knowledge of how butter was produced on farms many years ago. They know how the milkmaid dressed and what sort of

equipment was used in those days. They observe the school's display of the topic daily and discuss the artefacts purposefully, knowing that they are old and that the equipment is not used today. They name a number of artefacts. They benefit from welcoming people from the community who show them the process of making butter in the past.

224. Y1 and Y2 pupils have a good awareness of how farming practices, such as shearing have changed over the years.
225. In KS2 pupils develop their understanding of the order of things and the passage of time as they look at milestones in the lives of humans from the crawling stage to that of drawing a pension. The family tree they create consolidates their knowledge in relation to their own families. They develop a timeline, which leads them from the civilisation of Ancient Egypt to the twenty first century.
226. Pupils in KS2 have a good understanding of how Howard Carter's recent discoveries have enriched our understanding of the history of Egypt. They understand the importance of the history of that country and look at pictures of the treasures that were discovered. They understand that Egyptians wrote in a very different way to us.
227. KS2 pupils have a good knowledge of key people in Tudor times, and can compare their clothing, customs and equipment with those of today.
228. A visit to Llancaeach Fawr consolidates pupils' understanding of life in a manor house at the time of the Stuarts. They understand which rooms were important and how people lived in those times. Their written work demonstrates that they have an empathy with the characters and that they can draw comparisons between yesterday and today.
229. KS2 pupils' good awareness of the Second World War is stimulated by visitors who share their experiences with them. They know when the war started and ended, and indicate some of the main events of the war. They understand that much of the fighting took place at sea and how soldiers fought. They also understand what work women did during the war and how families felt when fathers were away fighting. They appreciate why evacuees had to come to the country from the large towns and understand the function of an identity card.
230. Pupils across the school have a good awareness of the history of the woollen industry. Older pupils understand the effect the woollen factory had on people's lives; their visit to the woollen factory consolidates their understanding.
231. Pupils' awareness of local history is further consolidated as they read about characters such as Siôn Cwilt and the importance and significance of 'tai unnos', houses built overnight on common land. They write a piece about what happened to the bell at Mwnt Church.

Shortcomings

232. There are no important shortcomings.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

233. Pupils in KS1 display an increasing understanding of their local area and of foreign countries such as Botswana. They begin to use correct geographical terms, and they understand the need for a key and a grid when using a map.
234. In KS1 pupils follow a journey around the village of Kabo on a sketch map and notice the physical and human features they see in different directions. They demonstrate good skills when using simple grid references to locate features on a map.
235. In their study of the diary of Kabo, pupils compare an animal sanctuary as an interesting place for visitors to Botswana with a town on the coast, such as New Quay. They compare the facilities at both locations and possible activities for visitors. They look at features such as the weather, cooking methods and different ways of travelling to school, when comparing Kabo's village with Coedybryn.
236. KS1 pupils develop an understanding of the features of farming in their area, and they consider which crops a farmer will grow and what kind of animals would be in the farm. They demonstrate a good awareness of the weather of the different seasons of the year.
237. In KS1 pupils develop skills in using co-ordinates on a simple grid. They locate an object on a grid on the school grounds and use a grid to indicate correctly the location of animals on a plan of a farm.
238. In KS2 pupils develop skills in using maps on different scales and atlases, and do this well. They locate the capital cities of the main countries of Europe, Coedybryn on a map of Ceredigion and Ceredigion on a map of Wales. They demonstrate good skills when comparing an old map of the area with a current one, in order to see the developments and changes over time.
239. KS2 pupils use the web and a CD-ROM to look for information about Egypt, and for a map of the river Nile. They create profiles of the physical and human features of Egypt and Wales and they compare the capital city of Cairo with the city of Cardiff. They use co-ordinates to locate buildings around the cities.
240. In KS2 pupils demonstrate a good awareness of the local area, such as the diversifying of the farming industry, the effect of inward migration on the area and developments in the wool and tourism industries. They create an effective questionnaire to investigate the type of work that people in the village do and develop an understanding that different people have varying views on environmental changes.

241. In KS2 pupils are increasingly aware of matters related to the environment and the need to protect it by reusing and recycling materials.

Shortcomings

242. There are no important shortcomings.

Art

Key stage 1: Grade 1: Good with outstanding features.

Key stage 2: Grade 1: Good with outstanding features.

Outstanding features

243. In KS1 pupils produce work of an outstanding standard as they observe and discuss the insides of a variety of unusual fruits and decide what materials or media are suitable for sketching fruits that feel rough and smooth. They choose suitable materials and colours to convey colour, tone and texture.

244. Pupils in Y1 make good choices of materials when creating the shape of fruits while in Y2 they behave like artists as they paint and colour fruits on canvases confidently. They show their enjoyment as they display their finished work to others.

245. In KS1 pupils develop a good understanding of pattern when observing different patterns in the materials of Laura Ashley. They display a clear understanding of the order of his patterns and lines when copying the picture of Boggie Woogie by Piet Mondrian outstandingly well to create effective Coedybryn Boogie Woogies. In the process they familiarise themselves exceptionally well with the terminology of line and pattern.

246. KS1 pupils develop their understanding outstandingly well of the wide variety of materials they can include in art work such as papier maché, cotton, cotton-wool and wood, They use pastels very effectively to create pictures of farm animals based on digital pictures in the style of the artist Keith Bowen.

247. In KS1 and KS2 pupils understand the effect that mosaic can create following their workshop by a local ceramic artist, where they had an opportunity to decorate a bird table very effectively. They also understand the importance of pattern and how different materials create varying effects when weaving.

248. Y1 and Y2 pupils develop a sound understanding of colour and pattern as they create attractive pictures on the computer.

249. In KS2 pupils' awareness of Welsh artists is outstanding. They have a wide knowledge of the life and work of the artist Sir Kyffin Williams. They observe his paintings in detail, note his favourite subjects and talk about his techniques. The standard of their imitations of his picture 'Snow in Nant Peris', is outstanding

and shows his preference for thick paint and dark colours. They create ceramic figures of an outstanding standard, based on the characters portrayed in his pictures.

250. In KS2 pupils develop their understanding of the techniques of different artists further, as they compare pictures by Sir Kyffin Williams and Bridget Riley. They identify differences in pattern, colour, line and perspective outstandingly well.
251. In KS2 pupils develop their understanding of the importance of line in art as they experiment with horizontal and vertical lines.
252. KS2 pupils have an outstanding knowledge of the artist Aneurin Jones. Following a visit to the local gallery and meeting the artist himself, they can talk about his life and work. They indicate which is their favourite picture. They know that the artist Breughel has influenced him, and understand that the main subjects of his work are rural characters and animals. They use digital photographs of farmers in Newcastle Emlyn market outstandingly well to imitate his subjects and they focus on specific parts of them. They use a number of different media very artistically to paint on canvas and paper.
253. Across KS2 work in pupils' sketchbooks is of a very high standard. They demonstrate an exceptional awareness of warm and cold colours. They understand clearly how shades can create striking effects and how pencil work can create a variety of effects. Their delightful self-portraits demonstrate their infectious enthusiasm for art and their art work across other subjects such as their posters about the world, display pride in their ability in the subject.

Shortcomings

254. There are no important shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

255. Pupils across the school can recall a variety of songs. In a whole school singing session they sing enthusiastically and articulate clearly. They understand the importance of keeping pitch when singing together. They demonstrate a good awareness of rhythm when singing hymns and contemporary songs. They keep their part effectively in a round. They understand that attention to dynamics is important if they are to perform well.
256. Pupils across the school are confident as they sing in small groups and understand the role of the conductor. They evaluate one another's vocal performances fairly.

257. Pupils in KS1 imitate quite a complicated beat-pattern correctly. They understand clearly the difference between a high and a low pitch as they practise a vocal glissandi to convey animals that travel high or low. They listen to a recording of their work and evaluate it effectively.
258. Pupils in KS1 have a good knowledge of nursery rhymes. They explain clearly that a nursery rhyme tells a story and know the words and the melody of a number of them from memory.
259. In KS1 pupils familiarise themselves well with a number of untuned instruments, and understand that they are often played with different movements.
260. In KS2 pupils understand the distinctiveness of a folk song; they explain that the song tells a story and that the voice is important in its interpretation. They have a clear understanding of the difference between beat and rhythm and they maintain a steady beat whilst others sing, and pay attention to the rhythm. They know what is meant by a bar of music and the majority understand what is meant by a pentatonic scale and play the correct notes of the scale while others sing the melody. They understand that an ostinato is a repeated pattern, and they name correctly the two notes that form a drone. They organise themselves confidently into a vocal and instrumental group and experiment with the different patterns and with a variety of tuned and untuned instruments. They evaluate their performances intelligently.
261. In KS2 pupils have a good knowledge of the instruments of the orchestra, and their musical terminology develops well. They listen to classical music and familiarise themselves with the works of famous musicians. They effectively convey what the 'Flight of the Bumble Bee' music conveys to them.
262. Pupils who have additional lessons from peripatetic teachers on wind and string instruments use their skills well in class to help develop their peers' skills. Performances in the community also develop pupils' confidence in their music lessons.

Shortcomings

263. There are no important shortcomings, but across the school pupils' composition skills are not sufficiently developed.

Physical education

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

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

Good features

264. Pupils in both key stages know about the beneficial effects on health of exercising their bodies and have a good awareness of safety in physical education lessons.

265. In gymnastics, pupils in KS1 travel energetically around the hall as they warm their bodies. They display a good awareness of space. They succeed in creating wide, small and straight shapes on different levels with their bodies. They devise different ways of travelling by imitating shapes such as a crab, a fox, a rabbit, a camel, a soldier and a frog. They display good control of their bodies by changing their method of travelling when responding to a story and finish the movement with a clear shape.
266. Pupils in KS1 develop good running skills as they warm up at the start of a games lesson. They watch carefully as they throw and catch beanbags and balls of different sizes. They display good dribbling skills as they move the ball around a number of objects and succeed in aiming a beanbag into a circle, from different distances.
267. Pupils in KS1 display progress in their swimming skills as they practise kicking in the water, and they swim confidently on their stomachs and backs with the help of arm-bands and floats.
268. In KS2 pupils display a good awareness of warming their bodies as they run quickly and jog around the gymnasium. They display a good awareness of space.
269. Pupils in KS2 develop good skills in athletics as they practise jumping on one or two legs; they pay attention to the way they land. They confidently manage to achieve a triple jump with a hop, step and jump.
270. In KS2 pupils benefit from training they receive from the staff of Dragon Sports and the Physical Education and School Sports (PESS) initiatives to develop their games skills. They have opportunities to practise skills and play football in extra-curricular activities.
271. In dance lessons, pupils in KS2 benefit from the expertise of 'Dawns Dyfed'. They move energetically, follow instructions well, and respond sensitively to music. They display a good awareness of the parts of the body, and successfully convey different feelings creatively.

Shortcomings

272. There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings.

Key stage 2: Grade 2: Good features and no important shortcomings.

Good features

273. In KS1 pupils have a good understanding of stories from the Bible. They understand that the Bible is an important book for Christians, and that it contains God's word. In Y2 they understand the difference between the Old and New Testaments. They understand that there are a number of stories in the Bible and can indicate their favourites such as the story of Noah's Ark and Zacchaeus.
274. In KS1 pupils understand that the places of worship in the area are places where God is worshipped and that prayer is a means of speaking to God. They know that Christians believe that Jesus is the son of God and that special holidays celebrate the Christian religion. They write simple prayers of thanks, and they know that good deeds make God happy.
275. In KS1 pupils learn quickly how the creation of the world is portrayed in the Bible and place the story of creation in order. They know that we need to respect everything that has been created by God. They begin to understand that not all the world's religions have exactly the same beliefs.
276. KS2 pupils have a good understanding that helping people is an important element of being a Christian. They name a number of people who have made the lives of others better, such as Dr Barnardo and St Francis of Assisi, and see that their work in collecting money towards Romania is a characteristic of Christian work.
277. The school's collective worship themes contribute strongly to the subject. They understand for example, the message of the parable of the lost sheep and learn about the way the Salvation Army helps people.
278. Pupils in KS2 learn about Christian elements when they visit a local church and they have purposeful information about the story of the life of the present Pope.
279. KS2 pupils have a good awareness of the religion of Islam and the life of a Muslim. They understand that Christians and Muslims live across the countries of the world. They indicate details about Muslim places of worship and their customs and they compare their practices with the Christian religion. They understand a number of features that characterise the life of a Sikh.

Shortcomings

280. There are no important shortcomings but pupils' awareness of other religions has not developed sufficiently.

School's response to the inspection

281. The staff and governors of Coedybryn School are proud of and agree with the outcomes of the inspection that reflect the excellent work being undertaken by the school.
282. The inspection was fair and positive and carried out in a professional and honest way with stimulating dialogue throughout. Staff and pupils felt very comfortable in the company of the inspection team.
283. The report highlights that the school has not always taken sufficient account of its outstanding features in its self-evaluation report and the staff appreciate the willingness of the inspection team to award a higher grade in these instances.
284. The school has worked very hard to raise standards since the last inspection and is very pleased that the report reflects this.
285. The school's Action Plan will take into account the recommendations highlighted in the findings of the inspection team, the priority of which will be maintaining the good and outstanding standards in subjects and areas of learning.
286. We believe that the report reflects the hard work being undertaken at the school by committed staff, governors and parents with the aim of ensuring the best provision for all pupils.

Appendix 1

Basic information about the school

Name of school	Coedybryn County Primary School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Heol Llangrannog, Coedybryn, Llandysul Ceredigion
Postcode	SA44 5JL
Telephone number	01239 851234

Headteacher	Mrs Nesta Adlam
Date of appointment	September 1995
Chair of governors/ Appropriate authority	Mr Roger Davies
Registered inspector	Mrs Eleri Betts
Dates of inspection	June 11 th – 13 th 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	-	11	4	6	2	5	2	34

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	4.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:17
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1:1

Term	N	R	Rest of school
Summer 2006	-	89.6%	93.2%
Autumn 2006	-	-	95.56%
Spring 2007	83.6%	-	92.58%

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	6
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	71%	In Wales	81%

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

- A team of three inspectors inspected the school. The registered inspector and the team inspector were at the school for three days and the lay inspector for one day. A peer assessor also joined the team, as well as the headteacher of the school as the nominee;
- pre-inspection meetings were held with the parents and the governing body;
- a self-evaluation report was received from the school which was the basis of initial discussions between the registered inspector and the headteacher;
- 24 questionnaires were returned by parents and 97 per cent of the remarks were positive;
- school documentation was read in detail;
- 31 teaching sessions were observed;
- a range of pupils' work and various activities were observed;

- discussions were held with subject leaders, and inspectors listened to the views of pupils;
- pupils' behaviour during the activities was inspected;
- post-inspection meetings were held with the staff and GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Registered Inspector Mrs Eleri Betts	Summary The School and its Context Recommendations Key Questions 1, 3, 5 and 6 Under-fives, Welsh first language, English, history, art, music, religious education.
Lay Inspector Mrs Deris Williams	Contributions to Key Questions 1, 3, 4, and 7
Team Inspector Mrs Rhiannon Harries	Key Questions 2, 4 and 7 Mathematics, science, design technology, information technology, geography, physical education
Nominee Mrs Nesta Adlam Headteacher	Contributing information and attending inspectors' meetings
Mrs Non Neave Peer Assessor	Observing lessons and attending inspectors' meetings

Acknowledgement

The inspection team would like to thank the parents, pupils, teachers and the governing body for their co-operation before and during the inspection.

Contractor

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