

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

**YSGOL GYMUNEDOL CROSS INN  
CROSS INN  
LLANON  
CEREDIGION  
SY23 5NE**

**SCHOOL NUMBER: 667/2287**

**DATE OF INSPECTION: 10-12 MARCH 2003**

**BY**

**MR JEFFREY HARRIES  
REGISTERED INSPECTOR: W246/78220**

**DATE: 15 MAY 2003**

**UNDER ESTYN CONTRACT NUMBER: C/T/124/02P**

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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 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

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

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

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

CD-ROM	-	Compact Disk Read Only Memory
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
Y	-	Year

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## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

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

Cross Inn Community School is a small one-teacher school which is located in the village of Cross Inn, near Llanon, Ceredigion; it receives pupils from the village and the surrounding rural area. Ceredigion LEA has designated the school as a Category A school. Pupils are educated through the medium of Welsh in KS1 and mainly in Welsh in KS2; the aim is to ensure that the pupils are totally bilingual at 11 years of age. Approximately 45% of the pupils are from homes where Welsh is the main language and the school notes that the area is neither prosperous nor economically disadvantaged.

Education is provided for pupils between four and eleven years of age; there are 11 children on roll; there are no pupils from a multi-ethnic background. The majority of pupils has received pre-school education. Nine per cent of the pupils are registered as being entitled to free school meals. There are five pupils on the SEN register, none of whom carry statements.

The school, which was built in 1855, is organised on traditional lines with one large classroom, a playground and a playing field nearby. Since September 2002, the present budget only permits one full time teacher, a full-time teachers' aide and peripatetic teachers to teach Welsh, music, religious education and to support pupils with SEN. The school was awarded the Basic Skills Quality Mark in 2001 and was last inspected in October 1997.

The school's aim is to create a caring and pleasant environment where pupils and staff can feel happy and safe and also to develop the children spiritually, morally, socially and culturally, in order that they may achieve their full potential.

The focus for the current academic year is to:

- become accustomed with the learning and teaching of KS1 and KS2 pupils;
- maintain and raise standards of literacy and numeracy;
- develop the key skills of pupils with SEN;
- improve provision for under fives;
- improve the quality of classroom walls and the entrance halls.

### **2. MAIN FINDINGS**

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

Cross Inn Community School is a school which has improved since the last inspection. The GB is supportive and the headteacher provides strong leadership. Since the change to being a one-teacher school, the headteacher is committed to improving curricular provision in order to further raise standards by creating links with external agencies.

### **The educational standards achieved by pupils**

- Standards of achievement in NC subjects and religious education are satisfactory or better in all the lessons observed and standards in approximately 58% of them are good.
- During the inspection, there were no under fives on roll.
- In KS1 and KS2, pupils' standards of achievement in NC subjects and religious education are as follows:

	<b>CA1</b>	<b>CA2</b>
Welsh	Good	Satisfactory
English	---	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Good

- In KS1 and KS2, standards achieved in the key skills are good in listening and the use of ICT. They are satisfactory in speaking, reading, writing and application of number. Pupils do not give extended answers to questions nor offer comments or contributions to discussions in Welsh and English. There is no planning at whole-school level with regard to developing key skills across the curriculum.

### **Ethos of the school**

- Pupils' moral, social and cultural development is good; their spiritual development is satisfactory. Pupils are only given limited opportunities to meditate quietly on a range of experiences.
- Pupils develop a good knowledge and appreciation of the culture and heritage of Wales, and their awareness of other creeds and cultures is developing effectively.
- Pupils' behaviour and attitudes to learning are good. There is a happy and orderly atmosphere in the school and pupils are courteous and eager to co-operate.
- Attendance levels are good. There is good co-operation with parents in order to foster effective monitoring of absences. Pupils arrive on time and lessons commence promptly every day.

## Quality of Education

- The quality of teaching is satisfactory or better in 95% of the lessons observed including 42% which is good.
- Teachers have a good relationship with the pupils and they know the pupils and their backgrounds well. A number of direct experiences, either in the area, or further afield are a feature of the provision and the work that follows in the classroom ensures that pupils' experiences contribute to the development of the work.
- In slightly over half the lessons, teaching strategies are less effective. Whole school presentations are not suitable for the age and ability range and the lessons' objectives are not shared effectively with the pupils. The closed questioning has an adverse effect on pupils' opportunities to give extended answers and to develop their oral skills in Welsh and English.
- The quality of assessment, recording and reporting is satisfactory. Insufficiently consistent use is made of the information that emanates from marking or from the daily and weekly assessment process in order to plan ahead for pupils of differing ages and abilities. Annual reports to parents conform to statutory requirements.
- A broad, balanced and varied curriculum is provided. There are comprehensive policies and schemes of work for every subject. The timetable is inappropriate to ensure balanced lessons to correspond with the needs of KS1 and KS2 pupils. As a result, a number of lessons are lengthy and pupils lose interest and do not concentrate. The school has begun to develop strategies for PSE. Provision for homework is good and supports class work effectively; the extra curricular provision the school offers is good.
- The quality of the support and guidance given to pupils is good. The school's pastoral care is good and the pupils feel at home in a friendly, welcoming and caring atmosphere. Equal opportunities are offered in all of the school's activities. The security of the school has not been addressed and the school bell wire, which hangs loosely in the porch, poses a danger to pupils.
- The provision for pupils with SEN is satisfactory and on the whole they make satisfactory progress. However, their progress in reading is slow, as they do not practise it regularly. The IEPs designed for the pupils on the SEN register are of good quality but they are not sufficiently integrated in the classes as part of the planning, teaching and learning.
- There are good relationships between the school and the parents, the community and other institutions. The school receives good support from the school's Parents' and Friends' Association. There is a formal agreement between the school and the home, which contains meaningful objectives, aimed at fostering a good relationship. Neither the school's prospectus nor the annual report of the GB conform fully to statutory requirements.
- There are good relationships with industry. The headteacher is aware of the opportunities to develop links with industry and commerce, which contribute to the learning and teaching and the pupils benefit from the partnership.

## **Management**

- A culture of self-evaluation and monitoring is beginning to be established and the process of self-evaluation, which includes the staff and the governors, is in its early days. An analysis of the school's strengths and weaknesses has been undertaken but there are no arrangements to formalise the recording of these. The SDP refers to a number of elements, which need to be developed, but there is little detail regarding the priorities and the strategies that are established for monitoring.
- The quality of leadership and management of the school is good. The headteacher provides strong leadership in improving educational provision and planning raising standards of achievement. The GB is supportive of the school and is beginning to discharge its statutory obligations effectively. It deals effectively with budgeting in order to secure the best value for money. The school controls its resources appropriately. However, owing to the low number on roll, the expenditure per head is very high.
- On the whole, staffing and accommodation are good. The school has suitable staffing with the teachers' aide playing a prominent part; the classroom is adequate for the number of pupils. As a result of giving priority to employing a teacher for a further term, the programme for painting the classrooms internal walls and the porches has not been undertaken. The central library on the stage is an asset but pupils only have limited opportunities to glean information from books, in order to develop their higher order reading skills. The school has satisfactory learning resources for the majority of curriculum subjects with good resources in mathematics and very good ICT resources.

## **Progress since the last inspection**

- Since the last inspection in 1997, the school has made good progress on the whole in meeting the targets set out in the action plan.

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

### **3.1 Standards Achieved in Subjects and Areas of Learning**

In KS1 and KS2, standards of achievement in NC subjects and religious education is satisfactory or better in all the lessons and sessions observed with good standards in approximately 58%.

- In KS1, standards are good in Welsh, mathematics, science, design and technology, information technology, art, physical education and religious education. They are satisfactory in history, geography and music.
- In KS2, standards are good in mathematics, science, design and technology, information technology, art, physical education and religious education. They are satisfactory in Welsh, English, history, geography and music.

- Pupils in both key stages make good progress in their mathematics and science work. Their development in design and technology, information technology, art and religious education is consistently good and often very good.
- At KS2, pupils' progress in Welsh and English is satisfactory. On the whole, their contribution to discussions is limited and their development in relation to higher order reading skills is insufficient. Their ability to present historical information in a variety of ways is limited and their skills in using keys and co-ordinates to develop their map-reading skills are not sufficiently developed.
- In both key stages, the number of pupils sitting 2002 NC tests was too small to make a valid judgement when comparing with national averages.
- Boys and girls make similar progress throughout the school. Pupils with SEN make satisfactory progress towards the targets set in the IEPs.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In KS1 and KS2, standards achieved in the key skills are good in listening and the use of ICT across the curriculum. They are satisfactory in speaking, reading, writing and the application of number.

- KS1 and KS2 pupils make good use of their listening skills and they respond effectively and with good understanding to instructions and commands. Pupils speaking skills, in both languages across the curriculum, are satisfactory. The planning is not sufficiently effective to elicit extended replies to questions and provide opportunities to offer comments, share experiences and contribute to discussions in Welsh and English.
- The majority of pupils' skills in reading for information in subjects across the curriculum are satisfactory. They have limited opportunities to glean information from books, in order to develop their higher order reading skills.
- The majority of pupils make satisfactory progress when writing accounts and writing creatively outside language lessons. Examples of writing in different forms and for varied purposes are limited in subjects such as history, geography and religious education.
- Pupils' use of number work across the curriculum is satisfactory. Other than in science, pupils only have limited opportunities to use their number skills to present their work across the curriculum.
- Pupils in both key stages make good use of their ICT skills across the curriculum. Pupils in both key stages use the Internet and CD-ROMs to collect information in a variety of subjects. They make good use of word processing and database skills to present information.
- There is no planning at whole-school level to develop the key skills across the curriculum.

## **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.

- Pupils develop a good awareness of the difference between right and wrong. They show respect towards adults, their fellow pupils, towards that which belongs to others and to school property. They are courteous and welcoming to visitors.
- Pupils are ready to accept responsibilities and to show initiative.
- They develop a very good understanding of their community and their relationship with it. Their global citizenship skills are developing effectively and they have a good understanding of their responsibility for the environment and sustainable development.
- Pupils display a good awareness of the less fortunate in the area and in the wider world; they contribute well to charitable causes.
- The school conforms to statutory requirements in respect of collective worship. Pupils concentrate effectively on values and moral elements; however, opportunities given to pupils to meditate quietly on a range of experiences are limited.
- Pupils have insufficient opportunities to fire their imagination and to extend their spiritual development.
- Pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other creeds and cultures is developing effectively through their work in religious education and especially through their links with the European enterprise.

### **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes are good.

- The school is a very small community where pupils of all ages interact well with one another and contribute positively to the happy family atmosphere.
- The school's policy for behaviour has appropriate aims and gives clear guidance to ensure consistency of practice; pupils know what is expected of them.
- Pupils are courteous and undertake effectively the school's daily routines with a minimum of fuss. They show respect to all adults, to each other and to property. All age groups play sensibly together and socialise happily at lunchtime.
- Pupils have a positive attitude to their learning and are responsive to their teachers. They listen well, co-operate sensibly and undertake promptly the tasks they are set. They concentrate well and persevere with their work.

- Despite the small number on roll, the school is alert to the possibility of bullying behaviour and pupils are confident that they can speak with confidence to adults if they have any concerns.

### **4.3 Attendance**

Levels of attendance are good overall.

- Attendance levels are consistently well above 90% and in two of the last three terms, are above 95%; instances of unauthorised absences are very rare.
- There are close links with pupils' homes and consequently there is effective promotion and monitoring of attendance.
- The school's attendance registers comply with WAG requirements.
- Punctuality is good with lessons commencing on time.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is satisfactory or better in 95% of lessons observed including approximately 42% that are good.

#### **Good features**

- Teachers have a good relationship with pupils and they know the pupils and their backgrounds well.
- On the whole, the teachers have a good knowledge and understanding of the subjects they teach. The headteacher attends INSET in order to extend her awareness of NC expectations in KS2. Effective use is made of peripatetic teachers to support the teaching.
- The staff's close co-operation ensures good provision and equal opportunities for all pupils.
- Teachers plan their lessons satisfactorily and they pay attention to continuity and progression.
- Organised, direct teaching, good classroom organisation and good use of teaching resources develops pupils' knowledge, understanding and skills effectively. They make effective use of ICT to support learning.
- Teachers provide a stimulating environment with good displays of children's work which promote teaching and learning.

- A number of direct experiences, either in the area or further afield are a feature of the provision and the work that follows in the classroom ensures that the pupils' experiences contribute to the development of the work.

### **Shortcomings**

- In a little over half the lessons, teaching strategies are less effective. Whole-school lesson introductions are unsuited for the age and ability range and the objectives of lessons are not shared effectively with the pupils.
- Closed questioning adversely affects pupils' opportunities to give extended responses and to develop their oral skills in Welsh and English.
- In whole school lessons, the planning is too wide to take account of pupils' abilities and needs. For pupils with SEN, some resources are on a readability level which is too difficult, and for the tasks, there is a need to use skills and knowledge that the pupils have not mastered sufficiently.
- At times, lessons do not develop at an appropriate tempo and pupil expectations, with regard to achievement, are insufficient.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting is satisfactory.

- The school has a clear policy, which offers useful guidelines for assessment, recording and reporting.
- Good use is made of tests to monitor progress in the core subjects and to set viable targets.
- Targets are discussed with pupils and parents, however, the process whereby pupils appraise and assess their own work is at an early stage of development.
- Pupils' work is marked regularly but the marking does not always indicate to pupils the way ahead.
- Insufficiently consistent use is made neither of the information that derives from marking nor from the daily and weekly assessment process in order to plan ahead for pupils of different ages and abilities.
- Samples of levelled termly assessments in every core subject are kept in accordance with the requirements of the NC, and they contain relevant comments. This is not undertaken in the foundation subjects nor religious education.
- Annual reports to parents conform to statutory requirements. The reports offer comments on every subject and in the best examples they are detailed and indicate the way forward to pupils. Parents are given opportunities to discuss the contents of the reports.

### **5.3 Curriculum**

The curriculum is broad, balanced and varied and fulfils the requirements of the NC and religious education.

- The curriculum for the under fives fulfils the requirements of the six areas of learning.
- Good quality policies and schemes of work have been prepared for curriculum subjects; they offer teachers clear guidelines.
- The timetable is inappropriate to ensure balanced lessons that correspond with the needs of KS1 and KS2 pupils. As a result, a number of lessons are lengthy and pupils lose interest and do not concentrate.
- The school has begun to develop strategies for PSE. They ensure a socially inclusive provision but, in some lessons, opportunities to develop pupils' skills with regard to expressing opinions and taking part in discussion are lost.
- Educational visits and visits by individuals to the school make a very important contribution to curriculum development.
- The school places strong emphasis on the Cwricwlwm Cymreig, and by means of this, develops the pupils' awareness of the history, culture and traditions of Wales. The process of planning opportunities to develop their awareness of other creeds and traditions and the multifarious nature of our world, is good.
- Provision for homework is good and supports classwork effectively.
- The extra-curricular provision the school offers is good. It includes cultural experiences as well as sports and games. Competitions linked to Urdd activities, for example, make a very good contribution to the school's curriculum.

### **5.4 Support, Guidance and Pupils' Welfare**

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

- There is a range of policies to support the school's provision.
- The school's pastoral care is good and the pupils feel at home in a friendly, welcoming and caring atmosphere.
- The teachers and the ancillary staff know the pupils well and the pupils find it easy to turn to them for help and guidance.
- Pupils receive good leadership and guidance in relation to their class work.
- Pupils are offered equal opportunities in all the school's activities and attention is paid to health education and appropriate attention to sex education within the curriculum.

- There is a policy which conforms to statutory requirements with regard to child protection which the headteacher is responsible for.
- There are good relationships between home and school and there are effective arrangements for contacting parents during the day.
- Parents are given opportunities to visit the school before their children start school and the close relationship between the school and the secondary schools facilitates the transfer process effectively.
- The staff's first aid qualifications have not been updated.
- The school is not secured during lesson times and the school bell wire, which hangs loosely in the porch, poses a danger to pupils.

## **5.5 Provision for Pupils with SEN**

The provision for pupils with SEN is satisfactory and pupils make satisfactory progress in accordance with the targets set in the IEPs.

- The school's SEN policy, which conforms to the requirements of the new CoP, provides clear guidelines to those who are involved with SEN procedures. The nominated governor, who is familiar with the provision, supports well and oversees the pupils' progress and the manner in which the policy is implemented.
- The headteacher as SENCO plans the provision and ensures that the links between her and the support staff are effective.
- There are five children on the school's SEN register (45%) who receive extra support. The pupils are fully integrated within the class and they have access to a wide and balanced curriculum.
- Under the control of the SENCO, a peripatetic teacher is employed for four and a half hours a week to support pupils and to improve specific skills in literacy and numeracy. This is provided on a withdrawal basis together with occasional support in the classroom. Tasks set correspond satisfactorily to the pupils' learning needs and they make satisfactory progress. Their progress is slow in reading as they do not practise regularly.
- The IEPs designed for the pupils on the SEN register are of good quality; they include appropriate teaching objectives that are regularly revised. However, they are not sufficiently integrated into the normal lessons as part of the planning, teaching and learning.
- The parents of children with SEN receive information regularly, they are aware of the process of planning IEPs and their contents, and they provide specific assistance where this is beneficial.
- The school has been partially adapted for pupils with physical disabilities.

- There are appropriate links with external agencies.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Partnership with parents and community, schools and other institutions is good.

- In the pre-inspection consultation, there was a relatively high response from the parents and they expressed satisfaction with the quality of communication between the school and pupils' homes.
- All pupils are brought to school and collected by their parents and, consequently, there is daily effective contact between them and the headteacher when any matter of concern or information can be discussed. In addition, each pupil is provided with a link diary that effectively records homework and exchanges information between school and pupils' homes.
- Parents are generally well informed about the life and work of the school through a termly calendar of events that is updated whenever necessary. Each term parents are invited to a meeting pertaining to developments in teaching arrangements or curriculum content.
- The school prospectus and the governing body's annual report for parents do not always deal with matters in an easily understood or readable format for parents. Both documents omit some items recommended for inclusion by the WAG.
- The home-school agreement meets statutory requirements.
- Many of the parents readily provide valuable support for the school whenever it is requested such as in the organisation of school events. Some outside school activities could not take place without the assistance of parents in transporting pupils to various venues.
- Members of the local community are welcomed to school events. Some individuals, such as the local vicar, community nurse and the police are regular visitors and make valuable contributions to the teaching and learning and to extra-curricular activities. Others enhance pupils' understanding when they visit to speak about their experiences, such as in the Second World War.
- The school co-operates well with primary schools within the cluster that feeds the local comprehensive school; they share resources and INSET sessions and there is regular informal contact sharing ideas and experiences.
- Arrangements for the preparation of Y6 pupils' transfer to the comprehensive school are well organised. There are regular meetings between the headteachers of the cluster of primary schools with the comprehensive school. In addition there is useful co-operation in the discussion of curriculum developments, feedback on pupils' language development and lessons to be learned in the teaching, and in the on-going development of a joint computerised assessment system.

- There are no partnerships with institutions of tertiary and higher education.

## **5.7 Partnership with Industry**

Partnership with industry is good.

- The headteacher is alert to the opportunities available for the development of a partnership with industry and commerce that contributes to the teaching and learning and pupils have profited from this partnership.
- KS1 pupils' learning in geography has been enhanced by fieldwork conducted at local farms. Pupils' studies in design and technology and science are extended by their visits to supermarkets where they experience food processing and baking at first hand.
- Pupils of all ages learn effectively about the world of work by their visits to a local water bottling company where they observe the manufacturing process. The school receives valuable support from resources donated by the company.
- Older pupils take part in a project promoted by a national water company that deals with water treatment and conservation. Through their visits to a regional centre, pupils observe processes and then reproduce working models. Pupils undertake a water usage monitoring programme at the school that produces good work in writing for a purpose, measuring and collecting data, graphic representation of data and reasoned analysis of data.
- The headteacher has benefited from courses organised by the local branch of Careers Wales.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- A self-evaluation and monitoring culture is beginning to be established and the self-evaluation process, which includes the staff and the governors, is at an early stage of development.
- An analysis of the school's strengths and weaknesses has been undertaken but there is a need to formalise the arrangements for recording these. The SDP refers to a number of elements which need to be developed. More detail is needed with regard to how these elements are prioritised and the strategies that are established for monitoring.
- Effective use is made of national and county data in order to compare aspects of the school's performance against the performance of other schools. There are appropriate procedures set out to use the information about pupils' achievement standards in their oral work, written and practical work in order to designate measurable and challenging targets for the pupils in the core subjects.

## **6.2 Leadership and Efficiency**

The quality of leadership and management is good. The school's aims and values promote a caring ethos and give a clear indication of the school's purpose and direction.

- The headteacher provides strong leadership in improving educational provision and planning to improve standards of achievement. Parents and the community co-operate well with the headteacher and the staff for the benefit of all pupils.
- The headteacher has the responsibility for teaching all the pupils in the school. She receives non-contact time for an hour and a half every week and one morning every month. During these sessions, she undertakes administrative work, develops the KS2 curriculum and assesses pupils' progress.
- The headteacher is responsible for all the NC subjects and works with a nearby one-teacher school to plan and share experiences. Resources are efficiently managed and the school has begun to hold audits in order to detect areas for development and staff training needs.
- The GB is very supportive of the school and is beginning to discharge its statutory obligations effectively. The governors receive information regularly from the headteacher and they understand their role and their responsibilities. They deal effectively with the budgeting with the support of the LEA. The governors do not have formal curricular links in order to monitor the provision and the standards of achievement.
- The school manages its resources appropriately. However, owing to the low numbers on roll, the expenditure per head is very high.
- There has been no recent audit of the school's finances.
- There is no clerical assistance at the school and the headteacher undertakes all the administrative tasks, very often in her own time, in order to ensure that the school operates effectively from day to day.
- The school conforms effectively with the statutory requirements and pays attention to WAG guidelines.

## **6.3 Staffing, Accommodation and Learning Resources**

On the whole, the standards of staffing, accommodation and learning resources are good.

- The school is suitably staffed for the number on roll. Since the school has changed to being a one-teacher school, the headteacher is attending INSET in order to extend her awareness of NC expectations in KS2.

- The classroom assistant works closely with the headteacher and her role is developing well. All the staff have job descriptions and the process of managing the headteacher's performance has been established.
- The classroom is adequate for the numbers of pupils and it is appropriately used to support learning and teaching. The toilets, staffroom and the storerooms are in good condition. As a result of giving priority to employing a teacher for a further term, the programme for painting the classrooms internal walls and the porchways has not received attention. The playground is in good condition and effective use is made of the playing field when the weather is favourable.
- The school has satisfactory learning resources for the majority of curriculum subjects with good resources in mathematics. Effective use is made of the very good ICT resources. The central library on the stage is an asset but pupils only have limited opportunities to glean information from books, in order to develop their higher order reading skills.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

During the inspection, there were no under-fives on roll.

#### **Welsh**

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

#### **Good features**

- In both key stages, pupils follow instructions and listen intently to stories and teachers' presentations.
- Pupils in both key stages speak with satisfactory fluency and confidence. They offer relatively clear and organised comments using an increasing range of words. They can negate sentences and use verb forms correctly.
- In KS1, pupils develop a good range of writing including letters, stories, dialogues and news; they punctuate with increasing accuracy and they present their written work clearly and neatly. In KS2, they write extracts for different purposes including stories, dialogues, creative and factual writing.
- By the end of KS1, reading standards are good. They read stories fluently and self-correct and analyse new words. In KS2, they read carefully and comparatively correctly paying due attention to punctuation.
- In both key stages, pupils use ICT effectively to present work. This is effectively highlighted in KS2 in their paired project work.

### **Shortcomings**

- In both key stages, pupils do not contribute adequately, nor do they chat extensively in discussions and drama activities. In KS2, they do not consider the correctness of their language as they speak.
- In KS2, standards in spelling and mutations is erroneous at times and work is not regularly re-drafted. Dictionaries are not used regularly to correct the work.
- In KS2, pupils do not read regularly for pleasure and their higher order reading skills have not developed adequately. Pupils with SEN do not read regularly to improve their reading skills.
- In KS2, pupils' handwriting and presentation of work are untidy at times.

### **English**

In accordance with the LEA's language policies for Welsh-medium schools, English is not introduced formally at KS1. Standards of achievement are good in KS2.

### **Good features**

- Across the key stage, pupils display good listening skills as they concentrate on a variety of presentations. They show good comprehension skills as they respond to questions and to instructions in connection with the tasks set for them.
- Appropriate reading practices are established early on and the range of pupils' reading extends throughout KS2. In relation to their age and ability, the majority of pupils read correctly and they display effective comprehension skills as they concentrate on a range of tasks.
- Across the key stage, pupils' writing skills develop effectively and by the end of the key stage, they are good. They write for a good range of reasons and for a variety of audiences. Their work includes interesting stories with some emanating from co-operative writing with schools from other countries, descriptions, reports, dialogues, letters and book reviews.
- By the end of KS2, the content of the writing and pupils' grasp of spelling and other elements of language conventions is good. They make effective use of paragraphs in their work.
- Very good use of word processing skills promotes pupils' creative and factual writing skills across the key stage.

### **Shortcomings**

- Pupils' skills with regard to making extended oral contributions, are limited.

- Pupils' skills in discussing the content of their reading have not developed sufficiently and pupils' higher order reading skills are insufficiently developed.
- The standard of pupils' handwriting is uneven.

## **Mathematics**

Standards of achievement are good in both key stages.

### **Good features**

- Across both key stages, pupils develop a good mathematical vocabulary.
- By the end of KS1 in number work, pupils are reading and writing numbers to 100 with confidence; they have a good awareness of the 2, 3,5 and 10 times table and they have a sound knowledge of number bonds to 20.
- KS1 pupils use simple fractions including halves and quarters in their work on time; they are able to count money very well and give change correctly.
- Across KS1, pupils begin to recognise two and three-dimensional shapes and their properties effectively. Their skills in designing simple graphs when recording a variety of information are good; they make good use of ICT in this context.
- Across KS2, pupils have a good understanding of number and money and they have a sound command of length, weight and volume.
- KS2 pupils' mental skills are good. They discuss number confidently including recognising the place values of different digits. By Y6, they recognise numbers up to a million.
- By the end of KS2, pupils display a good understanding of the connection between fractions, percentages and decimals. They have a sound recognition of the equivalence between the times on a 12 and a 24-hour clock.
- Across KS2, pupils' understanding of angles is good and they have a good grasp of two and three-dimensional shapes and their properties. They discuss positive and negative numbers well in their work on temperature.
- By the end of KS2, they record and discuss data and design graphs in order to present findings effectively by making good use of their ICT skills.

### **Shortcomings**

- Pupils with SEN do not make sufficient use of equipment in order to reinforce their understanding of new concepts.

## **Science**

Standards of achievement are good in both key stages.

### **Good features**

- Across both key stages, pupils display positive attitudes towards science and they are developing a good scientific vocabulary.
- KS1 pupils develop a good understanding of living things. They experiment effectively in order to discover the circumstances needed for bulbs to grow.
- In KS1, they sort objects in different ways, including some live and otherwise and on the basis of different ways of changing the shape of objects. They are aware of the parts of the body and their roles. As part of their work on the senses, they research well into the effect of different sounds.
- By the end of KS1, pupils' predicting skills and their understanding of the importance of a fair test are good.
- At levels appropriate to their age and ability, KS2 pupils develop a good knowledge about different types of teeth. They experiment effectively as they discover the effect of different beverages on teeth.
- KS2 pupils have a good awareness of the role of the skeleton, muscles and joints. They compare effectively a human and an animal skeleton. They develop a good awareness of the main organs of the body and the pupils display a good understanding of the role of the heart and the circulation of blood.
- In KS2, pupils are aware of the importance of different types of foods and the importance of eating a balanced diet in order to live a healthy life.
- KS2 pupils display good research skills as they record the effect of exercise and rest on heart beat. They present their findings effectively in the form of a graph.
- KS2 pupils experiment effectively with different types of electrical circuits and they develop a good understanding of electrical conductors and insulators; they develop a good understanding of solids, liquids and gases.
- At levels appropriate to their age and ability, KS2 pupils display good prediction and investigative skills when experimenting with different ways of cleaning water; they present their findings effectively.
- By the end of KS2, pupils' understanding of the concept of a fair test is very good.

## **Design and technology**

Standards of achievement are good in both key stages. There is a tradition in the school of producing good quality artefacts and they are successful in local and national eisteddfodau.

## **Good features**

- In both key stages, pupils follow the guidelines of a brief effectively.
- In KS1, pupils investigate and experiment with suitable materials for making a rain hat. They record detailed findings and evaluate progress making good use of ICT.
- In KS2, pupils make a detailed investigation of spinning fibres as they develop ideas for making suitable sacks to hold plastic bags in the kitchen. They keep detailed records of the design, making and evaluation stages and make good use of ICT. They use information sources to generate ideas.
- KS2 pupils experiment effectively with regard to how to use electrical circuits using a switch; they keep improving their plans until the final attempt is likely to succeed.
- In their project work on bridges, KS2 pupils develop their design and investigation skills by experimenting with the strength of different materials. They make detailed observations of various local bridges in their field work and they evaluate their design ideas as they develop.

## **Information technology**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils use the keyboard confidently. They make good use of the word-processor to present sentences and paragraphs.
- KS1 pupils use drawing programs to produce work of a good standard. They make good use of data-handling programs in order to produce simple graphs about the weather.
- With help from adults, KS1 pupils search the web and CD-ROMs.
- KS2 pupils build on the information, the understanding and the skills learnt in KS1 and they use the computer very confidently.
- KS2 pupils' word processing skills are good and often very good. They produce a wide range of written work. They competently save their work on disk.
- In KS2, pupils have begun to develop their skills in the use of the digital camera mainly in their design and technology work. They make effective use of a variety of drawing programs producing posters of a good standard.
- They make effective use of the web and CD-ROMs in KS2 in order to find information in subjects across the curriculum and in their personal projects.

- Pupils' skills across KS2 in using e-mail are developing well. They communicate effectively with pupils from other countries as part of the European enterprise.
- In KS2, their skills in the use of databases are very effective. They produce a range of graphs appertaining to data they have collected. Their skills with regard to the use of spreadsheets are very good.

## **History**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- At levels, which are appropriate to their age and ability, pupils in both key stages develop a satisfactory historical vocabulary.
- KS1 pupils' awareness of chronology is beginning to develop effectively by noting events in their own lives and in the lives of their families.
- Stories, including stories from Wales, make an important contribution to the development of the pupils' awareness of the past.
- KS1 pupils make good use of a visit to a museum to develop their knowledge about a range of artefacts, which relate to life a long time ago.
- Pupils across KS2 display a good understanding of a number of elements appertaining to the Second World War. They show good knowledge of the reasons for the Second World War and a good awareness of the main events of the period.
- Making good use of a visit to a museum, a drama company production and an interview with adults, KS2 pupils display a good knowledge of the effect of the war on a number of elements appertaining to daily life including the experiences of the evacuees, rationing, the entertainment of the period and the changes that happened to women's lives. They make good use of their ICT skills to discover further information about the period.
- KS2 pupils have begun to develop a good knowledge of life in rural Wales during the nineteenth century including over-night houses and the tithes. They display a good awareness of the work of the turnpike trusts and a good understanding of the contribution of poverty to the Rebecca Riots.

### **Shortcomings**

- In both key stages, pupils' awareness of chronology is limited.
- In both key stages, pupils' ability to present their knowledge in a variety of ways, is limited.
- KS1 pupils' skills with regard to the use of pictures to develop their awareness of the past and to draw comparisons with the present, are insufficiently developed.

- KS2 pupils' skills in collecting information from a range of original sources, including documentary sources, are limited.
- The majority of pupils' skills to distinguish between fact and point of view are insufficiently developed.

## **Geography**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- KS1 pupils develop an appropriate geographical vocabulary.
- KS1 pupils develop a good awareness of a number of elements appertaining to the local village include buildings, occupations and the different services that support the community. They display good skills in keeping records of weather in the area over a long period.
- KS1 pupil begin to draw some comparisons with a seaside area by concentrating on shops, houses, leisure activities and bridges.
- Pupils across KS2 develop a good knowledge of human and natural life in the local area. They make good use of aerial photographs in this context.
- A characteristic element of their study is the effective use KS2 pupils make of the evidence of recent censuses to extent their knowledge.
- Pupils across KS2 display good field work skills as they record information about shops and transport in the local and a seaside area. They make good use of their skills in using spreadsheets to analyse data.
- Older KS2 pupils have good knowledge of features on maps of Wales, Britain and Europe; they use the points of the compass effectively in their work. Their knowledge about life in a number of countries in Europe is developing on account of the link with the European project for schools.

### **Shortcomings**

- In both key stages, pupils' skills in drawing plans and maps are limited. Their skills in using keys and co-ordinates to read maps have not developed sufficiently.
- Pupils in KS2 have an inadequate knowledge of a contrasting area in a country that is developing economically.
- The vast majority of KS2 pupils have a limited understanding of the concept of environmental change.

## **Art**

Standards of achievement are good in both key stages.

### **Good features**

- There is a tradition in the school of producing good quality artefacts and they are successful in local and national eisteddfodau.
- In both key stages, pupils have good opportunities to work in a range of media and a variety of periods, cultures and contexts including local and Welsh examples.
- In KS1, pupils' skills and knowledge of line, shape and form are developing well and they produce increasingly detailed work. They print effective patterns and blend simple colours.
- In their experiments on shape, KS1 pupils make effective three-dimensional shapes and they experiment with different materials to produce artefacts of a good standard. They produce objects of a good standard in their experiments on textiles.
- KS1 pupils respond to work from other cultures. They study the work of Wassily Kandinsky before creating their own personal versions of his work.
- In KS2, pupils build on knowledge, understanding and skills established in KS1. They experiment successfully with techniques used by other artists including Mary Lloyd Jones and Morgan Hall. They discuss their ideas and their feeling imaginatively and show clearly that they understand the techniques used by others.
- KS2 pupils make elaborate three-dimensional ceramic artefacts following a visit to a local art gallery. In their study of photography, KS2 pupils undertake a project with photographer, Bernard Mitchel.
- In both key stages, pupils use ICT effectively including records of imaginary observations.
- In their investigations, pupils from both key stages visit a local art gallery regularly.

### **Shortcomings**

- There are no significant shortcomings but KS2 pupils do not record observations regularly in a sketch book.

## **Music**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- KS1 pupils distinguish broadly within musical elements and use simple terms to describe how they are used for the purposes of expression. They keep a constant beat when clapping a rhythm.
- KS1 pupils learn short songs by heart and sing with some control of breathing and dynamics.
- In KS1, they listen intently to music by others in order to be able to distinguish broadly within the musical elements.
- In KS2, pupils build satisfactorily on the knowledge, the understanding and the skills they learnt in KS1.
- In response to a stimulus, KS2 pupils investigate a range of sound sources satisfactorily. They work with others to create simple compositions and distinguish satisfactorily within musical elements. They refine their ideas and display understanding and appropriate use of musical elements.
- When playing recorders, KS2 pupils use appropriate playing techniques and with increasing dexterity.

### **Shortcomings**

- In both key stages, the quality of singing is not always satisfactory. Pupils do not hit the correct note regularly. KS2 pupils do not sing an increasing repertoire of simple unison and part-songs.

## **Physical education**

Only one dance lesson was observed during the inspection. Standards in dance are good in both key stages.

### **Good features**

- In dance, pupils from both key stages change suitably and warm up appropriately before taking part in activities. They maintain movements for an extended period of time when responding to stimuli.
- KS1 and KS2 pupils listen carefully when following instructions to step or clap to time.
- The majority of pupils in both key stages step lightly on their feet and move together effectively in pairs and as a team.

- The school declares that the pupils benefit substantially from visiting a local leisure centre and they attain the requirements of the NC in swimming.
- It was established from discussions with KS2 pupils and from other evidence that they derive pleasure from a satisfactory range of activities including football, netball, rugby and athletics.
- KS2 pupils have opportunities to take part in open air and adventure activities every other year in the Recreation Centre in Pendine and in Llangrannog.

### **Shortcomings**

- Pupils in both key stages are not sufficiently aware of the reasons for the short term effects of exercise on the body.

### **Religious education**

Standards of achievement are good in both key stages.

#### **Good features**

- Across both key stages, pupils display good knowledge and understanding of Christian holidays and celebrations. They are aware of the importance of prayer during worship and they have written prayers of thanksgiving.
- All pupils have a good knowledge of Bible stories and of the contribution of Christians throughout the ages for example, St David, St Francis and Mother Theresa.
- Pupils from both key stages make good use of a visit to a local church to develop their understanding of the importance of the building to Christians. They have a good knowledge of different parts of the church and they discuss the christening ceremony effectively. They are aware of the work of the vicar and they understand that he wears different colours at different times of the year.
- KS2 pupils' awareness of other creeds is developing well by concentrating on a Sikh place of worship, their holy book and the significance of their clothing.
- KS2 pupils display a good understanding of the concept of holiness and they discuss the significance of the communion service very effectively.
- KS2 pupils have a good knowledge of the Bible and of the different elements of the work and life of Jesus Christ. They discuss effectively a number of moral elements, which are associated with Christianity including helping the less fortunate, and the concept of happiness.
- KS2 pupils have a good knowledge of a number of elements associated with the Sikh religion including the 5 Ks, prayer customs and different ways of using the gurdwara as a place of worship. They make good use of artefacts to facilitate their understanding.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was inspected during the Autumn term 1997. It was noted that the school needed to act on eight matters, namely:

- **improve pupils' standards of achievement in both key stages in information technology and writing in Welsh in KS2;**
- **pay attention to the shortcomings in the subjects where the pupils achieve satisfactory standards;**
- **include clear targets in the SDP for the anticipated improvements in pupils' standards of achievement;**
- **review the organisation for delivering the curriculum in the two classes in order to ensure better balance and a more effective use of time;**
- **elaborate on the targets in the IEPs for pupils with SEN as they undertake work in the main stream;**
- **provide and distribute the relevant information for the parents in the Prospectus and the Annual Report in keeping with Welsh Office Circular 22/96;**
- **strengthen links with parents;**
- **elaborate on the planning timetables and expenditure for the future in the SDP.**

On the whole, the school has made good progress in dealing with the key issues that were noted.

- Additional information technology equipment was purchased and training was provided by an advisory teacher on several occasions. In the 2003 inspection, it was adjudged that there was very good progress in standards of achievement with pupils using computers independently across the curriculum. Pupils in both key stages use the Internet and CD-ROMs to collect information in a variety of subjects. Pupils make good use of their word processing skills as well as databases to present information. In order to improve Welsh writing standards in KS2, INSET was provided together with the support of an advisory teacher and the athro bro with regard to strategies for spelling, redrafting, extending vocabulary and improving handwriting. In this inspection, it was adjudged that there was satisfactory progress; they write extracts for different purposes including stories, dialogues, letters, creative and factual writing. However, at times, the standard of spelling and mutation is still imperfect and work is not redrafted regularly. Dictionaries are not used constantly to correct the work and the pupils' handwriting and written presentations are untidy at times.
- In both key stages, recording strategies in mathematics, the comprehension of a fair test in science, the development of evaluation skills in music, improvement of design standards

and evaluation in design and technology, improving spelling skills in KS2 and making effective use of the leisure centre have all been reviewed. In this inspection, it was adjudged that there had been good progress in raising standards in mathematics, science, design and technology and physical education. However, pupils' skills with regard to making extended oral contributions in English are limited and their skills with regard to discussing the content of their reading are not sufficiently developed.

- An SDP was formulated to include targets for improving standards of achievement across the curriculum. In this inspection, it was adjudged that the SDP refers to a number of elements that need to be developed. However, more detail is needed with regard to how these elements are prioritised and the strategies for monitoring development.
- Class timetables were revised, the hours allocated to language lessons were increased and the time allocated to foundation subjects was decreased. In this inspection, it was adjudged that there had been satisfactory progress. The time allocated to fulfil the requirements of the NC is well-balanced but a number of lessons are lengthy and as a result pupils lose interest and they do not concentrate. There is a need to formulate an appropriate timetable in order to ensure balanced lessons that match the needs of KS1 and KS2 pupils.
- Termly IEPs have been prepared for pupils with SEN and they have been regularly reviewed. The support teacher received INSET on methods of preparing the programmes. In the 2003 inspection, it was adjudged that the IEPs were of a good standard; they include appropriate teaching aims which are reviewed regularly but they are not sufficiently integrated into the normal lessons as a part of the planning, teaching and learning.
- The school's prospectus has been updated and with the co-operation of the chairman of the GB, efforts have been made to follow the guidelines set out in Welsh Office circular 22/96 in preparing the annual report to parents. In this inspection, it was adjudged that neither the prospectus nor the annual report contain the required information that corresponds to the current requirements of the WAG.
- Liaison books between school and parents have been prepared, termly curriculum meetings have been held and clear strategies have been developed to strengthen the links. In the 2003 inspection, it was adjudged that there had been good progress and that good links have been established. Parents are happy with the new arrangements.
- In consultation with the the LEA and GB's liaison organiser,an SDP has been prepared outlining timetables and present and future expenditure. In the 2003 inspection, it was adjudged that planning timetables and future expenditure were appropriate.

## 8.2 Key Issues for Action

In order to improve the standard of the education provided, the school needs to:-

- maintain standards in the subjects and aspects that were adjudged to be good and to raise standards in the satisfactory subjects and aspects by addressing the shortcomings noted;
- adapt teaching strategies to correspond to the needs of KS1 and KS2 pupils;
- prepare an appropriate timetable to ensure well-balanced lessons that match the needs of KS1 and KS2 pupils;
- deal with safety matters that were discussed with the GB;
- conform fully with WAG circular 14/01 and 15/01 when conveying information to parents in the prospectus and the annual report of governors;
- improve the decoration of the internal walls in the school and the porchways.

The school is addressing aspects one and six in the current SDP.

**The inspectors would like to thank the head, staff, children, parents and governors of the school for their welcome and co-operation during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Cross Inn Community Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Cross Inn Llanon Ceredigion
Post Code	SY23 5NE
Telephone Number	01974 272241

Headteacher's name	Mrs Morwen Thomas
Date of appointment	July 1990
Chair of Governors/ Appropriate Authority	Mr Dewi Ellis
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	March 10 <sup>th</sup> -12 <sup>th</sup> , 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	2	1	1	1	4	2	11

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	1	3	1.275

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	11:1
Average class size, excluding nursery and special classes	11
Teacher (fte) : class ratio	1.275:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	96%	100%	92.7%	96.2%
Term 2	98.6%	97.6%	97.2%	97.5%
Term 3	93%	93.3%	93.7%	93.5%

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

<b>Teacher Assessment KS 1 Results: 2002</b>	Number of pupils in Y2: 1
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

<b>National Curriculum Assessment KS 2 Results: 2002</b>	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## D. The Evidence Base of the Inspection

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

### Before the inspection:

- meetings were held with the headteacher and the staff, the governing body and the parents; six parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the seven completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

### During the inspection:

- the inspection evidence was based on 19 lessons or parts of lessons or sessions observed across the age groups;
- all pupils in both key stages were heard reading. Discussions were held with pupils and they were questioned about aspects of their work;
- a sample of their written and practical work was examined in all subjects;
- the inspectors held discussions with the headteacher and the assistant at the end of the inspection days on a wide range of issues appertaining to the work of the school;
- the school's planning documents were considered along with its various files and records;
- the inspectors were present during whole-school assemblies and during the lunch hour;
- post-inspection meetings were held with the headteacher, staff and the governing body.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr J Harries Registered Inspector	1. The school and its priorities 2. Main findings 5.3 Curriculum 5.5 Provision for pupils with SEN 6.2 Leadership and efficiency 6.3 Staffing accommodation and learning resources 8.1 Progress since the last inspection 8.2 Key issues for action.	Early Years Welsh Mathematics Design and Technology Music Art Physical Education
Mr E James Lay Inspector	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mr Brinley Jones Team Inspector	3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 6.1 Quality of self-evaluation and planning for improvement	English Science Information Technology History Geography Religious Education