

INSPECTION UNDER SECTION 10 OF THE SCHOOLS INSPECTIONS ACT 1996

**Ysgol Gynradd Corris
Corris
Machynlleth
Powys
SY20 9TQ**

School Number : 661 / 2185

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CURRICULUM AND KEY STAGES NOMENCLATURE

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

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

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The schools and its priorities

This local county school is situated in the small village of Corris in Meirionydd, Gwynedd. The school provides full time education for 42 pupils and part time education for ten nursery children. They are educated by two full time teachers and one part time teacher.

Some of the pupils live in the village but the vast majority travel from nearby rural areas.

The head was appointed in September 1997. The school was last inspected during the Summer Term 1996.

Approximately 12% of the pupils come from homes where Welsh is the main language but by now approximately 41% of them speak Welsh to a standard which corresponds to first language standards.

On the whole the area is described as being economically disadvantaged. 22% of the pupils are entitled to free school meals. This is slightly higher than the county and national average.

There are obvious groups of privileged and underprivileged children amongst the pupils and they are of the full range of ability. Eight pupils (19%) have been identified by the school as having special educational needs (SEN). No pupil has a statement of SEN.

The School Development Plan [SDP] for the year 2001-2002 notes the following main priorities:

- raising oracy standards in Welsh and English;
- raising writing standards in both languages;
- raising standards in information technology (IT) and improving the use of information technology and communication (ICT) across the curriculum;
- ensuring that sufficient attention is given to investigative science in the school's work programme;
- continue to develop mental work in mathematics.

2. MAIN FINDINGS

The Main Findings of the Report

Standards

achieved by pupils across the school is satisfactory or better in approximately 94% of the work. They are good in 47% of the work and unsatisfactory in 6% of the work.

- The educational provision for children under five is suitable and promotes the desirable outcomes in the six learning areas. The standards are as indicated below:

AREAS OF LEARNING	NURSERY	RECEPTION
Language, literacy and communication skills	Satisfactory	Satisfactory
Personal and social development	Satisfactory	Satisfactory
Mathematical development	Satisfactory	Satisfactory
Knowledge and understanding of the world	Satisfactory	Satisfactory
Physical development	Satisfactory	Satisfactory

Creative development	Satisfactory	Satisfactory
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- At KS1 and KS2, standards achieved by pupils in the various subjects are as indicated below:

SUBJECT	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	-	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Good
Religious Education	Good	Good

- The National Curriculum [NC] KS1 results for 2001 in the school are higher than the county and national averages in every subject. At KS2, the school results are higher than the county and national averages in English and science but are lower in Welsh and mathematics.
- At KS1 and KS2, pupils achieve good standards across the curriculum in listening in both Welsh and English; writing standards are of satisfactory standards in both languages. Reading standards are good in English and satisfactory in Welsh. When discussing in English, KS2 pupils can describe, explain, speculate and analyse confidently. Even though appropriate use of both languages is made in other subjects across the curriculum, a significant number of the pupils lack confidence when speaking Welsh and they do not always understand what they read in Welsh books.
- Pupils' ability to apply numeracy skills across the curriculum is satisfactory at KS1 and good at KS2. In science and design and technology lessons, KS2 pupils use appropriate units of time, capacity and temperature correctly and in detail. Although appropriate use of numeracy is made in some aspects of the curriculum at KS1, pupils' ability to use measuring skills in different contexts has not sufficiently developed.
- Standards in ICT skills across the curriculum are satisfactory.
- The quality of the teaching is satisfactory or better in approximately nine lessons out of every ten, including four lessons out of every ten where it is good or better. The quality of the teaching is unsatisfactory in one lesson out of every ten.
- Where the quality of the teaching is good or very good, lessons have a definite structure including a purposeful introduction and an effective conclusion. Stimulating tasks are set which offer pupils opportunities to work together to solve problems. Pupils are encouraged to think and to make choices and decisions for themselves and in this way develop their independence.

- In the lessons where there are shortcomings in the quality of the teaching, mainly in KS1, teacher presentations and the tasks set lack challenge or pace and pupils' interest and motivation are not maintained. From time to time, unsuitable tasks are set and they are either too ambitious or do not extend the most able pupils.
- A happy and supportive relationship exists between pupils and teachers. The teachers and the nursery assistant are very aware of the pupils' linguistic needs as they establish themselves in their second language. However, they are too ready, especially in the early years and at KS1 to accept English responses when involved with Welsh tasks and insufficient effort is made to encourage the pupils to use Welsh as an incidental language in the classroom.
- Pupils' moral, social and cultural development is good, and their spiritual development is satisfactory. The school is a welcoming and organised community. The staff promote high values, and respect towards people and property is emphasised. Even though the school complies with statutory requirements regarding daily worship, insufficient emphasis is placed on creating a worshipping atmosphere or on promoting spiritual aspects during periods of joint worship. This aspect is unsatisfactory.
- The general quality of pupils' behaviour is good and their attitude towards work is also good.
- The school provides a broad and varied curriculum which is in keeping with the statutory requirements. The curriculum provided for children under five is satisfactory and promotes the desirable outcomes in the six aspects of learning. However, play activities are insufficiently planned or structured. The plans and the guidance provided for the nursery assistant are not sufficiently specific and clear to ensure that the work done with the children is purposeful.
- Whole school policies and schemes of work have been prepared for all curriculum subjects. The thematic planning does not always ensure a balance in the use of Welsh and English as media for learning.
- The provision for SEN pupils is satisfactory. A register is kept of the SEN pupils in accordance with the statutory requirements, but the document is not sufficiently organised to meet requirements effectively.
- The school-parent contact is good; the partnership between the school and the community and schools and other organisations, are also good. The school's partnership with industry is satisfactory.
- The school system for evaluating performance and planning for improvement is good, and school leadership and efficiency is good. The good interrelationship that exists between the head, assistant teachers, the ancillary staff, school parents and members of the governing body, has led to a homely, positive atmosphere and a caring ethos.
- Effective use is made of the financial and human resources available, thereby providing good value for money.

- The school responded successfully to all the key issues identified in the last inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement across the school are satisfactory or better in approximately 94% of the work. They are good in 47% of the work and unsatisfactory in 6% of the work.

- The educational provision for children under five is appropriate and successfully promotes the desirable outcomes for children's learning. The standards of the nursery children and reception class children, are satisfactory.
- At KS1 and KS2, standard of achievement is good in design and technology, IT, history, geography, art and religious education.
- At KS2, standards are good in speaking and listening in English; in mathematics, science and physical education. Standards are satisfactory in speaking and listening, reading and writing in Welsh; in English writing and in music.
- At KS1 standards are satisfactory in speaking and listening, reading and writing in Welsh, and in mathematics, science, music and physical education.
- Boys and girls make similar progress throughout the school. Pupils who are on the SEN register make satisfactory progress educationally and socially.
- The NC KS1 results for 2001 in the school are higher than the county and national averages in every subject. At KS2, the school results are higher than the county and national averages in English and science but are lower in Welsh and mathematics.

3.2 Standards achieved in the key skills

- The standards achieved and the progress pupils make in the key skills are satisfactory in the early years.
- At KS1 and KS2, pupils achieve good standards across the curriculum in listening in Welsh and English, and writing standards are satisfactory in both languages. The pupils listen attentively for extended periods and produce factual and creative work of a satisfactory standard. They make effective use of a wide range of relevant terminology in their descriptions and reports in science, mathematics and humanities lessons.
- Speaking and reading standards are good in English; they are satisfactory in Welsh. When discussing in English, KS2 pupils can describe, explain, speculate and analyse confidently. They make effective use of reference books to gather information in English. Even though appropriate use of both languages is made in other subjects across the curriculum, a significant number of pupils lack confidence when speaking Welsh and they do not always understand what they read in Welsh books.

- Pupils' ability to solve problems and to apply numeracy skills across the curriculum is satisfactory at KS1 and good at KS2. In science and design and technology lessons, KS2 pupils use appropriate units of time, capacity and temperature correctly and in detail. Appropriate use of numeracy is made in some aspects of the curriculum at KS1, but pupils' ability to use measuring skills in different contexts have not sufficiently developed.
- The use made of ICT across the curriculum is satisfactory. At KS1, pupils use relevant programs to reinforce their literacy work and they create block graphs when gathering data in different areas. KS2 pupils make occasional but effective use of the Internet to gather relevant information, in particular in history and geography. They make good use of a computer microscope to reinforce science work. As yet, pupils' ability to use ICT in music and design and technology lessons has not sufficiently developed.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils moral, social and cultural development is good; their spiritual development is satisfactory.

- The school is a welcoming and organised community. Staff promote high values, and respect towards people and property is emphasised. The staff know the pupils well.
- Pupils are aware of the needs of less fortunate people and respond by collecting money towards humanitarian causes.
- Urdd activities and other extra-curricular experiences contribute positively towards pupils' social development and they are given opportunities during day to day activities in the school to undertake responsibilities and to show an initiative.
- Pupils' curricular experiences are enriched by visits to places of educational interest and by welcoming parents and other visitors to the school.
- Appropriate attention is given to the Cwricwlwm Cymreig and other cultures when dealing with various aspects of the curriculum.
- The school complies with statutory requirements regarding daily worship, either as a whole school or as a class. Insufficient emphasis is placed on creating an atmosphere of worship or and on promoting spiritual aspects during periods of joint worship. This aspect is unsatisfactory.

4.2 Behaviour and Attitudes

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

- Pupils are courteous towards one and other, their teachers and other school staff. They are ready to welcome visitors and they respond maturely to adults.
- Pupils understand and appreciate the school's basic rules.

- Pupils have an interest in their work. They take notice of teachers' instructions and are willing to collaborate.
- Parents are supportive of all school activities and there was a positive response to the home-school contract.
- No cases of bullying, sexism, racism or other types of discrimination was seen during the inspection. Clear strategies have been established to identify and respond to any cases if the need arises.

4.3 Attendance

During the past school year the pupils' average attendance was 95%. This is good.

- Parents are familiar with school expectations and they sent a prompt explanation for absences.
- The legal requirements for recording and presenting reports on attendance are satisfied.
- Unauthorised absences are very rare exceptions.
- Staff monitor the registers regularly. The head presents an annual attendance report to the governors.
- Punctuality at the beginning of the day is generally good. Appropriate attention is given to punctuality throughout the day.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

The quality of the education is satisfactory or better in approximately nine lessons out of every ten, including four lessons in every ten where it is good or better. The quality of the teaching is unsatisfactory in approximately one lesson out of every ten.

- The quality of the teaching in the early years is generally satisfactory. The resources are used effectively but the activities and play experiences are not structured carefully enough to develop the children's knowledge, understanding and skills in the six areas of learning.
- At KS1 and KS2, with some exceptions, teachers' knowledge and understanding of the subjects and the needs of the groups taught by them, are good.
- Where the quality of the teaching is good or very good, lessons have a definite structure including a purposeful introduction and an effective conclusion. The lessons have appropriate pace and the teachers have suitable expectations which are shared with the pupils. Stimulating tasks are set which offer pupils opportunities to work together to solve problems. Pupils are encouraged to think and to make choices and decisions for themselves thereby developing their independence.
- A good range of teaching methods are used which ensures opportunities for pupils to work independently, in pairs and as a group. Effective use is also made of direct whole class teaching.

- In the lessons where there are shortcomings in the quality of the teaching, mainly in KS1, there was insufficient challenge or pace to teacher presentations and the tasks set, and pupils' interest or motivation was not maintained. From time to time, unsuitable tasks are set and they are either too ambitious or do not extend the most able pupils.
- In some cases, in the early years and at KS1, opportunities to extend pupils' knowledge and understanding and to enrich their experiences by taking advantage of cross-curricular experiences, are lost.
- A happy and supportive relationship exists between pupils and teachers. The teachers and the nursery assistant are very aware of pupils' linguistic needs as they establish themselves in their second language. However, they are too ready, especially in the early years and at KS1, to accept English responses when involved with Welsh tasks and insufficient effort is made to encourage pupils to use Welsh as an incidental language in the classroom.

5.2 Assessment, Recording and Reporting

Arrangements for assessment, recording and reporting the achievements of pupils are good.

- The assessment made when children are accepted to the school offers an useful starting point against which to measure progress and further developments.
- Soon after they move on to fulltime education in the reception class the school produces an appropriate baseline assessment of the children. Following the assessment, tasks for further development are set but the targets do not always clearly indicate the way forward . These targets are discussed with the parents. The school has a procedure to record the learning outcomes of the under fives and the information is used to plan further work.
- The school has a specific procedure for assessing KS1 and KS2 pupils. At least one aspect of every core subject, and one foundation subject is assessed every term. A record of every pupils' progress is kept regularly.
- The school has begun to gather a portfolio of pupils' work across the school according to NC levels in the core subjects. The early years portfolio indicates the range of activities that these pupils undertake.
- Teachers respond regularly to pupils' written work and the best practice draws attention to weaknesses and strengths in a positive way. However, many examples of incorrect work marked as correct was seen in pupils' books.
- Twice a year, a parents' evening is held to discuss pupils' work and parents appreciate these arrangements. Parents are happy with the annual reports received on their children's work. The comments are suitable and some beneficial recommendations are noted.

5.3 Curriculum

- A broad and balanced curriculum is provided which complies with the statutory arrangements including religious education.

- The curriculum provided for children under five is satisfactory and promotes the desirable outcomes in the six areas of learning. However, play activities have not been sufficiently planned and structured. The planning and the support provided for the classroom assistant is not sufficiently specific and clear to ensure that the work she does with the children is purposeful.
- Appropriate policies and schemes of work have been prepared in all subjects and this ensures progress throughout the school. The curriculum is presented through a thematic approach which is planned over a two year circle. In the best practice, the thematic planning ensures suitable coverage for each subject. However, they do not always ensure an appropriate balance between Welsh and English as a learning media.
- Purposeful educational visits are arranged and they contribute positively to pupils' experiences.
- The garden which was designed for the school by parents and members of the community has provided pupils with valuable cross-curricular experiences which contribute continuously towards their knowledge and understanding.
- Regular homework contributes towards improving the quality of the pupils' work and effectively reinforces classwork. Parents are encouraged to take an interest in their children's homework and they do so effectively.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance offered to pupils is good.

- Teachers, supporting and ancillary staff know the pupils well and appropriate attention is given to their personal and social education.
- Pupils are happy in school and turn confidently to their teachers for assistance.
- Pupils are given the opportunity to partake in all of the school activities and policies on equal opportunities and sex education are implemented appropriately.
- Pupils are carefully supervised during lunch and break times and every effort is made to ensure their safety whilst they are in school.
- Teachers are aware of the steps to be taken to protect children from abuse.
- Electrical and fire prevention equipment is inspected annually and fire drills are held often.
- A member of staff has a First Aid qualification.

5.5 Provision for pupils with Special Educational Needs (SEN)

The provision for pupils with SEN is satisfactory.

- A register of SEN pupils is kept in accordance with statutory requirements, but the document is not sufficiently organised to meet the requirements effectively.

- Generally, pupils' needs are identified early. The arrangements for monitoring pupils' progress is appropriate.
- Pupils' needs are defined and individual education plans are prepared for them. This strategy is appropriate.
- The schemes are revised annually and effective contact has been established with the appropriate parents.
- Differential work is planned in the classrooms but it does not always correspond with pupils' needs.
- The pupil who is on stage 3 receives individual attention for a short period every day, but the activities arranged are not sufficiently challenging and do not always reflect the identified needs.
- The governor who is responsible for SEN is fully aware of her duties.

5.6 Partnership with Parents and the Community, Schools and other Institutions

The partnership with parents in good; the partnership between the school and the community and between the school and other schools and institutions is also good.

- Parents are very supportive of the school's objectives and of the values promoted by it. They have worked together to establish a garden on part of the school grounds and have painted a mural on the gable end of the school hall. The parents organise the weekly Gardening Club. A mathematics night was held for parents to raise their awareness of the school's numeracy strategy.
- The parents' handbook includes valuable information about the school but it does not include relevant details of the school's NC assessment results nor the latest national comparative results. It does not include details about the school's aims in sport and its provision for sports. The information included about SEN provision is limited.
- The governor's annual report to the parents does not include the latest comparative national information about the NC statutory assessment results. It does not note the progress towards meeting the school's aims in sports nor its sporting achievements. It does not note the arrangements for accepting and access for disabled pupils.
- Parents take advantage of local events, such as car rallies, to arrange fund raising activities. They contribute the equivalent of £500 per year on average to the school funds. This is a valuable contribution.
- The school appreciates the local community's willing support, and from time to time school also enriches the community. A number of local services and concerts are arranged. Many local individuals and societies use the school buildings and share some resources for lifelong learning.
- Relevant visits are arranged to sites and other establishments in the area and beyond. Some members of the community offer the school practical assistance by volunteering to listen to pupils read.

- There is an active relationship between the school and the local Nursery Group which meets in the school hall.
- Good pastoral links have been established with the secondary schools to which the pupils transfer. The curricular connections is also good with the secondary school of which the school is part of its catchment area.
- Pupils and students from other educational establishments make good use of the school for work experience.
- An effective link has been established with the various services of the local AU.

5.7 Partnerships with industry

The school's partnership with industry is satisfactory.

- Recently, a policy on partnership with industry was produced. The policy's basic philosophy is that the lack of industry in the area is a strong reason for making strenuous efforts to develop pupils' awareness of the world of business and industry. The policy also reinforces the strategy that already exists.
- From time to time, visits are arranged to local businesses and industries which are relevant to the school's current thematic work. There is evidence that some visits have contributed to pupils' standards of achievement.
- Sponsorship was secured to develop part of the school grounds into a garden. The school is aware of the potential a garden has to give pupils direct experiences as well as running it as a venture.
- As yet, the school has not taken advantage of opportunities to locate teachers for short periods in business or industry.

6. MANAGEMENT

6.1 Quality of self evaluation and planning for improvement

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

- The school has formulated a detailed programme over a period of two years for evaluating the quality of its provision in a number of areas identified as requiring attention. Consideration is given to curricular and managerial aspects by holding discussions in staff meetings, reviewing pupils' work and teachers' planning documents, analysing the results of NC tests and internal tests and asking parents for their opinions by distributing questionnaires. The implementation of this procedure helps the school to identify its priorities.
- The SDP is an useful management tool which clearly identifies the school's priorities and indicates clearly how the school's financial resources are used to support these priorities. The governing body meets regularly to discuss the implementation of the SDP.
- The arrangements made for the staff's professional development, including in-service training courses, correspond well with the priorities noted in the SDP.

- The school analyses the NC statutory test results and sets sufficiently challenging tasks for each pupil. Pupils' test scripts are analysed in detail to discover any significant weaknesses. This is good practice.
- The head regularly visits KS1 and Early Years class to monitor the provision in various subjects. As yet, this process does not include evaluating the teaching and learning. Following the monitoring work, detailed and useful reports are produced, but even though every member of the governing body has responsibility for an aspect of the curriculum, there is no procedure for presenting monitoring reports to them. The governors occasionally visit classrooms to look at pupils' work and to chat with the pupils about their work. The short report produced by them provides a basis for beneficial discussions during the governing body's meetings. As yet the role of the assistant teacher for monitoring aspects of the curriculum for which she is responsible, has not been developed.
- Recently, the school gained the Basic Skills Agency's Standard Mark, based on improving the reading standards of underachieving pupils. The file produced provides good evidence of planning for improvement and of suitable progress since then.

6.2 Leadership and Efficiency

The quality and efficiency of the school is generally good.

- The good interrelationship that exists between the head, the assistant teachers, the ancillary staff, the school parents and members of the governing body, leads to a homely, positive environment and a caring ethos.
- The head is conscientious and enthusiastic. She provides a clear sense of direction and offers good guidance through example. She ensures suitable professional development for herself and her staff through relevant in-service training courses and by arranging support from the authority's advisors and officers.
- There are job descriptions for each member of staff. They include a list of general responsibilities, but they do not, in every case, include information about specific curricular responsibilities.
- Although the head acts as the curriculum co-ordinator in the majority of subjects, the full time assistant teacher takes responsibility for the education of the children under five as well as three foundation subjects. She handles these responsibilities appropriately by attending in-service-training courses and by formulating whole school schemes of work.
- The governing body undertakes its work conscientiously. Members show an interest in curricular issues and, in collaboration with the head, monitor financial matters in order to ensure value for money. Even though a considerable amount of money (approximately 18%) is left over in the school budget, the SDP identifies in detail how it will be spent.
- The day to day administration and organisation of the school is effective.

6.3 Staffing, accommodation and teaching resources

- The school is well staffed and teachers' qualifications are appropriate for the ages they teach.

- The services of a part time teacher for KS2 are bought to teach design and technology, art, physical education and religious education. This is an efficient investment and has a positive effect on pupils' achievement standards.
- The displays about the school are an effective combination of teachers' and pupils' work; they are refined and stimulating. They are used as a means of promoting standards.
- The building is of good quality and the classrooms are of adequate size for the number of pupils. There is a large hall for services, concerts and physical education lessons.
- The vast majority of subjects have an adequate supply of resources which are accessible to the pupils.
- The school responded appropriately to the points raised in the last LEA financial auditors' report.
- The standards of cleanliness within and outside the school are very good.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under fives

The provision for the under fives is suitable and promotes the desirable outcomes in the six areas of learning. Standards are satisfactory.

Good features

Nursery Children (3-4 years)

- The children's personal and social skills are satisfactory. They can take part appropriately in activities and have begun to establish a relationship with other children and with adults.
- The children enjoy listening to stories and take part in whole class oral activities. The majority, who are learners, are beginning to understand simple instructions and to ask for specific things in Welsh.
- Their mathematical development is satisfactory. They recognise colours and some individuals can count familiar objects. Their ability to use mathematical language is developing appropriately.
- Through practical activities and play experiences their knowledge and understanding of the world is promoted satisfactorily. They recognise farm animals and some fruits and can discuss their families and homes appropriately.
- They take part in many creative activities and experiment with clay and paint.
- Their ability to use small equipment as they colour, build and cut out, is well developed. Their gross physical development is promoted through play experiences with large toys and through gymnastic sessions in the hall.

Reception Class (4-5 years)

- The vast majority of children behave well. They can concentrate on their tasks and work together in a satisfactory manner.
- Children’s language and communication development is satisfactory. They listen attentively and can recall the details from familiar stories. They show interest in books and the large majority recognise letters and read words. The great majority write their names, put marks on papers and under write words and phrases.
- Children’s mathematical development is satisfactory. They can count up to ten forwards and backwards and they recognise some numbers. They can distribute objects correctly according to colour and shape and they can create and continue a pattern correctly. They recognise two dimensional (2D) and 3D shapes and their use of mathematical language is developing appropriately.
- Their knowledge and understanding of the world is satisfactory. They can discuss the weather and the order of the day appropriately. They talk about themselves and their families and begin to understand about the past using the term ‘long ago’ when discussing artefacts. Their planning skills are developing well as they build with pre-prepared and waste material. They enjoy using the computer, and they can handle the mouse with increasing confidence.
- Children’s creative development is satisfactory. They can sing simple songs, accompany their singing with un-tuned percussion and keep a relatively correct beat. They can create pictures, patterns and 3D work to a satisfactory standard with some good examples.
- Their physical development is satisfactory. They use small apparatus with increasing control and show satisfactory control of their gross body skills when using large toys. During gymnastic sessions, they move confidently in different ways and they respond correctly to instructions.
- Children’s moral, social and cultural development is appropriately developed.

Shortcomings

- Play experiences have not been sufficiently structured and consequently the children’s skills are not sufficiently extended across the six learning aspects.
- Some children do not understand number concepts.
- A significant number of children have limited vocabulary and language patterns.
- A significant number of children form numbers and letters incorrectly.

Welsh

At both key stages, oral, reading and writing standards are satisfactory.

Good features

- At KS1, pupils listen well to stories and presentations and a small number attempt to respond and take part in discussions about their experiences and aspects of their work. They express themselves satisfactorily.
 - Pupils read their own stories with meaning. The youngest pupils' reading skills are developing well with the remainder progressing according to their age and ability. They use a number of appropriate strategies to assist their reading. The most able pupils can discuss the content and characters of their books with meaning and interest.
 - Pupils write for different purposes. They are sufficiently confident to form their own sentences. They produce a range of written work of a satisfactory standard. They write short paragraphs about their personal experiences and write creatively when producing books which correspond with their class work, using some language patterns correctly.
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- At KS2, the majority of pupils listen well and respond satisfactorily in different situations. A small minority have developed enough confidence to express themselves orally and their ability to do so shows progress. Individuals can express their opinions clearly in classroom discussions and when talking to visitors. Latecomers respond positively to the language and make a good effort to communicate at their level of development.
 - Pupils produce a suitable variety of written work across the curriculum for different purposes. They show increasing awareness of variety in language and a small minority use suitable written forms satisfactorily.
 - Pupils use the library and other various sources appropriately to seek information.

Shortcomings

- At both key stages a vast majority of pupils are not confident when expressing themselves orally and a significant number of pupils express themselves inaccurately.
- At KS2, a small number of pupils do not read with the expected ease and fluency; they do not always understand what they read.
- The written work of many pupils contain errors of syntax, punctuation and spelling.

English

English is introduced gradually at KS1 and the pupils are given suitable experiences. At KS2, oral and reading standards are good and writing standards are satisfactory.

Good features

- At KS2, pupils listen well and talk confidently during oral sessions and with visitors. They offer opinions clearly and logically using extended language.

- The majority of pupils read confidently, correctly and with clear expression and suitable intonation. They read suitable texts and show good awareness of the content of books; some individuals can describe the features of their favourite books and authors. They can use various sources to collate information.
- Pupils produce a variety of factual and creative written work across the curriculum. Individuals can write interestingly and in an extended manner and the content of their work displays a command of register, syntax, punctuation and spelling.
- In response to a stimulus an interesting poem was produced which shows conscious and creative use of language. This work is good.

Shortcomings

- A minority of pupils do not make effective use of punctuation when reading out aloud.
- Syntax, spelling and punctuation errors impair the work of a significant number of pupils.

Mathematics

Standards are satisfactory at KS1 and good at KS2.

Good Features

- Pupils at KS1 make good progress when working with numbers mentally and on paper. They can count orally backwards and forwards up to 20 and they recognise and can complete number sequences, including odd numbers and even numbers. Their understanding of number bonds up to at least 10 is sound.
- By Y2, pupils can add and subtract numbers correctly and the most able pupils can multiply and divide simply when solving problems. The older pupils' understanding of place value is good. The most able pupils understand the concept of sharing, halving and doubling.
- They can recognise and name familiar 2D and 3D shapes and describe their characteristics using correct mathematical vocabulary.
- They can gather simple data and record it appropriately as a block graph.
- Pupils recognise and understand the value of every coin and they calculate the total of small sums of money and give correct change from 10p.
- The vast majority know the days of the week and seasons in their order.
- At KS2, the vast majority of pupils deal swiftly with mental work and they have good understanding of place value. They succeed well in adapting and applying mental work in a variety of situations and with different numbers.
- Pupils' understanding of number work is sound. They use adding, subtracting, multiplying and dividing processes successfully.
- KS2 pupils make effective use of a computer program to produce spreadsheets and to create a mathematical formula to solve specific problems.

- They can name and describe the characteristics of many complex 3D shapes.
- They succeed well when estimating length and mass and they have a good concept of the value of metric units in Imperial units.
- They have sound grasp of the concepts of temperature, time and measurements and they understand how to represent and analyse different data in tables, diagrams, block and line graphs and pie charts.

Shortcomings

- KS1 pupils' knowledge and understanding of standard units for measuring is limited.
- KS1 pupils' knowledge and understanding of different strategies for mental calculation is not sufficiently developed.
- A minority of pupils at the higher end of KS2 are unsure of the multiplication tables.

Science

Standards are satisfactory at KS1 and good at KS2.

Good Features

- At KS1, pupils can group materials according to different features and can successfully describe and compare the materials.
- By closely observing different foods and taking part in cooking activities as part of the theme "Food", they understand well how different foods change shape and texture as well as the effect of warming and cooling on every day materials.
- By Y2, pupils can describe and name different parts of a butterfly's body, they know which creatures live in the soil and understand what creatures need to stay alive.
- Pupils can build simple electrical circuits and understand that electrical circuits will not work if the circuit is cut.
- At KS2, pupils plan investigations effectively, select equipment and decide which information should be gathered.
- When investigating how different types of sugars dissolve in water, pupils observe carefully and make effective use of a computer microscope.
- When investigating to discover whether water temperature effects the speed at which sugar dissolves, pupils work together confidently and show good awareness of the key factors needed to ensure a fair test.
- Pupils use correct measurements to gather data for their investigations and repeat measurements and observations in some cases to ensure reliability.
- Pupils' knowledge and understanding of materials and their characteristics and of physical processes is good.

- Pupils make correct and effective use of scientific terms, have a good understanding of scientific concepts and display a sound basic knowledge when discussing their work.

Shortcomings

- KS1 pupils' investigative skills are not sufficiently developed.
- The evidence gathered by KS2 pupils, in particular on the form of line graph, is not organised carefully enough.

Design and Technology

Standards are good at both key stages.

Good Features

- At KS1 and KS2, pupils undertake a good variety of 'designing' and 'making' tasks which ensures that they have a good knowledge and understanding of the subject.
- When designing and making puppets, and invitations and hats for a birthday party, KS1 pupils use a range of cutting and joining techniques, and show their creativity when completing and decorating them. They choose suitable materials for the task and make decisions about their work. They use simple sketches to record their ideas, list the equipment needed and evaluate the finished product in a simple way.
- They understand well how to strengthen a frame to make a building and how to use electrical circuits when designing and making a lighthouse. The finished products are good.
- At KS2, pupils undertake a wide variety of assignments using building kits, electrical components, food, flexible and inflexible materials and textiles. They produce a number of objects and models of good quality which meet with a clear need and are suitable for the purpose.
- Y5 and Y6 pupils understand and can use simple mechanisms to produce different types of movements in models and utilise solar energy panels to control the movements.
- When designing and making a model of a house, pupils use drawings of good quality using detailed measurements. They can evaluate their products effectively, pay suitable attention to their suitability and offer improvements. The finished products display pupils' ability to measure, cut and shape materials appropriately.
- Pupils are aware of the need to work carefully when handling various tools.

Shortcomings

- Pupils' knowledge and understanding of how to create and store instructions to control events using ICT is not sufficiently developed.

Information Technology

Standards are good at both key stages.

Good features

- At KS1, pupils open computer programs independently and control the mouse with increasing skill. They use a word processor regularly to write simple sentences and can adapt, correct and print their work without assistance.
- By using a simple drawing package effectively they can combine picture and text. They make good use of reinforcement programs to enrich their experiences in language.
- Pupils make suitable use of a simple data programme to present and interpret the information gathered.
- They effectively control the 'floor turtle' by feeding it with simple instructions.
- At KS2, pupils use an effective combination of different elements in a word processing program, including changing the font, size and colour of the writing. They use pictures from the internet to display their creative work attractively.
- They save their work in computer files. The vast majority of the pupils work independently and confidently.
- They make good use of the Internet and of CD-ROMs to collate and discuss information.
- Pupils can combine text, sound and pictures to create a multi-media presentation when presenting information about the pupils in the classroom.
- KS2 pupils use a data handling program independently to gather and handle information. They record their findings skilfully in the form of block and line graphs, and simple pie charts.
- They use the computer effectively to produce spreadsheets and to create a simple mathematical formula.

Shortcomings

- At KS2, pupils' use of LOGO has not sufficiently developed.

History

Standards are good at both key stages.

Good features

- At KS1, pupils have a good general understanding of the concept of the passage of time within their own lives and they can discuss development from childhood up to old age appropriately.

- They know of some familiar characters from the history of Wales and can explain why they are famous.
- Pupils' understanding of the significance of old and new artefacts is good. They can name and describe old farm implements and they use appropriate historical vocabulary. They have a good understanding of the concept of past and present.
- Educational visits to places of historical interest deepen pupils' awareness and understanding of historical issues.
- At KS2, pupils' understanding of historical concepts is well developed. They use words and phrases relating to the passage of time suitably and can place historical events correctly on a time line.
- Pupils have a good knowledge of the history of the Celts and, following a lively discussion about the Druids' rules they can create suitable rules themselves for the tribe.
- Pupils can discuss events such as the Great Fire of London and its effect very effectively.
- Pupils have a sound knowledge of the Second World War and living conditions at the time. They develop empathy skills when discussing the circumstances of the evacuees.
- The older pupils are familiar with various historical sources and use ICT to collate and process historical information.

Shortcomings

There are no significant shortcomings.

Geography

Standards are good at both key stages.

Good features

- At KS1, pupils have a good understanding of their local area and can name its physical and human characteristics. Their use of geographical vocabulary is developing appropriately.
- Pupils have a good knowledge of the weather and make correct use of symbols to identify different kinds of weather. They gather information about the weather in their local area over a period of time and come to a conclusion about the type of weather experienced. They record this in a graphical form. They can name the seasons and describe their main characteristics appropriately.
- Their map skills are developing well. When studying their local area, they can draw a simple map correctly locating some buildings and physical features.
- They are aware that they live in Wales and that Wales is part of an extended world. On a map of Wales, they can roughly show where they live and the location of some villages and other towns.

- At KS2, the great majority of pupils can read maps appropriate to their ability and use six figure co-ordinates confidently to read locations on an ordnance map.
- The youngest pupils at KS2 can draw a map of a special area, locate specific features and use a key correctly.
- Their study of an economically developing country enables them to investigate and compare physical and human features, climate and population with those found in Wales.
- Pupils discuss aspects of the environment confidently and show an awareness of their responsibility for the environment.
- Pupils use geographical terms correctly and when searching for information linked with their work, they make suitable use of ICT.

Shortcomings

- At KS1, pupils' knowledge of a contrasting area is limited.

Art

Standards are good at both key stages.

Good features

Pupils work with a good range of techniques and media throughout the school.

At KS1, pupils experiment effectively with paint, crayons and chalk, and print with different objects. They observe closely when drawing still life pictures of fruit. The finished product is of a good standard.

They understand how to create different shades and new colours by mixing primary colours.

Pupils are aware of the artist Van Gogh's work and make good attempts to emulate his style.

At KS2, pupils work in a variety of contexts. They have a good understanding of the visual language of line, tone, pattern and texture and can apply them effectively to their work. They can discuss, compare and emulate the work of many recognised artists.

Following a study of the artist David Humphreys' work, KS2 pupils made effective use of their close observation and sketching skills when they recorded different aspects of their environment. The finished products are of a high standard.

Pupils have a good understanding of pattern. When dealing with tasks such as weaving and textiles work, they consider the effect of combining different materials to change the pattern and texture of their work.

Shortcomings

When they work in three dimension, including working with clay, pupils' skills are limited.

Music

Standards are satisfactory at both key stages.

Good features

At KS1, pupils sing a variety of songs suitable for their ages to a satisfactory standard.

Pupils' response to music is satisfactory. They can differentiate between soft and strong sounds, and can keep a correct beat.

The great majority of pupils can name tuned and untuned instruments and they explore and use a variety of sound sources.

In response to a stimulus, pupils can explore and produce sounds by using different sound sources and perform them to one another.

At KS2, the large majority sing accurately and the quality of the singing is satisfactory.

Pupils can keep a beat, repeat a musical phrase correctly, and control ostinato appropriately as an accompaniment to a song.

In response to a stimulus, a special atmosphere was created by exploring a range of sound sources. This was effectively recorded as a graphic score.

After composing a simple Welsh poem, pupils set the words to simple melodies using three notes. The work was recorded appropriately and the examples seen were of a good standard.

Pupils listen to music by different composers and can identify some features and express simple opinions.

Shortcomings

In vocal work at both key stages, pupils do not exercise sufficient control over breathing, phrasing and dynamics.

At both key stages, pupils do not discuss or evaluate their performances and their own compositions sufficiently.

Pupils' use of IT in music is undeveloped.

Physical Education

Two gymnastic lessons were observed, one at KS1 and one at KS2. On the basis of the evidence seen, standards are satisfactory at KS1 and KS2.

Good features

Pupils throughout the school dress appropriately for the activities and understand why they have to warm up before starting. By KS2, they all have a good awareness of the changes which happen to their bodies when they exercise and how to recognise the effects.

At KS1, pupils understand and follow instructions well. They can form a shape with their bodies and produce a sequence of simple movements on a bench and mats with some success.

KS2 pupils have a good knowledge of basic gymnastic shapes and use the relevant terms when describing and explaining their work.

They form clear shapes with their bodies and work accurately paying appropriate attention to quality and variation in their performances. They can hold one shape well and display suitable tension before moving smoothly to another shape. They display good physical control when jumping, keeping balance and landing.

Pupils constantly endeavour to improve their performance and their physical skills show progress during the lessons.

Pupils work together effectively in pairs and groups and evaluate each other's work maturely and sensibly.

Shortcomings

- At KS1, pupils do not work energetically enough during lessons.
- KS1 pupils are not sufficiently disciplined and orderly when moving equipment and changing from one activity to another.

Religious Education

Standards are good at both key stages.

Good features

- At KS1 pupils' general knowledge of stories from the Bible is good and they can accurately retell them.
- They understand the importance of the Bible to Christians and the Torah to Jews. They can compare a synagogue with a church and their knowledge and understanding of the Jewish religion is good.
- Their understanding of principles such as friendship and care for others, which they discuss appropriately, is developing well.
- They are aware of the purpose of prayer and they can compose simple prayers.
- At KS2, pupils' knowledge of the Bible develops well and they can tell and write Bible stories in different registers to a generally good standard. When discussing the parables they

come to understand their significance to us today.

- They can explain the difference between the Old Testament and the New Testament.
- They discuss effectively the importance of the Koran to Muslims and the Torah to Jews and compare their methods of worshipping with the Christian tradition.
- When discussing the natural world, they express opinions as to how they should protect the natural world.
- Since completing work on the ten commandments pupils express opinions about keeping rules today and formulate a suitable list of rules for different situations.
- Their understanding of the importance of a pilgrimage and their knowledge of saints and of some of Jesus' followers is good.
- By Y5 and Y6, pupils have a definite opinion on spiritual and moral issues and discuss them confidently.

Shortcomings

There are no significant shortcomings

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Following the inspection in the Summer Term of 1996, the report identified seven key issues for action, including the need to:

improve written standards in both languages;

extend the provision and improve standards in art amongst children under five and KS1 pupils;

attend to aspects of mathematics at KS2, and to design and technology and information technology through the school;

continue with the existing detailed planning of work in order to complete the circle of themes, and adapt subject schemes of work as required.

when planning individual lessons, to consider what guidelines and how much direction pupils of different abilities need in order to cope with the tasks set and benefit from them; activities need to be arranged in a way that allows all pupils to receive as much teacher attention as they need;

strengthen the link that exists between the budget and the priorities identified in the SDP;

safeguard dangerous places on the playing field.

Since the last inspection:

the standard of written work in both languages has improved and is now satisfactory;

by now, pupils are offered a wide range of rich experiences in art. The creative development of the under fives' is satisfactory and standards in art are good at KS1 and KS2;

many strategies have been adopted to raise standards in mathematics, design and technology and information technology at KS2 and by now standards are good in all three subjects;

suitable schemes of work have been prepared which ensure progression and development across the school, in all curriculum subjects;

in the vast majority of lessons, instructions and detailed guidance are given to all pupils. Differentiated work is planned in the classrooms, but the tasks do not always correspond to individual needs;

the budget is managed effectively and efficiently. The school has definite plans for spending the money in reserve, and by now there is a close link between the school budget and the priorities identified in the SDP;

since the last inspection, immediate action was taken to safeguard the dangerous places on the playing field. By now, the grounds surrounding the school are entirely safe for the pupils.

8.2 Key issues for action

The school needs to:

- raise standards of achievement in the subjects and aspects which are satisfactory by attending to the shortcomings noted;
- plan the use of Welsh and English as a learning media in order to ensure an appropriate balance;
- improve the quality of teaching in KS1 by eliminating the shortcomings noted and specifically by ensuring that the work offers sufficient challenge to the pupils whilst also meeting the needs of each individual;
- improve the provision for the under fives by improving short term planning and classroom organisation and ensuring more effective guidance for the nursery assistant;
- improve the quality of the joint worship periods through careful planning, establishing a worshipping atmosphere and providing opportunities for pupils to take an active part in them.

APPENDIX

School Data

A. Basic information about the school

Name of School	Ysgol Gynradd Corris
School Type	Primary
Age-range of pupils	3 to 11
Address of school	Corris Machynlleth Powys
Post code	SY20 9TQ
Phone number	01654 761622

Headteacher	Mrs Olwen Puw Griffiths
Date of appointment	September 1997
Chair of governors	Mrs E. Tomlinson
Registered Inspector	Mrs Jean Marshall
Date of inspection	26,27 November 2001

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	5	8	3	8	9	2	42

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	2	1	2.3

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes)	18:1
Average class size, excluding nursery and special classes.	21
Teacher:class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring Term	99	92.3	94.8	94.6
Summer Term	96.3	96.6	96.2	96.3
October Term	97.9	94.1	94.3	94.8

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of the National Curriculum Assessments and the public examinations

National Curriculum Assessment KS1 Results: 2001 results	Number of pupils in Y2: 3
As the number of pupils who were eligible to be assessed at the end of KS1 was lower than 5, there is no need to include this information.	

National Curriculum Assessments KS2 Results: 2001	Number of pupils in Y6: 8
As the number of pupils who were eligible to be assessed at the end of KS2 was higher than four but less than 10, only performance indicators are included.	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (first language) or English			
By teacher assessment		By test	
In the school:	62.5%	In the school:	62.5%
In Wales:	63%	In Wales:	63%

D The evidence base of the inspection

The school was inspected over a period of 2 days by a team of two professional inspectors and one lay inspector. During the inspection:

- 19 sessions were observed, dividing the time fairly equitable between classes;
- discussions were held with pupils, the head and all the staff;

- pupils' knowledge and understanding of their work was examined;
- the vast majority of pupils was heard reading in both languages;
- examples of pupils' work were inspected;
- policy documents and school planning documents, teachers' short and long term plans and schemes of work were analysed;
- attendance registers were examined, as well as records of pupils' and teachers' assessment notes;
- detailed attention was given to the school's financial information;
- a formal meeting was held with the governors;
- a parents meeting was held which 7 parents attended, and 21 questionnaires were received to be analysed together with 3 letters.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (section 7)
Jean Marshall	Registered Inspector	1.0, 2.0, 3.1, 3.2, 5.1, 6.1, 6.2, 6.3, 8.1, 8.2	Mathematics, Science, Design and Technology, Information Technology, Art, Physical Education
Rhianwen H. Roberts	Professional Inspector	4.1, 5.2, 5.3, 5.4, 5.5	Children under 5, Welsh, English, History, Geography, Music, Religious Education
Griff Charles Morris	Lay Inspector	4.1, 4.2, 4.3, 5.6, 5.7, 6.3	

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