

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

***YSGOL GYNRADD CRAIG YR WYLFA  
HEOL FFRANSIS  
BORTH  
CEREDIGION***

***School Number: 667-2362***

***Date of Inspection: 11-12 June 2002***

***by***

***MR A RICHARDS  
Registered Inspector***

***Date: 12 August 2002***

**Under Estyn Contract Number: CT214/01P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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## 1. CONTEXT

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

Ysgol Gynradd Craig yr Wylfa is a local education authority (LEA) maintained community school which was built in 1968 and is located on a pleasant site near the seaside village of Borth about eight miles north of Aberystwyth.

The school's aim is to provide a supportive community, within a happy environment, where everyone is motivated and challenged to achieve their full potential. As a Category A school, the school's language policy is to educate pupils so that they are thoroughly bilingual in the use of both Welsh and English on leaving the primary school. Pupils in the early years and Key Stage (KS) 1 are taught through the medium of Welsh in all areas of learning and subjects. In KS2, English is taught as a subject and used as a means of teaching progressively in other subjects as pupils move through the key stage.

There are 102 pupils on roll, including 21 reception children, who are taught in five classes. The number of pupils attending the school has increased by 15 over the past two years. Ninety-eight per cent of pupils live in families where the predominant language spoken at home is English. A significant number of pupils, annually, are admitted to the school late in the academic year and during the latter stage of their primary education. The school considers that a large majority of pupils on roll can speak Welsh to the equivalent of a first language by the end of KS1.

The area from which pupils are drawn is neither prosperous nor economically disadvantaged. The broad nature of the school's intake is neither advantaged nor disadvantaged. Approximately 20 per cent of pupils are entitled to receive free school meals, a figure that is around the national average for Wales.

The school has assessed 34 pupils as having special educational needs (SEN). One pupil has a statement of SEN.

Three members of the teaching staff, of a total of five, have been appointed since September 2001. The membership of the governing body has changed within the last two years. The school was last inspected in 1996.

The school development plan (SDP) indicates that priorities for the period 2001-2003 include the review of subject schemes of work, arrangements for the assessment and recording of pupils' progress, school self-evaluation, and procedures for monitoring.

## 2. MAIN FINDINGS

### **Main findings of the report**

Ysgol Gynradd Craig yr Wylfa provides its pupils, including those with SEN, with a broad education. The school has many good features but also shortcomings in important areas. Pupils' very good behaviour, their positive attitudes and good relationships, with each other and staff, ensure that the school is a very happy community.

### **Educational standards achieved by pupils**

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. In two areas of learning, pupils are making very good progress.

- Standards in the six areas of learning are as follows:

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

- In the lessons observed in KS1 and KS2, standards of achievement were good in 56 per cent of lessons and satisfactory in 44 per cent. In the single lesson of design and technology observed during the inspection, standards of achievement were judged to be satisfactory. Scrutiny of pupils' work, across all classes, indicated, however, that overall standards of achievement in design and technology are unsatisfactory.
- Standards of achievement in the National Curriculum (NC) subjects and religious education, in KS1 and KS2, are as follows:

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

- In the KS1 NC teacher assessments and tests, in 2001, pupils achieved below the average for Wales in Welsh, similar to the national average in mathematics and above the average for Wales in science. Pupils achieved less well than pupils in similar schools in Welsh and mathematics and above the average for pupils in similar schools in science.
- Key Stage 2 NC teacher assessments and test results, in 2001, indicate that pupils achieved higher than the average for Wales in mathematics but lower than the national average in Welsh, English and science. In 2001, pupils achieved around the average for pupils in similar schools in English and mathematics but well below the average for pupils in similar schools in Welsh and science.
- The standard of pupils' achievements in the key skills across the curriculum range from unsatisfactory to very good.
- In Welsh (KS1 and KS2) and English (KS2) pupils make satisfactory to good progress in the key skills of listening, speaking and reading. Pupils make satisfactory progress overall in writing in English and Welsh and in their use of writing in other NC subjects. Standards in handwriting are unsatisfactory. Pupils make good progress in numeracy in both key stages. Standards of achievement in information and communications technology (ICT) are good and many pupils are confident in using ICT to support their learning in the subjects of the NC. At the end of KS2, some older pupils achieve very good standards in ICT.

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- Pupils with SEN are making good progress towards achieving the targets set in their individual education plans (IEPs).

### **Ethos of the school**

- Provision for pupils' spiritual, moral, social and cultural development is good overall. It is good for social and cultural development. Provision for moral development is very good.
- Spiritual development is satisfactory. Daily acts of collective worship are planned appropriately. Pupils are given opportunities for prayer and quiet contemplation to which they respond in a reverent manner. Pupils have a good understanding of the difference between right and wrong, demonstrate a respect for others and work together in a positive manner. The school provides appropriate opportunities for pupils to develop an understanding of the culture and heritage of Wales and aspects of other cultures.
- The school's policy handbook contains a statement on 'anti-racism' and the school is effective in promoting racial equality.
- The quality of pupils' behaviour is very good. The great majority of pupils are punctual in arriving at school. Arrangements for the recording of attendance, and the keeping of attendance registers, are unsatisfactory.

### **Quality of education**

- The quality of the teaching of the children under five is consistently good and very good in promoting children's personal and social development and creative development.
- In KS1 and KS2, the quality of teaching is good in 40 per cent of lessons and satisfactory in 60 per cent. In a small number of lessons, in both key stages, the teaching lacks pace and pupils are set tasks that lack challenge.
- The quality of assessment and recording is unsatisfactory. The school does not have an agreed approach to assessing pupils' learning, recording their progress and using this information to plan teaching. Pupils' work is marked on a regular basis but there are very few examples of written practical comments that assist pupils to improve. Reports to parents are of a satisfactory quality overall. They meet statutory requirements but do not provide targets to assist parents and children to focus on improvement.
- Children in the early years receive an appropriately broad and balanced curriculum that reflects the requirements of the Desirable Outcomes for Children's Learning.
- Pupils in KS1 and KS2 are taught all subjects of the NC and religious education. The school has written policies, schemes of work and class plans, of satisfactory quality, in all subjects. The implementation of policies and plans does not ensure good progression in teaching and pupils' learning from class to class in all subjects. This is particularly evident in design and technology and aspects of science, history, geography and religious education.
- Whole-school planning for the teaching of the key skills of literacy, numeracy and ICT across the curriculum is limited and subject policies do not address this NC requirement.
- The school does not apply its language policy consistently in KS2. The use of Welsh or English as a means of teaching is not always planned effectively, and explained clearly to pupils. As a consequence of this, pupils' skills, in each language, are not always extended appropriately to promote and support their bilingualism. Opportunities for pupils to gain a

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knowledge and understanding of subjects, and to use vocabulary and technical terms, in Welsh and English, are not always fully exploited.

- All pupils have access to the school curriculum and opportunities to take part in a wide range of educational, cultural and sporting activities within the local and wider community.
- The support and guidance given to all pupils, in their personal and social development, are good. Relationships between pupils and staff are friendly, courteous and mutually respectful.
- The school has a policy for health and safety. Guidance on safety matters is familiar to staff and available in the policy and staff handbook and the school prospectus. Current provision in relation to the level of support within the reception class, and the availability of a safe play area to promote the physical development of children under five, is unsatisfactory.
- The quality of provision for the 34 pupils on the SEN register, including the pupil for whom a statement of SEN has been made, is good. Effective planning, teaching, assessment and recording assist pupils in making good progress.
- The partnership with parents and community, schools and other institutions is good. An active Parents Teachers Association (PTA) supports the school in the organisation of events and pupils' extra-curricular activities. The Association raises a substantial amount of money that is used to supplement resources.
- A number of parents visit school during the day and provide support in science, art, library activities and the maintenance of the school garden. Open evenings are held twice a year when parents can visit school to discuss their children's progress with teachers. The pre-inspection meeting indicated that opportunities for all parents to view their children's books and files, as part of the discussions about pupils' progress, vary from class to class.
- The school does not have a home-school agreement.
- Pupils contribute regularly to community activities and take a full part in educational, cultural and sporting activities organised for schools in the local area. Partnership with other schools in the local group is good. The quality of partnerships with business and industry is good.

### **Management**

- The quality of self-evaluation and planning for improvement is unsatisfactory. The school does not have a co-ordinated, whole-school approach to monitoring pupils' standards of achievement, and the quality of teaching and learning, and for setting targets for improvement. The SDP is satisfactory in quality overall. It provides some useful information on school priorities, over a three-year period and annually, but attempts to cover too many objectives and lacks clarity. Decisions about priorities are not sufficiently based on an effective evaluation of pupils' standards of achievement and school performance.
- The quality of the leadership and management of the school is satisfactory. The headteacher and staff work together, successfully, to ensure that the school achieves its aim of being a happy and hard-working community. The governing body provides good support to the school. Governors have a good knowledge of the school's activities based on reports from the headteacher and visits to classrooms.

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- The role of the governing body in monitoring and evaluating school performance, and using this information to determine priorities within the SDP, is underdeveloped. Governors do not contribute to the annual process of target setting for improvement.
  - Teaching staff are appropriately qualified and deployed. Their role in co-ordinating NC subjects and monitoring pupils' progress is underdeveloped. Additional support provided by support teachers, NNEB, kitchen staff and supervisors, parents and visitors has a positive effect on raising pupils' standards of achievement and the school as a community.
  - The school purchases a level of administrative support for the headteacher from the LEA as a service agreement but has no day-to-day clerical assistance. The administration of the school is satisfactory, overall, but the lack of clerical support makes the efficient co-ordination of day-to-day matters difficult on occasions.
  - The school has a budget surplus which is around eight per cent of its total income. The SDP does not indicate how this surplus will be utilised to support school improvement. The level and quality of resources are good. The school provides satisfactory value for money.
  - The school does meet National Assembly for Wales requirements in relation to setting and publishing targets, attendance, the school prospectus and home-school agreement.
  - Since the last inspection, the school has raised standards in investigative science, information technology and art. Standards in design and technology, the arrangements for the assessment and recording of pupils' progress, and the monitoring of standards by curriculum co-ordinators remain unsatisfactory.

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

#### **3.1 The standards achieved in subjects and areas of learning**

The standards of achievement of children under five are consistently good; they are very good in some areas of learning. Children make good progress in language, literacy and communication skills, mathematical development, knowledge and understanding of the world and physical development. They achieve very good standards in creative development and personal and social development. By the age of five, the majority of the children exceed the Desirable Outcomes for Children's Learning.

- In the lessons observed in KS1 and KS2 pupils' standards of achievement were good in 56 per cent of lessons and satisfactory in the remaining 44 per cent.
- In Welsh pupils' standards of achievement are good in oracy and satisfactory in reading and writing in both key stages. Pupils' standards in English in KS2 are satisfactory in speaking, reading and writing.
- Standards of achievement in mathematics are good in KS1 and KS2; standards in science are satisfactory in both key stages.
- In KS1 and KS2, pupils' standards of achievement in the foundation subjects and religious education vary from good to unsatisfactory. Standards in information technology, art, music and physical education are good in both key stages. At the end of KS2, some pupils are achieving work of a very good standard in information technology.

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- Standards of achievement in history, geography and religious education are satisfactory in KS1 and KS2. In the single design and technology lesson that was observed, pupils' standards of achievement were satisfactory. However, from the evidence of pupils' work across the school overall, standards in design and technology are unsatisfactory.
  - The results of NC assessment tests 2001 in KS1 in Welsh show that 76 per cent of pupils have achieved level 2 or above, higher than the national average of 66 per cent. No pupils achieved level 3 in comparison with the national average of 21 per cent. Results in mathematics show that 89 per cent of pupils achieved level 2 or above, in line with the national average; 18 per cent achieved level 3 compared to the national average of 27 per cent. The results of teacher assessments in science show that 94 per cent of pupils have achieved level 2 or above compared with the national average of 87 per cent; no pupils achieved level 3 in comparison with the national average of 17 per cent.
  - In KS2, results in Welsh showed that 30 per cent of pupils achieved level 4 or above compared with the national average of 71 per cent. In English, 71 per cent of pupils achieved level 4 or above, in line with the national average; 21 per cent achieved level 5 in comparison with 26 per cent of pupils, on average, nationally; 21 per cent achieved level 3 compared with the national figure of 17 per cent.
  - Seventy-one per cent of KS2 pupils achieved level 4 or above in mathematics, slightly above the national average; 14 per cent of pupils achieved level 5 compared with the national figure of 25 per cent; 29 per cent of pupils were at level 3 in comparison with 22 per cent nationally. In science, 57 per cent of pupils achieved level 4 or above, a figure that is substantially lower than the national average of 81 per cent; seven per cent were at level 5 compared with 26 per cent nationally and 43 per cent of pupils were at level 3 compared with the national average of 14 per cent.
  - At the end of KS2, compared with similar schools, the results in Welsh and English were lower than average and considerably less than average in science; in mathematics the school's results were comparable to the average of similar schools.

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

The standards achieved by pupils in their use of key skills across the curriculum vary from unsatisfactory to very good.

- Pupils' listening skills, in Welsh in KS1 and KS2, and English in KS2, are good. Pupils listen attentively and with understanding, sometimes for extended periods of time.
- Pupils strive hard to develop their ability to communicate in Welsh. In KS1, pupils speak with increasing correctness and confidence as they respond to questions, describe events and role-play. In KS2, they make satisfactory progress, good at times, in communicating in subjects across the curriculum.
- In English, in KS2, the majority of pupils speak confidently when presenting information, responding to questions and discussing their learning activities.
- The majority of pupils in KS1 and KS2 in Welsh, and the majority in English in KS2, achieve satisfactory standards in reading for information across the curriculum.
- In Welsh in KS1, pupils make satisfactory progress in writing to record their knowledge and understanding of the topics studied across subjects. They make satisfactory progress in KS2, although, too often, errors in language adversely affect the quality of their work. Their work in KS2 benefits from a language project which offers good opportunities for

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pupils to write about the legends and history of Wales in a range of styles. Key Stage 2 pupils make satisfactory progress in writing in English. Pupils' standards of achievement in handwriting are unsatisfactory in the presentation of their work across the curriculum.

- In KS2, the use of Welsh and English, as the medium of instruction, is not always sufficiently clear to pupils. This means that they are not, at times, stretched in oral and written work, in Welsh and English, as they communicate their understanding and knowledge in NC subjects.
- Pupils' standards of achievement in numeracy are consistently good. They make good use of their knowledge and understanding of number in recording their investigative work in science and geography.
- Overall standards of achievement are good in ICT with some pupils achieving work of a very good standard at the end of KS2. The pupils use the equipment and software confidently to support their learning in mathematics, history and art. Older pupils use the Internet and CD-ROMs with confidence as they gather information to support their learning.

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

### **4.1 The spiritual, moral, social and cultural development of the pupils**

The overall provision for the spiritual, moral, social and cultural development of the pupils is good. The quality of pupils' moral development is very good.

- The school's aims and objectives give priority to ensuring a happy community that creates an educational environment that encourages each pupil to achieve his/her best. The staff, governors and parents co-operate closely to realise these aims.
- Provision for pupils' spiritual development is satisfactory. An appropriate timetable ensures that a daily act of collective worship is held as a school community or within individual classes. During collective worship, pupils have opportunities to reflect on biblical stories and moral aspects in an appropriate environment. Before lunch, and at the end of the day, they pray together in the classroom and do so with respect and meaning.
- The quality of pupils' moral development is very good. Good use is made of lessons and other activities in the school to foster an understanding of moral issues and their significance to the pupils' every day lives. There is a positive ethos in the school and the pupils have a very good understanding of the difference between right and wrong and the importance of encouraging and displaying respect towards their fellow pupils, staff and other adults who visit the school.
- The school's provision for encouraging pupils' social development is good. Most pupils are confident in co-operating effectively with each other and with adults, in lessons and school activities. They are given a range of opportunities to take part in out of school activities and these make a positive contribution to their personal and social development. The pupils are given appropriate opportunities to take responsibility and show initiative in the daily activities of the classroom but the same opportunities are not always provided for them to acquire independence in their learning.
- Overall, the life and work of the school makes good provision for pupils' cultural development. The school's programmes of work ensure that pupils are given knowledge and understanding of the traditions, culture and history of Wales although there are

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insufficient opportunities for them to learn more about the works of Welsh musicians and artists. They are given opportunities in collective worship and in religious education and geography lessons to acquire knowledge and understanding of other cultures.

- The school's policy handbook includes a statement on anti-racism. The school acknowledges that it has a fundamental responsibility to promote racial equality and this policy is implemented within the school community.

## **4.2 Behaviour and attitudes**

Pupils' standards of behaviour and their attitude to work are very good.

- There is a high standard of discipline in every class which reflects the high expectations of staff and pupils.
- Pupils show an interest in their lessons and are keen to work hard and make progress.
- During collective worship and on less formal occasions pupils show a natural self-discipline in responding to activities.
- On the playground, where all pupils play together, older pupils are seen to take care of the younger children.
- The pupils are courteous and friendly when speaking to adults.
- The school has a behaviour policy and a bullying policy. Both policies offer practical guidance to staff and pupils to promote consistency in dealing with these aspects. There is no evidence that bullying is a matter of concern in the school.

## **4.3 Attendance**

Arrangements for recording and managing attendance are unsatisfactory.

- Pupils' punctuality in arriving at school is good.
- Lessons begin punctually. During registration each absence is explained verbally but not always recorded in an appropriate manner. There are inconsistencies in the ways in which registers are completed across the school.
- Some registers for 2000-2001 were not available for scrutiny during the inspection. The school does not fully implement the requirements of the National Assembly for Wales Circular 3/99.

# **5. THE QUALITY OF EDUCATION**

## **5.1 Teaching**

The quality of teaching ranges from satisfactory to very good.

- The quality of teaching for children under five is consistently good and very good in personal and social development and creative development. A range of broad and balanced experiences are provided and classroom organisation ensures that the activities are appropriate for the development and understanding of the pupils. The quality of the relationships between the children and the teacher, and the children with each other, ensures that the classroom is a happy and active community that encourages the children to achieve their full potential.

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- In KS1 and KS2, the quality of teaching is good in 40 per cent of lessons; in 60 per cent it is satisfactory. There is an effective working environment in the classrooms with the majority of pupils conscientiously on task in most lessons. Relationships are positive and promote the confidence and motivation of pupils.
  - Most lessons are planned with clear aims and purposes and teaching approaches are appropriate to the content of the lesson and pupils' needs. When the quality of teaching is good, pupils are appropriately challenged and gain knowledge, skills and understanding effectively.
  - In some lessons the teaching lacks appropriate pace and pupils are not challenged sufficiently. At times, there is a tendency to present classroom activities without sufficient questioning and joint discussion. The work sheets used to support some activities do not always ensure a sufficient depth to pupils' learning.
  - In KS2, at times, the use of Welsh or English, as a medium of instruction, is not planned in sufficient detail and established at the beginning of the lesson. The language medium of the lesson is not always clear to pupils and they are not sufficiently challenged in communicating, generally, and also in their use of vocabulary and terms relevant to the content of the lesson.
  - The schemes of work for all NC subjects are not implemented consistently in the teaching across the school. In some lessons, the pupils are not given a range of appropriate opportunities to extend their knowledge and deepen their understanding of topics.
  - The pupils receive regular oral feedback consistently in lessons but written comments on their work, that would be a means of promoting discussion and providing guidance on how they could improve their progress, are few.
  - The opportunities offered to KS2 pupils in the language project are not transferred adequately to their learning in other NC subjects.

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

Arrangements for assessing and recording pupils' progress are unsatisfactory; arrangements for reporting to parents are satisfactory.

- The school does not have plans which give clear guidance to teachers on the assessment and recording of pupils' progress and arrangements are not co-ordinated between classes.
- Samples of pupils' work are kept in individual profiles. Written comments indicate progress but do not make sufficient reference to the relationship between the example and pupils' overall development in the area of work.
- A baseline assessment is used with children under five and appropriate targets are set for children within the scheme of work. The assessment of SEN pupils' progress is thorough.
- The school has a comprehensive marking policy but it is not implemented in all classes. Careless marking of pupils' written work causes spelling mistakes to be repeated. Written comments by teachers, to help pupils improve their written work, are used too infrequently.
- Work in the core subjects is assessed termly but insufficient use is made of assessment to improve the quality of pupils' work and assessment is not used consistently to plan future teaching and learning. Not enough attention is given to the assessment of NC foundation

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subjects and, in consequence, planning from class to class does not ensure adequate progression in pupils' learning in all subjects.

- There are no whole-school portfolios in the NC core and foundation subjects and the assessment and levelling of pupils' work as they progress through the school is inconsistent.
- The school does not use national data and benchmarking information to analyse pupils' achievements and to set targets for improvement.
- Consultations with parents are held twice a year and written reports on pupils' progress are presented during the summer term. Reports to parents give a clear picture of their children's achievements but targets for improvement are not indicated.

### **5.3 Curriculum**

The quality, breadth and balance of the curriculum are satisfactory.

- Children in the early years receive a curriculum that is appropriately broad and balanced and reflects the requirements of the Desirable Outcomes for Children's Learning. The quality of the curriculum is consistently good and the provision for personal and social development and creative development is very good.
- In KS1 and KS2, a teaching programme is provided that includes all NC subjects and religious education. School policies, schemes of work and classroom plans are available in all subjects. They are documents of satisfactory quality or better and are appropriate to support teaching and learning.
- The implementation of policies and schemes of work is uneven across the school. There is a lack of appropriate continuity and progression in teaching and pupils' learning in all subjects. This is particularly evident in design and technology, some aspects of science, history, geography and religious education. In these subjects, at times, the teaching is repetitious and does not ensure a sufficient depth to the learning that reflects the development and ability of pupils appropriately.
- The school's language policy is not implemented consistently at KS2. There is a lack of clarity in the use of Welsh and English, as a medium of instruction, to promote pupils' bilingualism and to enhance their knowledge and understanding in all NC subjects and religious education.
- Whole-school planning for the teaching of key skills is underdeveloped. School policies do not reflect this NC requirement and reference is only made occasionally in schemes and plans to the teaching of the key skills across the curriculum.
- The language project in KS2, which is a joint arrangement with the LEA, provides a framework to promote pupils' language development in Welsh. Effective use is made of the framework to support late entrants who are learning Welsh for the first time.
- The school has a homework policy but it is not sufficiently clear to ensure consistency in the type and amount of homework set from one class to another. The homework that is set does not make a significant contribution to pupils' standards of achievement.
- An extra-curricular programme is provided that includes Urdd activities, hockey and football. The programme is open to all pupils.

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## **5.4 Support, guidance and the welfare of pupils**

The support and guidance provided for pupils are good overall.

- The school has appropriate policies in place to promote the health, safety and welfare of the pupils.
- The care and guidance given to pupils of all ages is good. The quality of the relationships between teachers and pupils are characterised by warmth, consideration and respect.
- In the under-fives classroom, the support provision is inadequate given the number of pupils and the fact that the classroom teacher works on her own for most of the time. In addition, the children do not have a secure play area set aside for them, outside, to promote their physical development.
- The arrangements that make it necessary for Year (Y) 1/Y2 pupils and Y5 pupils to cross from the cabins to the main building to go to the toilet are not wholly satisfactory.
- Procedures for administering medicines and dealing with illness are thoroughly implemented. The headteacher is responsible for issues relating to child protection.

## **5.5 Provision for pupils with SEN**

The provision for pupils with SEN is good. The school has a comprehensive policy which complies with the Code of Practice. A total of 34 pupils have been identified as having SEN including one pupil who has a statement of SEN.

- There is a named SEN co-ordinator (SENCO), a part-time SEN teacher, a full-time classroom assistant and an individual part-time assistant in the school. There are effective systems in the school for the early identification of pupils and a special education team has been established, that includes a governor responsible for SEN, to ensure an appropriate programme and effective co-operation between the classroom teachers, the peripatetic teacher and the assistants.
- Termly meetings are held where progress reports are discussed and it is ensured that a maximum of three new targets are set for the pupils. This close co-operation ensures effective support for the pupils and they make good progress.
- An appropriate room is used for pupils when they are withdrawn from their classrooms and good use is made of information technology in the sessions to support their learning.
- All pupils with SEN have full access to the curriculum through the sensitive support of classroom teachers. Appropriate differentiated tasks are set for pupils which ensure that they are able to work at a level appropriate to their ability.

## **5.6 Partnerships with parents and the community, schools and other organisations**

The quality of partnerships with parents and the community, schools and other organisations is good.

- The school prospectus contains a good range of information for parents, overall, although it does not publish the results of national assessments and tests from the previous year as required by the National Assembly for Wales Circular 14/01. Parents of children under five receive a booklet 'The First Step' that offers them practical guidance as they prepare their children to start school. Parents receive letters and a diary for the term that give them information about the school's activities and these are appreciated by parents.

- Two open evenings are held during the year, which provide parents with opportunities to visit the school and to discuss their children's progress and development with teachers. They receive a written report, annually, on their children's work and progress. Evidence in the pre-inspection meeting with parents indicated that the aim of these evenings is not wholly clear to them and there are inconsistencies between classes in the opportunities they have to view and discuss their children's work.
- A number of parents come to the school to assist with reading, science, the library and as an environmental group to help with the garden. They are very willing to help with extra-curricular activities including educational visits and sports. The PTA raises substantial funds through activities such as the annual Easter Fair.
- The school does not have a home-school agreement as required by National Assembly for Wales guidance 27/99.
- The school has strong links with the local community. Regular visits are received from the local vicar as well as members of the community who come to talk to pupils about the history of the area. The pupils hold concerts in the community in local places of worship and to entertain the elderly. The school received £500 this year from the Community Council to help with travelling costs to the Urdd National Eisteddfod.
- Pupils meet and compete with pupils from other schools through cluster sports and Urdd activities. The cluster headteachers meet as an in-service training group. Before they transfer to the two local secondary schools the pupils in Y6 have an opportunity to visit for a day, to familiarise themselves, and to share tasks with Y7 pupils.
- The school has a good partnership with other organisations. Members of staff from the police, the fire brigade and the lifeboat services come to talk to pupils about their work including safety aspects. The school also has active links with the local library, the Arts Centre and the Countryside Commission.

## **5.7 Partnerships with industry**

There is a good partnership, considering the lack of local industry.

- The pupils visit the local supermarket as part of their studies.
- The school has received £1000 from an energy company to create a garden.
- The governing body is aware of the importance of creating links with local companies and they have been given generous donations in fund-raising campaigns including the purchase of a new piano for the school. The headteacher and other members of staff have attended courses arranged by local business agencies.

# **6. MANAGEMENT**

## **6.1 The quality of self-evaluation and planning for improvement**

The scope and effectiveness of the school's procedures for evaluating standards of achievement and the quality of its provision are unsatisfactory.

- The self-evaluation report prepared for the inspection is only a general description of the school's activities. The document does not provide a self-evaluation based on information about the progress of pupils and the school's performance, individually, and in relation to local and national data including benchmarking information. The report does not contain

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any references to the plan drawn up following the last inspection and the way in which the school has acted upon the key issues noted in the plan.

- There are no established procedures for gathering information and evidence about the standards achieved by pupils and the quality of teaching.
- The school's priorities are described in the SDP over a period of three years and annually. The quality of the plan is satisfactory overall but it contains too many priorities and these are not identified from a self-evaluation of the school's needs based on information and evidence. The SDP, as such, does not provide clear enough guidance to inform school development. The lack of appropriate systems means that the effect of the plan on school improvement cannot be monitored and evaluated effectively.

## **6.2 Leadership and efficiency**

The quality of the school's leadership and efficiency is satisfactory.

- The headteacher and staff work together successfully to ensure that the school is a happy and hard-working community. The governors provide good support to the school and have a good knowledge of the school's general activities and its links with the local community. They receive reports from the headteacher on the work of the school and some governors visit the school and classes.
- Discussions with governors on quantitative and qualitative information relating to the school's performance, including teaching quality and the standards achieved by pupils compared with national results and to similar schools, are very limited. There are no established arrangements that assist the governing body in the task of school self-evaluation in order to ensure improvement.
- The resources available in the school are effectively and efficiently managed overall. No job descriptions have been provided to formalise the individual responsibilities of staff. The SDP does not contain clear information on the link between school spending and priorities.
- The administration and organisation of the school is satisfactory overall. The school receives administrative support from the LEA as part of a service agreement but there is no day-to-day clerical assistance. At times, this arrangement has an adverse effect on the efficient day-to-day running of the school. The school has financial reserves that represent about eight per cent of the total budget. The SDP does not specify how this money is to be used to improve the school. However, the school provides satisfactory value for money.
- The school does not conform to the requirements of the National Assembly for Wales in relation to setting improvement targets and publishing these in the governing body's annual report to parents, registering attendance, publishing assessment and national test results in the school prospectus and a home-school agreement.

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

Provision for staffing, accommodation and learning resources is satisfactory.

- There are sufficient teachers with the appropriate qualifications to teach the under-fives curriculum, the NC and religious education. The child : adult ratio in the class for children under five is unsatisfactory.

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- The school has had recent changes in the teaching staff with three, of a total of five, joining the school between September 2001 and April 2002. Staff provide a stimulating learning environment in classrooms.
  - Mentoring support is in place for teachers who have recently joined the school, but there are no formal appraisal systems in place as part of these arrangements. Their roles and responsibilities as subject leaders are not yet established.
  - Teachers, a classroom assistant and a support assistant provide good support for pupils with SEN.
  - Classroom space within the school is sufficient for the numbers on register except for the under-fives classroom which is very limited given the requirements of the under-fives curriculum. The rooms are kept neat and tidy. Space in the cabins for Y1/Y2 and Y5 is sufficient but there are no toilet facilities for pupils and they must cross to the main building.
  - The physical education facilities in the school hall are very limited and the school is permitted to use the village hall to hold weekly sessions. A secure outside area for promoting physical development has not been set aside for the under-fives.
  - The school requires maintenance work. Many of the windows cannot be opened in the classrooms and some doors are in poor condition.
  - Overall, the school has teaching materials of good quality for all aspects of the curriculum. These are effectively managed and within easy reach of pupils. The resources for teaching information technology are of good quality and a good range of software is available to pupils. The shortage of computers in the classroom restricts the pace of pupils' learning. The lack of a printer at KS1 hinders pupils' artwork and means that they must wait until after the session to see their finished work.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **The educational programme for children under five**

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Provision is consistently good with some very good features.

#### **Language, literacy and communication**

##### **Good features**

- The children are developing their speaking and listening skills well. They are confident when speaking with one another, and during role-play they wait their turn. They show interest during group discussions. Their Welsh vocabulary is constantly expanding.
- The children enjoy stories and can repeat the sequence of a simple story and talk about the different characters. They can use books appropriately and a significant number are reading familiar words and simple sentences. They achieve good standards when writing notes to each other and explaining what they have written.

##### **Shortcomings**

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- The children receive limited attention in activities led by the teacher. This impedes the development of Welsh of the youngest learners.

### **Personal and social development**

#### **Good features**

- The children are making very good progress in their personal and social development. They are well behaved and co-operate happily in a confined classroom. They display confidence in reacting to their peers, and adults, and they respect one another. They know the difference between right and wrong and respond positively to the teacher's instructions. The children work together well in the different areas of experience and they can concentrate on a task for an extended period. They take responsibility for their own learning by choosing from the various activities provided by the teacher.

#### **Shortcomings**

- There are no significant shortcomings.

### **Mathematical development**

#### **Good features**

- The children are making good progress in learning to count with the best able to handle numbers up to and beyond 20. They show understanding of concepts such as 'more' and 'less' and they can discuss the characteristics of 2-D shapes. The children can count and group objects by colour and shape and they deal with approximate measurements confidently when making models. Through their experiences with sand and water, they develop correct mathematical language. The children learn number rhymes by heart and are able to recognise money through role-play in areas such as the shop and the café in the classroom.

#### **Shortcomings**

- There are no significant shortcomings.

### **Knowledge and understanding of the world**

#### **Good features**

- The children can talk about themselves and their families confidently. They know about the characteristics of the local area and their visits to places such as the local supermarket contribute to their understanding of people's work in the community. They can name animals and their offspring, and through their work in the school garden they are becoming aware of the various plants that grow locally and the favourable conditions which they need to thrive. The children's awareness of the wider world is developed through role-play in an area of the classroom which they have turned into an exciting jungle. They carry out simple investigations in a space set aside for the use of lights and mirrors, and here also they are able to develop their ability to wonder and their detailed observation skills. The children use the computer confidently when dealing with language and mathematics programmes.

#### **Shortcomings**

- There are no significant shortcomings.

### **Physical development**

#### **Good features**

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- The children are making good progress using large and small apparatus. They can move together with increasing confidence and their physical skills are developing through action songs and dancing opportunities. They display good spatial awareness and they are confident when playing on the apparatus outside on the yard. Cutting out, gluing and drawing skills are developing well through the variety of experiences set for the children.

**Shortcomings**

- Their opportunities to play energetically on large apparatus outside the classroom are restricted due to the lack of a secure outside area.

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## **Creative development**

### **Good features**

- The children's creative development is very good. They are confident in using a wide range of materials to create models. They can mix paint to discover how to create atmosphere and effect while painting a picture. They sing a variety of songs tunefully and they can use a variety of musical instruments energetically to enhance the singing. In role-play situations such as the jungle the children display a vivid imagination and can develop dialogues and compose short songs to accompany play.

### **Shortcomings**

- There are no significant shortcomings.

## **Welsh**

The standards of achievement in oracy are good at KS1 and KS2. Standards in reading and writing are satisfactory in both key stages.

### **Good features**

- Pupils are developing an awareness that the use of Welsh serves a range of purposes that vary according to context and audience.
- Pupils listen carefully, and with understanding, in lessons and whole-school activities. They respond appropriately to instructions.
- Pupils endeavour constantly to use spoken Welsh correctly in KS1 and KS2. The majority increasingly succeed in speaking clearly and confidently and in communicating information effectively in Welsh lessons.
- Pupils are given a range of appropriate opportunities to read a variety of literary and non-literary texts. The majority read confidently and correctly. Most pupils have a satisfactory to good understanding of what they read.
- In KS1, pupils are given adequate opportunities to write in a variety of styles for different purposes. These experiences are built upon satisfactorily at KS2. By the end of KS2 the majority of pupils can write stories, descriptions and letters and some achieve good standards in writing reports, diary extracts and dialogues in response to the activities of the language project.

### **Shortcomings**

- The accuracy of pupils' written work is generally unsatisfactory at KS2. The same grammatical errors are often repeated.
- At KS1 and KS2 the standard of pupils' handwriting is unsatisfactory.

## **English**

In accordance with school policy, the medium of instruction at KS1 is Welsh.

The standards of achievement in English at KS2 are satisfactory.

### **Good features**

- Pupils listen well and pay appropriate attention during lessons.

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- They show interest in discussion topics and they listen attentively to each other's comments during group activities.
  - The majority of pupils can speak clearly and confidently about their work and they can develop ideas well during conversations and discussions. They are confident when giving younger pupils guidance.
  - Pupils are making satisfactory progress in reading. The majority can read fluently with expression and the best can discuss in detail their favourite characters and events in the story. They can predict a story's conclusion intelligently.
  - Pupils write satisfactorily for a range of purposes including imaginative stories, scientific facts and letters.

### **Shortcomings**

- The standards of pupils' handwriting are very variable. A significant number of pupils have difficulties in transferring the skills learned in handwriting lessons to their work across the curriculum.
- A minority of pupils use a limited vocabulary when writing.
- A significant number of pupils do not refine their work and spelling mistakes and grammatical errors are repeated.

### **Mathematics**

Standards of achievement are good at KS1 and KS2.

#### **Good features**

- Key Stage 1 pupils show a good understanding of a wide range of previous work.
- They can use numbers up to 20 in adding and subtracting and the best can handle larger numbers in creating number patterns.
- Pupils in KS1 have a good understanding of the features of 2-D and 3-D shapes.
- A significant number of pupils can solve simple problems recalling previous work appropriately.
- Key Stage 1 pupils can tell the time and can handle money confidently during role-play.
- In KS2, pupils show consistent improvement in their mathematical skills and their use of mental arithmetic.
- The oldest pupils show mental agility in solving complex mental arithmetic problems and they are confident in investigating and recording new patterns.
- They display a good understanding of fractions, percentages and measurements and they use the information effectively when working in other areas such as science and geography.
- The youngest pupils at KS2 can control the cursor while moving along straight lines and they can form angles effectively.

#### **Shortcomings**

- The standard of written work of a small number of KS2 pupils is untidy and unclear at times.

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## **Science**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- In both key stages, pupils are given adequate opportunities to investigate science, discuss their findings and record them in written form and they achieve good standards in these aspects.
- Pupils show a secure knowledge of the natural world and the growth of flowers and plants. In KS1 and KS2, effective use is made of the school garden in order to promote investigations into the behaviour of plants and living things. Pupils have a good understanding of the needs of plants to ensure their fruitful growth.
- In both key stages, pupils are able to discuss materials and their properties factually, and also within their investigative work, and to record the information they have gathered to a satisfactory standard.
- Pupils use scientific terms correctly in their descriptions and reports, orally, and in written work.
- Pupils show a good understanding of the need to conduct fair experiments in science and to observe and measure systematically.
- At KS1 and KS2 pupils show respect for living things and the physical environment.

### **Shortcomings**

- At KS2, pupils are not making sufficient progress in their knowledge and understanding of the topics relating to materials and physical processes.
- Pupils do not have a sufficient range of skills to communicate their knowledge effectively by using diagrams, graphs, tables and charts.

## **Design and technology**

One KS2 lesson was observed. The pupils' standards of achievement in this lesson were satisfactory. However, on the basis of evidence gathered during the inspection, standards of achievement in KS1 and KS2 are unsatisfactory overall.

### **Good features**

- Key Stage 1 pupils conduct investigative work of a satisfactory standard in design when discussing how to go on a picnic.
- At KS2 pupils design and create plant pots after a visit to an arts centre. The standard of the work is satisfactory.

### **Shortcomings**

- The pupils' research before starting to design is superficial.
- They do not use information sources consistently to develop their ideas and they experience difficulties transferring the information from investigations to their designs.
- In KS1, the products of the pupils' work tend to be uniform without adequate consideration of the individual's contribution to the creative process.
- Pupils do not have the skills to use a range of resources confidently while designing.

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- In KS2, the sketches produced are not always detailed enough to provide sufficient guidance for the task.
  - Pupils' understanding of the need to evaluate their work is superficial and unsatisfactory.

### **Information technology**

Standards of achievement are good in both key stages with the standards of the best at the end of KS2 being very good.

#### **Good features**

- In KS1, the pupils are able to use a good range of software with confidence. They demonstrate control of the mouse when they work independently on programmes placing and replacing objects.
- Pupils can use a word processor effectively to create stories and they demonstrate appropriate skills when using software to create pictures and patterns.
- They make use of appropriate programmes to reinforce their mathematical work and they develop good control when using the turtle on the floor.
- Older pupils in KS1 are able to load programmes skilfully and they are confident in practising their information technology skills.
- Pupils in KS2 are very confident when using computer hardware and software.
- Younger pupils in KS2 are able to use appropriate programmes to create posters, deleting pictures and changing elements as they improve their work.
- By the end of KS2 pupils are able to use the computer to reinforce classroom work in subjects such as history and mathematics and to conduct in-depth investigative work.
- Older KS2 pupils can take pictures with the digital camera, confidently, and adapt the pictures competently.
- The most competent pupils are very confident in using the Internet to acquire knowledge and in researching topics linked to their learning using a variety of CD-ROMs.

#### **Shortcomings**

- There are no significant shortcomings.

### **History**

The standards achieved are satisfactory in KS1 and KS2.

#### **Good features**

- Appropriate opportunities are provided in KS1 to foster pupils' historical understanding by discussing and comparing life today with life in the past. They can meaningfully discuss some of the differences between transport in the Victorian era and transport today.
- In KS2, the pupils are able to recall and discuss facts and vocabulary relating to historical periods such as the early history of Wales, the Tudor and Stuart periods, and life in modern Wales and Britain.
- Effective use is made of the language project to teach the older pupils about aspects of local history such as the Rebecca Riots and the Tithe Wars. The majority achieve

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satisfactory standards, and some pupils produce good work, as they communicate their knowledge of history orally, in writing and in pictures.

- Some pupils have a good awareness of chronology and they can discuss time lines that are relevant to the periods and topics taught.

### **Shortcomings**

- At the end of KS2, some pupils' understanding of chronology is uncertain.
- By the end of KS2 pupils do not have the range of skills to investigate historical topics effectively in sufficient depth.

## **Geography**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- Key Stage 1 pupils observe and collect information about their local area and they can talk about the characteristics of the beach and the sand dunes.
- They can analyse simple maps of the area and by Y2 they can describe the journey from the school to the village.
- They are aware of weather patterns and the effect on the local environment.
- Key Stage 2 pupils can discuss and interpret maps of varying scales and they can talk about physical features on maps of the world.
- They create pamphlets that compare two neighbouring bogs and can recall previous work. They produce interesting pamphlets that outline the features of their area for tourists.
- They use their knowledge of the points of the compass in their mathematics and science lessons and when working in the school garden.

### **Shortcomings**

- Key Stage 1 pupils do not develop their recording skills sufficiently to communicate their knowledge and understanding of a topic.
- In KS2 the pupils' understanding and use of geographical terms are limited.

## **Art**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1 the pupils enjoy mixing colours and developing their own shades when observing texture and pattern.
- They make detailed observations of patterns in nature and make good progress when copying the patterns as they draw.
- Pupils increasingly use an appropriate vocabulary as they discuss their work and they can use a range of materials such as pencils, paint and charcoal with confidence.
- In KS2, the pupils demonstrate a good understanding of art, and they experiment with a range of media in order to create an appropriate effect in their work.

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- Older pupils can use line and shade effectively in *découpage* work, using postcards for inspiration.
  - They can use an appropriate artistic vocabulary to describe their work and to discuss improvements to each other's work.
  - In KS2, pupils study the work of famous artists and make good attempts to imitate and analyse their work.
  - Through the opportunity they had to work together in a local craft centre, KS2 pupils developed their skills to handle clay and to recognise its characteristics and these skills and understanding were applied successfully in lessons.

### **Shortcomings**

- There are no significant shortcomings.

## **Music**

One lesson was observed in KS1. No lessons were observed in KS2. On the basis of the evidence presented, including school schemes and pupils' work, standards of achievement are good in both key stages.

### **Good features**

- In KS1 and KS2, pupils are given an appropriate range of opportunities to perform and compose music and they achieve work of a good standard.
- Pupils enjoy singing during collective worship, and in lessons, and they sing tunefully and with expression. They have appropriate opportunities to sing traditional and modern hymns and they are able to recognise different types of songs. Pupils have a good understanding of beat and rhythm. The pupils' standard of singing is good and several of the older pupils are members of the Ceredigion County Choir.
- The pupils succeed in producing interesting pieces of music using tuned and untuned percussion instruments and to record these in writing and on tape. Key Stage 1 and KS2 pupils produce works of a good standard based on garden creatures.
- Pupils achieve work of a good standard as they record their observations after evaluating their own music and the music of other composers.
- A number of pupils study the clarinet, brass instruments, the violin and the recorder within lessons provided jointly with the LEA's music service. Their standards of achievement are good and some older pupils are members of the Ceredigion County Orchestra.

### **Shortcomings**

- There are no significant shortcomings.

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## **Physical education**

No lesson was observed in KS1. One games lesson involving all pupils in KS2 was observed. On this evidence, discussions with pupils and the scrutiny of the scheme of work, standards are judged to be good in both key stages.

### **Good features**

- An appropriate programme of activities is provided that encompasses the requirements of the NC. Because of the school's seaside location, KS1 pupils have swimming lessons as well as KS2 pupils. By the end of KS2 the majority of pupils are able to swim confidently.
- Key Stage 2 pupils make good progress as they develop skills and techniques in cricket, tennis and rounders. They have good opportunities, as individuals, in pairs and in groups, to practise throwing and catching skills. Pupils are able to evaluate their own abilities and use the information to improve their performance. All pupils have an opportunity to take a full part in group and team activities and all pupils enjoy these lessons contributing energetically to the activities.
- The visits of Y5 pupils to the outdoor activities camp at Pentywyn and Y6 pupils to Glanllyn Urdd Centre, offer them good opportunities to benefit from outdoor and adventure activities. There was evidence that the pupils enjoyed these experiences and benefit from the opportunity to gain confidence, as team leaders and team members, and to keep fit. These activities make a significant contribution to the good level of pupils' skills in lessons.
- The pupils receive a variety of opportunities to be team members in games and competitions with other local schools including athletics, cricket, hockey, swimming, cross-country running and rugby.
- The pupils have a good understanding of the link between their activities and being healthy including the importance of safe warm up and cooling down exercises, and keeping fit. They are aware of the need to handle and maintain equipment safely as they exercise and also when clearing away at the end of a lesson.

### **Shortcomings**

- No significant shortcomings were observed.

## **Religious education**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- Opportunities are provided for KS1 pupils to learn about their own celebrations and celebrations in different religions and to record their experiences and their understanding of these in writing and in pictures. They do this satisfactorily.
- Key Stage 1 pupils show an awareness of nature's patterns and they are familiar with ways of expressing thanks and some stories and myths from nature.
- In KS2, pupils are given opportunities to listen to a variety of stories about the world's creation and they record these satisfactorily in stories and pictures. They are able to recall knowledge about the life of Christ and the lives of figures from other religions.

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- Key Stage 2 pupils have knowledge and understanding of the Bible as a Book, the work of William Morgan and Mary Jones, and the Torah's Scrolls.
  - In KS1 and KS2 pupils investigate ways of fostering and maintaining positive relationships and to show respect to people from different cultural, ethnic and religious backgrounds.

### **Shortcomings**

- Pupils' work in KS1 and KS2 does not show sufficient depth and progress because the scheme of work is not implemented consistently from class to class.

## **8. SCHOOL IMPROVEMENT**

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

The action plan drawn up following the previous inspection has not been fully implemented.

**Developing the role of curriculum co-ordinators to include monitoring work, and working to raise standards in design and technology, information technology, investigative science and art.**

In this inspection it is judged that standards in design and technology are unsatisfactory. Standards in information technology are consistently good, and at times very good. Standards of achievement are satisfactory in investigative science and good in art. The role of the co-ordinators has not been developed.

**Ensuring more of a language balance and higher expectations in the last years of KS2 so that pupils are adequately challenged in both languages.**

The language balance is not clear in the implementation of the school's language policy. In the last years of KS2, an appropriate range of activities is provided to challenge pupils, however, higher expectations are necessary particularly for written work in both languages.

**Providing tasks to enable pupils to be more active in their education and to practise skills where they have an opportunity to plan work independently.**

A wide range of opportunities to be active and independent in their education is provided for the under-fives. At KS1 and KS2, some mathematics, science and information technology activities were observed where pupils were encouraged to be active and independent while learning, but these examples were rare in both key stages.

**Improving the quality of assessment and recording and ensuring that the information gained from the process has an effect on the experiences provided for pupils.**

The arrangements for assessment and recording are unsatisfactory. They are unclear and do not have an adequate effect on the planning and teaching of experiences provided for pupils.

**Making better use of the space available in the school.**

During this inspection satisfactory use was made of the space available in the school.

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## 8.2 Key Issues for Action

In order to raise standards and promote improvement the school should:

- raise standards of achievement in design and technology;
- review subject policies, and the organisation of the curriculum, in order to raise standards in those subjects which are judged to be satisfactory, ensure better continuity and progression in teaching and learning and more effective planning of the key skills across the curriculum;
- implement the school's language policy with consistency in KS2;
- establish arrangements for assessment and recording that support pupils' progress, and inform teaching and planning;
- develop the role of subject leaders including monitoring standards of achievement, and the quality of teaching, and establish whole-school self-evaluation procedures that provide clear guidance to staff and governors;
- review the provision for children under five in relation to support staff and the lack of safe outside space to promote physical development;
- ensure that the school complies with the requirements of the National Assembly for Wales in relation to setting and publishing targets, recording attendance, the content of the prospectus for parents and a home-school agreement.

The key issues regarding design and technology, assessing and recording, and monitoring, were key issues for action following the last inspection in 1996. These issues, as well as the revision of subject policies and school self-evaluation, have been earmarked as priorities in the SDP 2001-2003.

## APPENDIX

### A. Basic information about the school

Name of school	Ysgol Gynradd Craig yr Wylfa
Type of school	Maintained by the LEA/Community
Age range	4-11
School address	Heol Ffransis Borth Ceredigion
Post code	SY24 5NJ
Telephone number	01970 871280

Headteacher	Mr T R Hughes
Date of appointment	November 1998
Chairman of Governors	Mrs L Lloyd
Registered Inspector	Mr A Richards
Date of inspection	11-12 June 2002

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	M (call)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	None	21	17	8	17	5	17	17	102

<i>Number of teachers</i>			
	Full time	Part time	Full-time equivalent (call)
Number of teachers	5	1	5.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.4:1
Average class size, excluding nursery and special classes	20.4:1
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	83	90.7	93.3	89
Autumn 2001	-	89.7	92.4	91
Summer 2001	90.1	93.9	94.3	92.7

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 17					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School	18	0	18	65	0	0
		National	0	1	12	66	21	0
	Task/test	School	18	0	6	76	0	0
		National	1	1	11	66	21	0
WE: Oracy	Teacher Assessment	School	18	0	18	65	0	0
		National	0	1	12	67	20	0
	Task/Test	School	18	0	6	76	0	0
		National	0	1	12	67	20	0
WE: Reading	Teacher Assessment	School	18	0	18	65	0	0
		National	0	2	16	59	23	0
	Task/Test	School	18	0	18	59	6	0
		National	1	1	16	55	27	0
WE: Writing	Teacher Assessment	School	18	0	29	53	0	0
		National	0	3	22	66	9	0
	Task/Test	School	18	0	24	59	0	0
		National	0	3	21	66	10	0
MATHEMATICS	Teacher Assessment	School	0	0	18	65	18	0
		National	0	2	10	65	23	0
	Task/Test	School	0	0	12	71	18	0
		National	0	20	7	63	27	0
SCIENCE	Teacher Assessment	School	0	0	6	94	0	0
		National	0	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	65	In Wales:	80

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: 2001							Number of pupils in Y6: 14						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	7	14	57	21	0
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School	0	0	0	0	0	0	7	21	50	21	0
		National	0	2	2	0	n	n	5	17	48	26	n
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	70	30	0	0
		National	2	0	3	n/a	0	1	5	24	48	17	0
	Test/Task	School	0	0	0	0	0	0	10	60	30	0	0
		National	2	2	0	2	n	n	4	22	50	18	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	21	64	14	0
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	0	29	57	14	0
		National	0	2	1	1	n	n	5	22	44	25	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	21	71	7	0
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	0	0	0	0	43	50	7	0
		National	0	2	0	0	n	n	3	14	55	26	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	71	In the school:	63
In Wales:	64	In Wales:	63

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
- A Pupils who have failed to register a level because of absence.
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils not entered for tests because they are working outside the levels of the tests.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
- n Tests do not cover these levels.
- n/a not applicable.

### D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector days at the school.

#### Before the inspection:

- meetings were held with the headteacher and staff, the governing body and the parents; 19 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 18 completed questionnaires were analysed;
- school documentation was examined, together with a sample of the pupils' work during the spring term of each year group.

#### During the inspection:

- thirty-three lessons or parts of lessons were observed across the age groups;
- other observations included assemblies, registration, and extra-curricular activities;

- discussions were held with the headteacher, class teachers and auxiliary staff regarding their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school.

Following the inspection:

- post-inspection meetings were held with the headteacher, staff and the governing body to present an oral report on the findings of the inspection.

### **E. Composition and Responsibilities of the Inspection Team**

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject responsibilities</b>
Mr A Richards	Rgl	Context Main findings Standards of achievement Standards in the basic skills Pupils' spiritual, moral, social and cultural development Quality of teaching Curriculum Support, guidance and pupils' welfare Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	Welsh science history music physical education religious education
Mrs M Roberts	Team	Main findings Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources	under fives English mathematics design and technology information technology geography art
Mr G Morris	Lay	Main findings Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

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