

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gymunedol Cwmpadarn  
Pen-y-Graig  
Llanbadarn Fawr  
Aberystwyth  
Ceredigion  
SY23 3SG**

**School Number: 6672304**

**Date of Inspection: 04/04/06**

**by**

**D M Cray  
16768**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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

The inspection of Ysgol Gymunedol Cwmpadarn took place between 04/04/06 and 06/04/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 The school serves the village of Llanbadarn Fawr on the outskirts of Aberystwyth. Pupils come from a wide range of differing backgrounds, with around 20% living within a designated 'Communities First' area, and their attainment levels vary considerably when they are first admitted. The school is maintained by Ceredigion Local Education Authority.
- 2 There are currently 89 pupils between 4 and 11 years of age on the school register and they are admitted on a full-time basis at the beginning of the term following their fourth birthday.
- 3 Eleven per cent of pupils are entitled to receive free school meals – a figure that is comparable to the county average (12%), but is lower than the national figure (19%). Twenty-three pupils (26%), six of whom have statements, are designated as having additional learning needs.
- 4 Ninety five per cent of pupils come from homes where English is the main language spoken. In accordance with the policy of the Local Education Authority, English is the medium of teaching and learning, with Welsh being taught as a second language.
- 5 The school, which was last inspected in October 1999, has, owing to the ill health of the last headteacher, witnessed some instability in its management, and currently has an experienced acting headteacher overseeing the work of a teacher-in-charge.

### The school's priorities and targets

- 6 The school has identified the following priorities and targets for 2005 – 2006:
  - Review the school's staffing structure;
  - Personal Professional Development of staff;
  - Curriculum planning;
  - Creating effective and independent learners;
  - Increase the use of the Welsh language throughout the school;
  - Review special educational needs structure;
  - Establish appropriate facilities and structures to accommodate pupils for whom English is an additional language;
  - Improve the general appearance of the school buildings and grounds;
  - Develop the external play area for the under-fives;
  - Track and assess the development of specific groups of learners;
  - Obtain Investors in People accreditation.

## Summary

- 7 The findings of the inspection team match the judgements made by the school in its self-evaluation report in each of the seven Key Questions.

### Table of grades awarded

- 8 The inspection team judged the school's work as follows:

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

### Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	47%	53%	--	--

### 10 Areas of learning for the under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

### 12 Grades for standards in subjects inspected

	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Science	Grade 3	Grade 3
Welsh(second language)	Grade 2	Grade 2

History	Grade 2	Grade 3
Physical education	Grade 3	Grade 3

- 13 In general, the under-fives, together with the pupils in Key Stages 1 and 2, make good progress in the development of their communication, mathematical and information technology skills in various contexts across the curriculum. The ability of some pupils to listen attentively without interruption is not as well developed.
- 14 The development of pupils' bilingual skills is a strong feature within the school.
- 15 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been within the top 25%. During the same period, in Key Stage 2, the performance has been mostly in the bottom 25% group of schools.
- 16 All in all, pupils' personal, social and learning skills are developing well.
- 17 For the last three full terms prior to the inspection, average levels of attendance at the school were slightly less than 94% and there is room for improvement.

### The quality of education and training

- 18 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	40%	60%	--	--

- 19 In the lessons observed, good features include sound links with previous learning and effective use of plenary sessions. These lessons are conducted at a brisk pace ensuring good progress and motivation. Effective use of teaching strategies and resources help sustain pupils' interests.
- 20 The shortcomings featured in the teaching include lengthy presentations, over directed activities and insufficient opportunities for pupils to make their own decisions. There is at times an over dependency on worksheets and the tasks introduced are not sufficiently challenging and stimulating enough to develop pupils' enquiry skills.
- 21 The annual progress reports to parents conform to requirements.
- 22 The school offers a broad, balanced and relevant curriculum that meets statutory requirements and is accessible to all pupils.

- 23 Schemes of work have been partly revised and are being used to increasingly good effect. However, the school recognises that the work needs to be completed to ensure improved continuity and progression in learning.
- 24 Every opportunity is taken to promote the pupils' spiritual, moral, social and cultural development and this is well reflected from day-to-day.
- 25 Very effective procedures have been put in place for communicating with parents.
- 26 Overall, the school makes satisfactory provision for pupils' personal and social education. The programme is currently being modified to ensure coverage of all aspects across both key stages.
- 27 There is a strong emphasis on promoting a Welsh ethos and nurturing pupils' appreciation of Welsh culture.
- 28 The school is a happy and caring community where the pupils are appreciated and respected.
- 29 Risk assessments are conducted on the buildings and campus, and include the movement of vehicles within the school grounds that is carefully monitored by staff. However, the practice of conducting risk assessments for out of school activities is not sufficiently well established.
- 30 Following recent changes in responsibility, the newly appointed additional learning needs co-ordinator has reviewed the school's arrangements and addressed shortcomings in procedures. The school will also need to improve the quality of its evaluation of pupils' achievements and progress recorded within their individual education plans.

### **Leadership and management**

- 31 The teacher-in-charge, with the support of the acting headteacher, effectively co-ordinates the efforts of the governing body and teachers, and gives a clear sense of purpose to the work. They have brought much needed stability and a great deal has been achieved in a short period of time.
- 32 The role of teachers as curriculum leaders is developing, increasingly so recently. However, the management role of the post of deputy headteacher is under developed and needs to be reviewed within the performance management arrangements.
- 33 Members of the governing body are conscientious and very supportive. They know the school well, but until recently have not been sufficiently involved in contributing towards the setting of its strategic direction.
- 34 It is only fairly recently that the school has put into place procedures for self evaluation that are sufficiently systematic and rigorous to enable it to have a

clear and accurate picture of its performance and what it needs to do to improve further.

- 35 The school development plan targets a number of priorities for the current year and beyond. However, there is room to strengthen the link between the self-evaluation arrangements and the priorities within the Plan, including giving greater focus to those actual subject areas that require further development.
- 36 The school has made some progress in implementing the key issues identified in the 1999 report. The work of raising standards, however, continues to be a priority and, the creation of better parking arrangements for parents, has to date, not been possible through a lack of funding.
- 37 The budget is carefully monitored and taken overall the school provides value for money.

## Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: attend to the shortcomings noted in the standards achieved by pupils and in the quality of teaching;
- R2: ensure that the school's management needs are met in full;
- R3: complete the task of revising the schemes of work for improved continuity and progression in learning;
- R4: strengthen the self-evaluation arrangements;
- R5: improve the quality of the evaluation of pupils' achievements and progress recorded within their individual education plans;
- R6: continue to seek a long-term solution to the parking arrangements for parents.

**NOTE:** R6 above is a key issue carried over from the previous inspection report.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings.

38 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

39 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	47%	53%	--	--

40 Standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

41 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

42 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 3
Science	Grade 3	Grade 3
Welsh (second language)	Grade 2	Grade 2
History	Grade 2	Grade 3
Physical education	Grade 3	Grade 3

43 Overall, the under-fives and pupils in both key stages succeed in their work, regardless of their ability or social background. Pupils with additional learning needs make generally sound progress according to their age and ability.

44 Whilst in general, the under-fives, together with the pupils in Key Stages 1 and 2, make good progress in the development of their communication, mathematical and information technology skills in various contexts across the curriculum, the ability of some pupils to listen attentively without interruption, is not as well developed.

- 45 Across all classes, pupils respond very positively to the use of Welsh in a variety of contexts across the curriculum. The development of pupils' bilingual skills is a strong feature within the school.
- 46 In Key Stage 1 in 2005, according to teachers' assessments, 87.5% of pupils attained level 2 or above in the core subjects of English, mathematics and science. In 2004 the figure was 93% (Wales 80%; Ceredigion 79%) and in 2003 it was 100% (Wales 79%; Ceredigion 79%). The school's results for 2005 were higher than county and national averages (2004) in all core subjects. Over time, there are no obvious patterns of difference in the performance of boys and girls.
- 47 In Key Stage 2 in 2005, according to teachers' assessment, 56% of pupils at the school attained level 4 or above in the core subjects of English, mathematics and science. In 2004 it was 72% (Wales 72%; Ceredigion 75%) and in 2003 the figure was 46% (Wales 71%; Ceredigion 68%). The results for 2005 were slightly lower than county and national averages (2004) in science and considerably lower in mathematics and English. There are again no obvious patterns of difference in the performance of boys and girls in this key stage.
- 48 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been within the top 25%. During the same period, in Key Stage 2, the performance has been mostly in the bottom 25% group of schools.
- 49 It was seen that the additional learning needs of pupils has at times caused a degree of distortion to performance data. This is particularly evident for the 2005 assessments for Key Stage 2.
- 50 Overall, in their lessons, it was seen that pupils reinforce their knowledge, understanding and skills to good effect and make progress towards achieving their potential.
- 51 All in all, pupils' personal, social and learning skills are developing well.
- 52 Most pupils respond enthusiastically in lessons and have positive attitudes towards their tasks. Standards of behaviour are generally good; pupils behave responsibly and respect others. Some individuals however have difficulty in remaining completely focussed and this ultimately affects the standard of their work.
- 53 For the last three full terms prior to the inspection, average levels of attendance were slightly less than 94% and there is room for improvement. Pupils generally arrive punctually in the morning.
- 54 Overall, pupils' ability to work independently and with others is developing well. They undertake responsibilities confidently.

- 55 Pupils' respect for the diversity of other beliefs, attitudes and cultural and social traditions is developing well. Their understanding of equal opportunities issues is also good.
- 56 The close links between the school and the village extends the pupils' understanding of the community to good effect and they participate in a range of community activities. Their awareness of the world of work is not as well developed.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings.

- 57 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 58 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	40%	60%	--	--

- 59 The quality of working relationships between teachers and pupils is good. Teachers know their pupils well and value them as individuals. They support pupils' learning with positive praise and encouragement to help nurture their self-esteem.
- 60 Teachers provide a purposeful and well organised learning environment. They use an appropriate range of strategies to encourage pupils to work purposefully and confidently. Recently, the school has effectively utilised the support staff to implement strategies such as 'Catch Up', in order to help pupils succeed in their learning.
- 61 Teaching successfully promotes equality through an ethos of social inclusion. Overall, teachers differentiate pupils' work, matching activities to their needs and aptitudes so as to make the learning accessible to all. There are well organised and effective arrangements for withdrawal groups and in-class support for pupils with additional learning needs.
- 62 Effective use of teachers' expertise in some subjects helps ensure progression and continuity across all the year groups. On the whole, the teachers' subject knowledge is sound and most are familiar with recent developments in their areas of responsibility.
- 63 During the inspection, lesson plans were seen to be comprehensive, well structured and included clear learning objectives. Teachers are building well on new planning documents to improve lessons.

- 64 In the lessons observed, good features include sound links with previous learning and effective use of plenary sessions. These lessons are conducted at a brisk pace ensuring good progress and motivation. Effective use of teaching strategies and resources help sustain pupils' interests.
- 65 The shortcomings featured in the teaching include lengthy presentations, over directed activities and insufficient opportunities for pupils to make their own decisions. There is at times an over dependency on worksheets and the tasks introduced are not sufficiently challenging and stimulating enough to develop pupils' enquiry skills.
- 66 Learning support assistants provide sound support across the school.
- 67 The teachers' commitment to nurture and develop the pupils' bilingual skills is a particularly good feature. They provide regular opportunities for pupils to practise and reinforce their Welsh oral skills.
- 68 Teachers are currently refining their assessment procedures. The school has recently introduced procedures to monitor and track the progress of individual pupils in the core subjects, and effective use is being made of data and the analysis of assessment findings to earmark areas for development. Procedures for assessing foundation subjects are underdeveloped. Pupils' individual progress profiles are informative and include annotated examples of work.
- 69 As yet, the compilation of subject portfolios has not been developed effectively as a tool for moderating judgements and raising standards.
- 70 Although pupils' work is marked regularly the standard of marking varies throughout the school. Teachers' comments indicate positive features, but do not always identify specific areas that need to be developed.
- 71 Pupils are beginning to understand the purpose of assessment and teachers are actively developing the practice of encouraging them to evaluate their own work in order to promote self-assessment skills.
- 72 Parents and carers are regularly informed about the progress made by their children. The annual progress reports conform to requirements. However, the targets identified are not specific enough in order to provide clear and practical recommendations. Suitable opportunities are provided throughout the year for parents to comment on and discuss their children's progress. During the pre-inspection meeting, parents voiced their appreciation of the school's 'open door' policy.

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

**Grade 3: Good features outweigh shortcomings.**

- 73 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 74 The school offers a broad, balanced and relevant curriculum in both key stages that meets statutory requirements and is accessible to all pupils.
- 75 Schemes of work have been partly revised and are being used to increasingly good effect. However, the school recognises that the work needs to be completed to ensure improved continuity and progression in learning.
- 76 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards achieving the Desirable Outcomes for Children's Learning. The provision includes a range of stimulating and challenging experiences in the six areas of learning.
- 77 All pupils are given the opportunity to acquire the necessary and relevant basic and key skills across the curriculum.
- 78 The additional learning needs of all pupils are successfully met within an ethos of inclusion.
- 79 Pupils benefit from the varied opportunities offered by the teachers to complement and extend the curriculum. These include a regular Urdd and homework club, visits both locally and further afield and participation in a range of cultural and sporting competitions. Older pupils have the opportunity to attend a number of residential courses such as those held at Llangrannog, Glan-Ilyn and Pendine. All these help broaden and enrich their learning experiences as well as enhancing their personal and social development.
- 80 Every opportunity is taken to promote the pupils' spiritual, moral, social and cultural development and this is well reflected from day-to-day. Spiritual development is enhanced during whole-school assemblies and pupils benefit from the regular visits made by local clergy. Collective worship also contributes to their understanding of moral issues and helps them respect truth and justice.
- 81 Very effective procedures have been put in place for communicating with parents. They have been kept well informed by the school's managers and are supportive of new initiatives. They are supportive of the home-school agreement and the newly updated school prospectus is informative and of good quality.
- 82 There is a good relationship between the school and the community and pupils play a prominent part in local events and celebrations. There are also good links with other local primary and secondary schools.
- 83 Overall, the school makes satisfactory provision for pupils' personal and social education. The programme is currently being modified to ensure coverage of

all aspects across both key stages. The school has achieved the first stage in the Healthy Schools Programme.

- 84 There is a strong emphasis on promoting a Welsh ethos and nurturing pupils' appreciation of Welsh culture. The provision to promote their bilingual skills is a particularly good feature and includes regular opportunities to respond to everyday commands, phrases and questions in Welsh during lesson time, and to sing and speak in Welsh during whole school assemblies.
- 85 The school promotes equal opportunities. Pupils irrespective of backgrounds, gender or disability are positively included in school activities.
- 86 Although some aspects of sustainable development are promoted within curriculum areas such as geography, the school recognises that strategies need to be developed to further strengthen the pupils' knowledge and understanding. At present, the school does not have a policy for sustainable development.
- 87 Pupils' awareness, understanding and appreciation of their own culture as well as the cultures of others are promoted through various curriculum areas. Teachers enrich the pupils' knowledge of global citizenship through the study of other societies, such comparing and contrasting their lives with those living in villages in India and Africa.
- 88 Members of the established School Council appreciate the opportunities they receive to influence issues that affect their daily lives at school.
- 89 Older pupils run a daily healthy food tuck shop. However, there is a need to further develop their entrepreneurial skills and strengthen the links with the world of work.
- 90 The school promotes pupils' sense of responsibility towards others through initiatives such as raising money for various national and international charities.

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

##### **Grade 3: Good features outweigh shortcomings.**

- 91 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 92 The school is a happy and caring community where the pupils are appreciated and respected. In discussions with members of the inspection team, pupils confirmed that they feel safe and well supported by the adults. They readily turn to staff for help and support, and they are listened to and treated with respect.

- 93 The school has an effective partnership with parents and carers and provides opportunities for them to express their views on various aspects of the school life.
- 94 Effective induction programmes help pupils of all ages settle quickly into their new surroundings.
- 95 Initiatives promoting issues such as social and health related topics, are supported by the school nurse and community police officer, and are developed within the curriculum.
- 96 Procedures for monitoring behaviour and pupil performance are working well and are having a positive effect. Registers are kept in accordance with the statutory requirements.
- 97 Risk assessments are conducted on the buildings and campus, and include the movement of vehicles within the school grounds that is carefully monitored by staff. However, the practice of conducting risk assessments for out of school activities is not sufficiently well established.
- 98 Child protection procedures are in place and all members of staff are aware of them. However, the policy is generic in nature and procedures are not identified with sufficient clarity.
- 99 The school effectively provides additional support for those pupils with additional learning needs. In withdrawal groups, a good rapport has been established between pupils and the part time support teacher. The school offers full access to all areas of the curriculum and pupils are very well integrated.
- 100 Following recent changes in responsibility, the newly appointed additional learning needs co-ordinator has reviewed arrangements and addressed shortcomings in procedures. The school will also need to improve the quality of its evaluation of pupils' achievements and progress recorded within their individual education plans.
- 101 Effective equal opportunity policies, including a racial equality policy are in place and the school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background. This view was supported during the team's discussions with pupils.
- 102 Reasonable steps are taken to ensure that disabled pupils do not suffer from being treated less favourably. However, the school has no accessibility plan based on the requirements of the Special Educational Needs and Disability Act (2001).

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

- 103 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 104 The teacher-in-charge, with the support of the acting headteacher, effectively co-ordinates the efforts of the governing body and teachers, and gives a clear sense of purpose to the work. They have brought much needed stability and a great deal has been achieved in a short period of time.
- 105 Minutes of staff meetings indicate that they meet regularly to discuss management and curricular issues. Policies have been reviewed in recent months.
- 106 Good consideration is given to Welsh Assembly Government's priorities. The school has gained the Basic Skills Agency Quality Mark accreditation for the second time and is part of the 'Healthy Schools' initiative. It is currently in the final stages of completing its submission to gain the 'Investors in People' award. The national agreement in relation to reducing teachers' workloads is operated effectively.
- 107 Targets are set for pupils in the core subject areas on an annual basis, but these are not brought together into a three-year rolling programme of whole-school targets as required by the Welsh Assembly Government.
- 108 The role of teachers as curriculum leaders is developing, increasingly so recently. However, the management role of the post of deputy headteacher is currently under developed and needs to be reviewed within the school's performance management arrangements.
- 109 Members of the governing body are conscientious, very supportive, and represent a good range of expertise. They know the school well, but until recently have not been sufficiently involved in contributing towards the setting of the school's strategic direction.
- 110 The requirements are met in respect of the length of the school day, as does the recently updated school prospectus. However, there are a number of shortcomings to the content of the annual governors' report to parents, which means that it does not meet the requirements set out in the Welsh Assembly Government's Circular 15/01.

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

#### Grade 3: Good features outweigh shortcomings

- 111 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 112 It is only fairly recently that the school has put into place procedures for self evaluation that are sufficiently systematic and rigorous to enable it to have a clear and accurate picture of its performance and what it needs to do to improve further. The work undertaken to date in the monitoring of some subject areas, lays a good foundation on which to build. The procedures continue to evolve as the school settles and as the staff become more experienced and confident in this area of activity.
- 113 A two-year monitoring programme has been put into place, which focuses in turn on each subject area. This can be complemented and strengthened further through identifying for review, other, wider aspects of provision.
- 114 Good consideration is given to the views of parents through the use of detailed questionnaires. These have been carefully analysed and the inspection team saw evidence of a positive response to issues raised.
- 115 The self-evaluation report presented to the inspectors gives a useful overview of the school's situation. It grades all aspects of the inspection process, but is less clear about identifying what are actual strengths and those areas that require further attention.
- 116 The school development plan targets a number of priorities for the current year and beyond. It contains clear actions to be taken and the criteria for success, responsibilities, together with timelines and expected costs, are also included. However, there is room to strengthen the link between the self-evaluation arrangements and the priorities within the Plan, including giving greater focus to those actual subject areas that require further development.
- 117 The inspection team matched the school's judgement in all seven Key Questions.
- 118 The school has made some progress in implementing the key issues identified in the 1999 report. The work of raising standards, however, continues to be a priority and, the creation of better parking arrangements for parents, has to date, not been possible through a lack of funding.

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

#### **Grade 3: Good features outweigh shortcomings**

- 119 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 120 The number of teaching staff provides a favourable pupil: teacher ratio. Through specialist teaching in a number of subject areas, their expertise is used effectively.

- 121 Teachers are committed to the subject area responsibilities highlighted within their job descriptions and are very supportive of in-service-training courses to update their expertise. Individuals have also been proactive in taking advantage of programmes that lead to further their professional qualifications. However, despite the school having a long-established structure for its management, its resources in this respect have not been used well enough.
- 122 The human resources are enhanced by the contributions of others, such as the classroom assistants, together with the service of the peripatetic teachers provided by the local authority.
- 123 Overall, the school has a good supply of resources for its age range, including the under-fives. It has a good number of computers and there are interactive whiteboards in all but one of the classrooms.
- 124 The pupils benefit from the contribution of visitors who share their experiences and from educational visits to enhance their learning.
- 125 All in all, the classes are of an adequate size for the numbers of pupils accommodated, although the design of the two junior classrooms limits the options for teachers in their organisation of teaching and learning. The under-fives wing of the building is poorly designed inasmuch that there is no direct access for children and their parents other than through the Key Stage 1 class. Teachers make effective use of the space available.
- 126 The condition of the building is generally good, although there are signs of internal wear and tear in places.
- 127 Disabled persons can access the building, but there are no designated toilet facilities.
- 128 The campus is expansive, and provides plenty of space for pupils to play and the grassed areas offer good opportunities for developing pupils' interests.
- 129 The budget is carefully monitored and taken overall the school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **The under-fives**

- 130 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards achieving the Desirable Outcomes for Children's Learning. All the under-fives receive a range of stimulating experiences in a lively and purposeful learning environment.

### **Grade 2: Good features and no important shortcomings**

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

### **Grade 2: Good features and no important shortcomings**

131 The children enjoy listening to a range of stories and understand that words and pictures convey meaning. The majority listen attentively and succeed in responding, asking questions and discussing their experiences with confidence. The children's vocabulary is extended effectively through various role-play situations. They are able to recall their favourite stories and understand that a story has a beginning, middle and end. They can successfully sequence the Humpty Dumpty rhyme and refer to the rhyming words with confidence. They recognise the sound and shape of letters and make good progress in their basic reading skills. They enjoy experimenting with a range of materials and marking implements to practise their basic writing skills. The older children begin to write words and sentences independently.

#### **Shortcomings**

132 There are no significant shortcomings

### ***Personal and social development***

#### **Grade 2: Good features and no important shortcomings**

133 The children interact effectively with adults and peers. Their ability to communicate and socialise in small groups is developing well. The majority are willing to wait their turn whilst responding orally or playing a game. Their ability to concentrate and persevere on a task is good. They are aware of the importance of personal hygiene and can dress themselves with an increasing degree of independence. Children can talk about the way they care for Wallace and Gromit, the class goldfish. During Circle Time they willingly discuss friendship and share what makes them feel sad and happy. Their knowledge and understanding of Welsh words and phrases is well developed. They respond to commands and can talk about the weather and how Magi Ann dresses for different weather conditions. They show enthusiasm when performing their wide repertoire of Welsh songs.

#### **Shortcomings**

134 A few children's level of self-control is underdeveloped.

### ***Mathematical Development***

#### **Grade 2: Good features and no important shortcomings**

135 The children's mathematical language relating to size and position is good. Activities in the home corner and in the sand and water tubs help consolidate their understanding of mathematical concepts such as full/empty, heavy/light. They can recognise and recreate repetitive patterns using various shapes and colours. During their activities with the toy ducklings they are able to sort, match, count and recognise simple numbers. The children can count to at least 20 and can count backwards to zero. They recognise odd and even numbers to 10 and use Numicon tiles to show different ways of making specific numbers. They can also perform simple exercises that demonstrate their understanding of the concepts 'more than' and 'less than'. Their model making activities using junk materials help them identify a range of two and

three-dimensional shapes. Children understand the purpose of money and use simple coinage.

### **Shortcomings**

136 There are no significant shortcomings

### ***Knowledge and understanding of the World***

#### **Grade 2: Good features and no important shortcomings**

137 Children can identify the role of workers in the community. Their understanding of these roles is enhanced through their visits to various working establishments in the locality and listening to the policeman, nurse and fireman talk about their work. Children have a sound knowledge of their environment and can talk about home and where they live. Their observational and investigative skills are well developed. They understand concepts such as pull and push, rough and smooth. They have a sound knowledge of the conditions needed for their sunflower seeds to grow healthy and strong. They demonstrate their understanding of growth through sequencing pictures in the correct order. They can recognise simple weather symbols and have a good understanding of the four seasons. Their information technology skills are developing well. They understand that familiar objects used today differ from those used in the past.

### **Shortcomings**

138 There are no significant shortcomings

### ***Physical development***

#### **Grade 2: Good features and no important shortcomings**

139 The children use a range of materials and equipment such as dough, jigsaws, scissors, crayons and paintbrushes to practise their fine motor skills. They handle and control small objects with increasing dexterity. They are able to pull, push, pedal and steer with fair degree of control as they play on moveable toys. They move confidently with increasing control and co-ordination and make effective use of space during their indoor activities in the hall. Their ability to travel confidently on various pieces of apparatus using different parts of their body is a particularly good feature. Individuals willingly persevere in order to produce a sequence of movements. Their balancing skills are developing well. They are aware of the effect exercise has on their bodies. They recognise the difference between walking, running, skipping and hopping and can move from one movement to another without any difficulty.

### **Shortcomings**

140 The opportunities the children have to further develop their steering, pedalling, and climbing skills are limited.

### ***Creative development***

#### **Grade 2: Good features and no important shortcomings**

- 141 The children enjoy experimenting and creating using a range of media and techniques. They regularly produce a range of paintings including self-portraits. In the class display entitled 'making tracks' children use a range of objects and printing techniques to create various effects. Their work emulating Vincent Van Gogh's 'Sunflowers' demonstrates their level of creativity. They respond enthusiastically to various role-play situations such as in their 'Travel Shop'. They enjoy singing and can follow simple rhythm patterns by clapping and using their own handmade shakers.

### **Shortcomings**

- 142 There are no significant shortcomings

<b>English</b>
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**Key Stage 1 - Grade 3: Good features outweigh shortcomings.**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings.**

### **Good features**

- 143 In Key Stage 1, the majority of pupils' listening skills are developing well. Pupils talk confidently in a range of situations, including during Circle Time. They readily participate in class discussions about holidays and Jeremy Bear's adventures.
- 144 Pupils read with increasing fluency and are able to answer questions relating to the characteristics and content of their books. They use their knowledge of letter sounds to decipher unknown words. Many are able to correct themselves when they make an error. Pupils understand the difference between fiction and non-fiction and can refer to contents and index when looking for information.
- 145 Pupils' writing skills are developing satisfactorily. They can list simple rules such as looking after their environment, write postcards, label pictures and compose a letter of thanks. They are able to write simple descriptive pieces such as their work on Tattyboggle and hot air balloons. Pupils understand that similes and adjectives help create effect. They have an increasing understanding of the basic forms of punctuation.
- 146 In Key Stage 2, the pupils' listen attentively and can express themselves confidently and clearly. When delivering a dialogue between Victorian characters and reading an extract from a play script, they demonstrate their ability to project their voices clearly in front of an audience.
- 147 The majority of pupils steadily improve their reading skills and are responding well to the various strategies that have been recently implemented. They read with an increasing degree of fluency, expression and accuracy.
- 148 Pupils undertake an appropriate range of writing for different purposes these include diaries, writing accounts, book reports and script writing. They have studied various forms of poetry and demonstrate a developing understanding

of the use of alliteration, similes, adjectives, metaphors and rhyme when composing their own pieces. Their paragraphing skills are good.

### **Shortcomings**

- 149 The pupils' spelling skills are weak across both key stages and their handwriting skills lack consistency and fluency. Their written work shows a certain lack of progression.
- 150 In Key Stage 2, pupils' punctuation skills are not sufficiently well developed.

<b>Science</b>
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**Key Stage 1 - Grade 3: Good features outweigh shortcomings.**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings.**

### **Good features**

- 151 In Key Stage 1, pupils know that plants require light and water in order to grow strong and healthy.
- 152 They have a good understanding of the different kinds of foods that help people to stay healthy.
- 153 They have learned to classify materials according to simple properties, including whether or not they are attracted to a magnet.
- 154 In their work on forces, the pupils can describe the movement of familiar things. They have learned that pushes and pulls are examples of different forces and their awareness of fair testing is developing as they investigate how far model cars travel.
- 155 In Key Stage 2, pupils have good understanding of the functions of different parts of flowering plants.
- 156 Their study of a habitat within the school's grounds has taught them about the variety of plants and animals found there. They are able to suggest a good number of different ways in which to record their findings and the work undertaken is of a particularly good standard.
- 157 They have learned that when most materials are burned the changes are not reversible.
- 158 Pupils have a developing understanding of solids, liquids and gases and come to recognise the differences between them on the basis of their characteristics.
- 159 They have a sound understanding of the planets in the Solar System.

### **Shortcomings**

- 160 In both key stages pupils' investigative skills are not sufficiently well developed.

<b>Welsh ( second language)</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

**Good features**

- 161 Overall, the listening skills of pupils are good. They exhibit the ability to listen attentively and purposefully to teachers' presentations and to the contributions of other pupils. They respond appropriately to teachers' commands and questions and show a good understanding of basic and familiar phrases.
- 162 In Key Stage 1, pupils' enjoy role-play situations, such as in the classroom's travel shop and when acting the role of 'Morgan y Morwr'. When asking and answering questions, they speak with increasing accuracy and intonation. They can talk about their favourite holidays and favourite forms of travelling.
- 163 Pupils enjoy reading with the teacher and demonstrate a good level of understanding. They can read dialogues based on booking a holiday using intelligible pronunciation and intonation.
- 164 They use a range of sentence patterns when writing for different purposes such as, describing their feelings, where they live and describing themselves. They can record their home address and create a travelling ticket using the appropriate vocabulary.
- 165 In Key Stage 2, pupils respond to questions with increasing confidence. They share opinions and can discuss familiar contexts using a range of language patterns, including the past tense, such as when recounting their walk around Aberystwyth.
- 166 Pupils accurately read words, short phrases and sentences from various reading materials such as tourist pamphlets as well as from the Internet. They read their books with appropriate accuracy and intonation.
- 167 Pupils write in a range of styles including using known sentence patterns. Following their visit to Aberystwyth, they use appropriate positional language to describe where certain shops are situated. Older pupils, succeed in collating information on specific countries in order to create posters advertising their attractions.
- 168 The majority of pupils show a positive attitude to learning Welsh. They take part in eisteddfodau, annual book competitions and benefit from regular visits from the 'athrawon bro' and Welsh speaking helpers from the local community. Older pupils can practise their command of the language during their residential courses at Glan-llyn and Llangrannog.

**Shortcomings**

- 169 There are no significant shortcomings.

## History

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings.**

### Good features

- 170 In Key Stage 1, pupils have a developing awareness of change over time. They know for example through their bicycle time lines, how a bicycle has changed over the years. They use common words relating to the passage of time, such as 'long ago', 'modern' and 'old' in the correct context.
- 171 They enjoy listening to stories about some of the well-known characters from Welsh history, such as David Davies of Llandinam, and of the early emigrants to Patagonia.
- 172 They have learned how drovers moved their animals from Wales to London in the nineteenth century, and are able to make informed judgements based on the evidence given them. With assistance from their teacher, they are able to act the different roles in a drover's story quite effectively.
- 173 In Key Stage 2, pupils have a developing awareness of chronology.
- 174 They have a basic understanding of aspects of life in Celtic society.
- 175 Pupils are generally well-informed about the characteristics of society in the Victorian era. They know of the working conditions of children during the period, how schools were run and the contribution made by benefactors such as Lord Shaftesbury.
- 176 They are aware of some of the effects of the Second World War, such as food rationing, the aerial attacks on cities across Britain and the measures taken to protect people and buildings.

### Shortcomings

- 177 Key Stage 2 pupils do not communicate their knowledge and understanding of history in a wide enough variety of ways.
- 178 Their skills relating to historical enquiry are not sufficiently well developed.

## Physical education

**Key Stage 1 - Grade 3: Good features outweigh shortcomings.**

**Key Stage 2 - Grade 3: Good features outweigh shortcomings.**

- 179 During the period of the inspection, the inspectors observed three lessons in games and gymnastics across the key stages, and the judgement is based on the evidence from these lessons. It was seen that the school's schemes of work provide for the full range of physical education experiences in the National Curriculum.

### **Good features**

- 180 In Key Stage 1, pupils show a developing awareness of parts of the body as they experiment with different ways of moving about the hall. They take pleasure in moving like camels, tigers, scorpions and crabs. Overall, they make effective use of space. They respond positively when asked to take up tuck, star and puck shapes. They learn to jump and land correctly, and to link their movements together in sequence.
- 181 In Key Stage 2, pupils understand the importance of warming up exercises and their effect on the body. They enjoy taking up a wide variety of positions as instructed by their teacher. Most work effectively in pairs or groups, mirroring each other's movements, mostly to good effect.
- 182 Pupils show increasing ability to use a tennis racquet and ball accurately. They practice basic techniques, individually, in pairs and small groups, quite effectively.

### **Shortcomings**

- 183 Key Stage 1 pupils are not working energetically enough.
- 184 In both key stages, some pupils are not totally focussed, resulting in them not following instructions correctly and not achieving at the highest levels of their ability.
- 185 Pupils are generally happy with their performance and their self-evaluation skills are not sufficiently well developed.

## **School's response to the inspection**

We acknowledge this report as a true and honest reflection of the current standards and situation of the School. We feel, as a staff and Governing Body, it will give us a new benchmark to measure improvement for the coming three year period and beyond. In addition, it has given us a clear focus on the key issues that need our immediate attention.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gymunedol Cwmpadarn
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Pen - y -Graig Llanbadarn Fawr Aberystwyth Ceredigion
Post-code	SY23 3SJ
Telephone number	(01970) 617674
Headteacher	Mr J Eifion Evans (Acting); Mr H Raw-Rees (Teacher-in-charge)
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr B L Davies
Reporting inspector	Mr D M Cray
Dates of inspection	3 – 5 April 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	14	15	11	8	17	12	12	89

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	5.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.6
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.23:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of school
Spring 2005	94.8%	94.9%
Summer 2005	94.4%	93.8%
Autumn 2005	92.3%	92%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87.5%	In Wales	80%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2005</b>		Number of pupils in Y6	18
<b>Percentage of pupils at each level</b>			
			D A F W 1 2 3 4 5 4+
English	Teacher assessment	School	
		National	1
Mathematics	Teacher assessment	School	
		National	1
Science	Teacher assessment	School	
		National	1

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	56%	In Wales	72%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty five lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and

- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- thirty four responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; history; physical education
Mrs Shirley Taylor	Team	Key questions 2; 3; 4.	Under-fives; English; Welsh (second language);
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mr J E Evans

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

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