

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

***YSGOL CYNLAIS
HEOL GIEDD
YSTRADGYNLAIS***

School Number: 666-2099

Date of Inspection: 27-30 May 2002

by

MR E LLOYD WILLIAMS

Registered Inspector

Date: 17 July 2002

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ysgol Cynlais, established in 1983, is situated on the northern outskirts of the town of Ystradgynlais near the rural village of Cwmgiedd.

There were 220 pupils on roll during the inspection, including 23 children of nursery age. Most of the pupils come from Ystradgynlais itself and about 15 per cent from neighbouring villages. Over the past three years the area has witnessed a significant change in employment and is now acknowledged as an area of socio-economic deprivation. Just under 20 per cent of the pupils are entitled to free school meals and 46 (21 per cent) have been identified as having special educational needs (SEN) including one pupil with a statement of SEN. Only three pupils come from homes where Welsh is the first language.

The school's mission statement 'to provide the best education today for the citizens of tomorrow' encapsulates its primary purpose. Among its aims and objectives are: to value each child for what he/she brings to school; to provide a learning environment where there is pleasure, security and success; to offer a curriculum flexible enough to respond to the need for change, and to equip each pupil for the challenges of the future.

These aspirations are reflected in the School Development Plan (SDP) which also contains a detailed programme of developments for the current year and well-considered forward planning through to the year 2005. Also included in the SDP are performance targets for pupils at the end of both key stages aimed at improving their standards of attainment in the core subjects. Among the targets for improvement in the current year are: improving the quality of pupils' writing at the end of Key Stage (KS) 1, raising the profile of teacher assessment in the infant classes, and developing further the role of the curriculum co-ordinators.

The school was last inspected in the autumn term 1996. The headteacher has been in post since April 1983.

2. MAIN FINDINGS

The main findings of the report

In the 1996 report on the school, the quality of education provided was judged to be good overall. Since then, the school has succeeded in maintaining and building upon that good work and it has now many strengths. Standards of achievement were good or better in just over 90 per cent of the lessons observed and satisfactory in the remainder.

- The quality of educational provision for the under-fives is appropriate to their needs and they are making good progress towards the Desirable Outcomes for Children's Learning. The standards in the six areas of learning are as follows:

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

- In KS1 and KS2, pupils' standards of achievement in the subjects of the National Curriculum (NC) and in religious education are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Very Good	Very Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Very Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Very Good
Physical education	Good	Very Good
Religious education	Good	Good

- In the school's NC assessment results in 2001, the percentage of pupils at the end of KS1 that reached levels 2 or 3 in English was just below the national averages. Results in mathematics and science comfortably exceeded the national figures. In KS2, the results were outstanding. In English, mathematics and science all pupils achieved at least a level 4 and in mathematics two out of every three candidate achieved a level 5.
- The school's arrangements for promoting key skills across the curriculum are good. The under-fives achieve good standards in literacy and numeracy and in their use of information and communications technology (ICT). In KS1 and KS2, standards achieved in English across the curriculum are good, and occasionally very good, in listening and speaking and good in reading and writing. Standards in numeracy across the curriculum are good in both key stages. In ICT, standards are good in KS1 and very good in KS2.
- The quality of teaching was good in 64 per cent of the lessons observed, very good in 18 per cent and satisfactory in 18 per cent. The high quality of the teaching has a positive influence on pupils' learning and attitudes and contributes significantly to the good or very good standards achieved by most pupils. Effective use is made of a variety of teaching approaches and there is good provision for pupils of different abilities. In a few lessons the pace tends to flag towards the middle of the session and occasionally the work is over-directed by the teacher.
- Pupils' spiritual, moral, social and cultural development is very good. Pupils are provided with a daily act of collective worship. Much thinking and planning go into preparing for these communal assemblies and pupils are given good opportunities to contribute and to reflect. Pupils are taught the difference between right and wrong and the importance of behaving respectfully and kindly towards others. The school has a clear anti-racism policy which is actively promoted within the day-to-day life and ethos of the school and through the curriculum. Pupils have a sound understanding of Welsh culture and heritage and they appreciate the importance of learning about and respecting other cultures and traditions.
- The school is very aware of its responsibility to promote pupils' bilingualism in Welsh and English. Many of the school's signs and directions are bilingual and staff and pupils regularly use Welsh incidentally during the day. Some of the assemblies are conducted almost wholly in Welsh. Pupils are making good progress in their knowledge and use of Welsh as a medium of communication.

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- Pupils' behaviour and attitudes are good and attendance levels over the last three full terms are at least satisfactory.
 - The quality of the school's assessment, recording and reporting is good overall. There is an assessment policy and teachers are aware that assessment is a key component in the learning process. However, the quality of marking is not consistently high in all classes and in some cases it does not sufficiently identify for the pupils what they need to do to make further progress. Also, learning targets set for pupils in the core subjects in some classes are not always closely enough matched to their individual needs and there is inconsistency in the way teachers acknowledge that targets have been achieved. The quality of reporting to parents is very good.
 - The quality of the curriculum is very good throughout the school. Policies and schemes of work are all of good or very good quality and teachers' short and medium term plans are extremely detailed. A wide range of extra-curricular activities, including team games, is provided and good use is made of educational visits to support pupils' learning. The Welsh language and the *Cwricwlwm Cymreig* are strongly promoted throughout the school.
 - The quality of provision for pupils with SEN is very good and they make good progress in their language skills. Individual educational plans (IEPs) identify pupils' needs clearly and indicate the best means of meeting them.
 - The quality of self-evaluation and planning for improvement is good with some very good features. The school devotes a considerable amount of time to planning and monitoring, including regular monitoring of teaching and learning by the head and subject co-ordinators. The school continuously reviews and revises its plans in a large number of areas, including curriculum, staffing, management and resources. Development needs are identified in each case and a comprehensive area action plan is drawn up to address any shortcomings. The school carefully analyses its performance in the NC assessments and each pupil is set targets. The SDP is a valuable document which contains a detailed programme of developments for 2001-2002 and well-considered plans through to the year 2005. It does not include, however, priority targets for the current year in the areas of curriculum and management.
 - The school is well led and managed. The head administers and manages the school effectively and efficiently. He provides sound guidance and is dedicated to improving quality of provision and raising standards. Over the years he has succeeded in creating an atmosphere in which a caring ethos is combined with a strong work ethic within which staff operate effectively as a team. Teachers undertake their duties as curriculum leaders, including monitoring duties, conscientiously, and the governing body of the school is very supportive and well informed about its life and work.
 - The school has responded positively and effectively to almost all the key issues identified in the 1996 report. There is now ample emphasis on the teaching of reading and writing in Welsh second language and pupils are achieving at least satisfactory standards in these aspects in KS1 and KS2. The school now complies with its statutory obligations with regard to registration and has responded to the safety issues in relation to the perimeter fencing on the school boundary and the rear access gate. However, the playing field is still not secure. The under-fives have been provided with a suitable outside play area.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement were judged to be good in 67 per cent of the sessions observed, very good in 24 per cent and satisfactory in nine per cent.

- The under-fives achieve good standards in language, literacy and communications, their personal and social development, their physical development and their creative development. They make very good progress in their mathematical development and their knowledge and understanding of the world.
- In the core subjects, KS1 pupils' standards of achievement in English are good in listening, speaking, reading and writing. Standards are very good in mathematics and good in science. In KS2, standards of achievement in English are good in listening, speaking, reading and writing. Standards are good in science and very good in mathematics.
- In the foundation subjects, standards of achievement in both KS1 and KS2 are good overall in Welsh second language and good in design and technology, history, geography, art and religious education. In information technology, music and physical education standards are good in KS1 and very good in KS2.
- Girls and boys achieve at broadly the same level in both key stages. The ablest pupils and those of more modest ability are making generally good progress. Pupils with SEN are also making good progress in the skills of reading and writing.
- In the school's NC assessment results for KS1 in 2001, the percentage of pupils at the end of KS1 that reached levels 2 or 3 in English was just below the national averages. Results in mathematics and science comfortably exceeded the national figures. In all three subjects the results showed an improvement against previous best performances. There was no significant difference in the achievements of boys and girls.
- In KS2, the results were outstanding. In English, mathematics and science all pupils achieved at least a level 4 and in mathematics two out of every three candidates achieved a level 5. Over the past five years the core subject indicator (which records the percentage of pupils attaining at least a level 4 in three core subjects in combination) has shown a significant improvement on an annual basis, culminating in the figure of 100 per cent last year.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards of achievement in language and numeracy across the curriculum are good throughout the school. Standards in ICT are good in the early years and in KS1 and very good in KS2.

- Pupils across the school are attentive in lessons. They listen well to teachers' presentations and to classmates' contributions and they readily carry out instructions.
- The under-fives make good progress in speaking and listening and in early word recognition and early reading.
- In KS1 and KS2, pupils make good progress in speaking. They perform competently and with confidence when playing a role or enacting a scene in history and geography lessons. Pupils use the appropriate vocabulary when describing or explaining events, outcomes

and findings. The most able are also eloquent when putting forward points of view and justifying opinions.

- Pupils in KS1 and KS2 enjoy reading. They make good use of the school's central and class library. They extract a significant amount of information from books, worksheets and CD ROMs and they make good use of it when investigating aspects of work in science, geography, history, religious education and art.
- Most pupils produce writing and reporting of a good standard across the curriculum; a few regularly produce work of a very high quality. The work of a small number of pupils is impaired by shortcomings in spelling and punctuation but they are, over time, showing clear signs of progress.
- Standards in numeracy across the curriculum are good. Pupils have a sound understanding of number and they deal well with tasks involving measurement, money and time. Their numeracy skills are particularly successfully applied in science, design and technology, information technology, geography and history.
- The under-fives and KS1 pupils achieve good standards in ICT; pupils in KS2 achieve very good standards. Establishing a computer suite in the school has helped to raise standards. Pupils successfully apply their ICT skills in aspects of language work, mathematics, science, history, geography, music, art and religious education.
- Standards achieved in key skills across the curriculum by pupils with SEN are generally good.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is very good.

- Daily acts of collective worship make a significant contribution to pupils' spiritual, moral and cultural development. Much thinking and planning go into preparing these communal assemblies and classes take it in turn to lead the worship. During the week of the inspection, pupils in Year (Y) 6 presented a meaningful act of worship based on the theme of leadership and a Y3 class on the topic of Whitsun/Pentecost. In these and similar assemblies, and in some lessons, pupils reflect on their own and other people's thoughts and values.
- The school promotes sound moral values. Pupils develop a clear understanding of the difference between right and wrong and learn to care for the community and the world in which they live. They respond positively to the school's rewards and praise for effort, achievement and good behaviour. They support others less fortunate than themselves by contributing to a number of worthwhile charities. The school has a personal, social, health education and citizenship policy which is regularly monitored and revised, and a clear equal opportunities and anti-racism policy which is actively promoted in the day-to-day life and ethos of the school and through the curriculum.
- Very good progress is made by pupils in social and interpersonal skills. Relationships at all levels are good throughout the school and the vast majority of pupils work maturely in pairs and small groups. Pupils are given opportunities to use their initiative, for example, as class monitors or members of the School Council, and they undertake these duties conscientiously and effectively. They participate in a wide range of extra-curricular activities and have strong links with the local community.

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- The *Cwricwlwm Cymreig* and the Welsh language are promoted strongly throughout the school and pupils have a sound knowledge of Welsh culture and heritage. They also gain an understanding of the culture of Wales through the visits they make and through participation in the school eisteddfod. Pupils' awareness and sense of other cultures are promoted through their increasing knowledge of religions other than Christianity gained in religious education lessons, and through work in English, geography, history, art and music. Ysgol Cynlais is also closely linked with a school in the Czech Republic and some of the junior pupils have recently visited France.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour and attitudes is good.

- There are appropriate and effective policies on behaviour and discipline. Each class agrees its own rules and these are displayed in the classroom. The school rules, known as the Pupils' Charter, are agreed between the head and the School Council and displayed in the corridors. The pupils' response has a positive effect on the standards of achievement and the quality of life in the school.
- The majority of pupils concentrate for extended periods during lessons and their attitude towards their work is positive.
- Success and good behaviour are acknowledged. Pupils can win points for their respective houses for displaying good behaviour and manners and also showing care for the environment. House points are displayed on a special board and at the end of the year a cup is presented to the captain of the winning house. Names of pupils who win stars for good effort are recorded in the Mentions Book.
- The Headteacher's Award is presented for outstanding achievement, the Good Samaritan Award for pupils who help others, and those who display good table manners sit on a special dinner table once a week.
- Measures to prevent and eliminate bullying are successful. There have been no exclusions in the last twelve months.

4.3 Attendance

Pupils' attendance levels are satisfactory.

- The attendance rates for the three terms prior to the inspection were between 93.0 per cent and 94.8 per cent. The school is striving hard to achieve its very ambitious attendance targets.
- Parents co-operate to ensure that unauthorised absences are kept at a low level.
- Punctuality during the day is good and nearly all pupils arrive on time in the morning.
- Registers are completed in accordance with statutory requirements.
- There are a number of families who take their holidays during term time, some for a period longer than the statutory entitlement. Parents are reminded regularly of the detrimental effect this can have on the quality of their children's education.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was good in 64 per cent of the sessions observed, very good in 18 per cent and satisfactory in 18 per cent. No unsatisfactory lesson was seen.

- The high quality of the teaching has a positive influence on pupils' learning and attitudes and contributes significantly to the good or very good standards achieved by most pupils.
- Teachers have a good knowledge and understanding of the subjects they teach and in many lessons their enthusiasm inspires and encourages pupils to enjoy their learning.
- Lesson planning is of very good quality and whole-class presentations are clear and brisk.
- Effective use is made of a variety of teaching approaches and there is good provision for pupils of different abilities.
- Pupils are often informed of the learning objectives at the beginning of a lesson and at the close they are required to highlight the main features of the session; this helps them to re-inforce in their minds what they have learned and what progress they have made.
- Teachers and SEN pupils are very well served by the learning support staff and teachers use IEPs effectively to provide work appropriate to their pupils' needs.
- Teachers make constructive use of their time when pupils are undertaking activities individually or in groups.
- In a few lessons the pace tends to flag towards the middle of the session and occasionally the work is over-directed by the teacher.

5.2 Assessment, Recording and Reporting

The quality of the school's assessment, recording and reporting is good overall.

- The school has an assessment policy that provides clear guidelines for teachers.
- Teachers are aware that assessment is a key component in the learning process and it features prominently in their curricular planning.
- Assessment of pupils in nursery and reception classes is integrated into the daily activities and is used to inform the planning of future work in relation to the designated six areas of learning for under-fives.
- In KS1 and KS2, general assessment procedures are systematic, with a range of tests, including standardised and school tests in the core subjects providing useful information about pupils' achievements.
- Teachers regularly respond to pupils' work. However, the quality of marking is not consistently high in all classes and does not sufficiently identify for the pupils what they need to do to improve the standard of their work.
- Teachers use a suitable method of recording pupils' progress in the core and foundation subjects.
- Pupils' individual portfolios contain assessed tasks mainly in core areas; work is dated, annotated and matched to NC levels.

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- Learning targets are set for pupils in the core subjects. In some classes, however, these are not closely enough matched to pupils' individual needs and there is inconsistency in the way teachers acknowledge that targets have been achieved.
 - The arrangements for the assessment of SEN pupils is good and diagnostic testing is used appropriately. On-going assessment provides the basis for clear learning targets which are detailed in well structured IEPs.
 - The annual reports to parents are of very good quality; they give a full picture of pupils' progress and identify areas for future development.

5.3 Curriculum

The quality and organisation of the curriculum are very good across the school. The curriculum is broad, balanced and relevant and meets statutory requirements.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning and the planning reflects the six areas of learning appropriately.
- In KS1 and KS2, the curriculum includes NC subjects and religious education and each is allocated a reasonable amount of time. Planning for the development of key skills across the curriculum is good.
- There are policies and schemes of work for each subject and they have been revised to reflect latest developments. They are all of good or very good quality.
- Teachers' short and medium term plans are extremely detailed and effectively support day-to-day learning.
- Plans and provision for the *Cwricwlwm Cymreig* are very good.
- The school is very aware of its responsibility to promote pupils' bilingualism in Welsh and English. Many of the school's signs and directions are bilingual and staff and pupils regularly use Welsh incidentally during the day. Some of the assemblies are conducted almost wholly in Welsh. Pupils are making good progress in their knowledge and use of Welsh as a medium of communication.
- Pupils with SEN take a full part in all aspects of the curriculum.
- In accordance with the homework policy, homework is set regularly in both key stages. In their response to a question about homework in the pre-inspection questionnaire, 95 per cent of the parents indicated they were happy with the nature and amount of homework their children are expected to do.
- The school has a well-considered personal, social and health education policy, an equal opportunities policy and a policy on racial equality. The racial equality policy states clearly the part the school can play in eradicating racism and the importance of promoting an understanding of different cultures and life-styles.
- A wide range of extra-curricular activities, including team games, is provided and good use is made of educational visits to support pupils' learning.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance given to pupils is good.

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- The school is a happy community. Teachers and support staff know the pupils well and are alert to their individual needs and circumstances.
 - Pupils feel secure and respond positively to staff expectations in terms of behaviour, social and moral attitudes and achievement. Teachers are good role models.
 - There are appropriate policies and practices in place in relation to pupils' health and welfare.
 - The regular use of tests to ascertain ability ensures that appropriate support is given to pupils of all abilities.
 - There is good supervision of pupils both inside and outside classrooms throughout the school day.
 - Child protection policy and procedures are effective and known to members of staff. They comply fully with National Assembly for Wales requirements.
 - The school has a health and safety policy. Procedures to ensure safety are clear and comprehensive. The school has trained first aiders on the staff. A fire drill is carried out once a term.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is very good and they make good progress.

- There are 46 pupils on the school register, including one pupil with a statement of SEN. School policy and procedures comply with the Code of Practice.
- Procedures for identifying and monitoring pupils with SEN are effective. Pupils' learning needs are identified early through comprehensive screening. They are placed on the SEN register and allocated support appropriate to their needs, either within class or by being withdrawn for individual tuition.
- The SEN co-ordinator (SENCO) and support teacher effectively plan the provision and ensure that liaison between all staff is very good.
- Classroom support assistants work closely with class teachers to support the needs of individual pupils.
- Effective differentiation of class work enables pupils with SEN to be suitably included in all lessons.
- The quality of SEN pupils' learning is good and they make good progress through working individually or in small groups on their basic learning programmes.
- The IEPs devised for pupils with SEN are of good quality; they contain appropriate learning targets and are reviewed termly. Pupils' progress is effectively monitored.
- Tasks organised by the support teacher in withdrawal sessions are well matched to class activities and to pupils' particular learning needs.
- Links with parents are appropriate and they are encouraged to take part in the annual review of their children's statement of SEN.
- Links with outside agencies are well established with speech therapists visiting the school to support the needs of identified pupils.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnerships with parents and the community, schools and other institutions are very good.

- The school has effective systems for informing parents. These include newsletters, a bulletin board, the prospectus and e-mail. The governors' annual report to the parents is discussed in their annual meeting with the parents. Parents attend two meetings a year to discuss their children's progress.
- The school's home-school agreement is of good quality; it has been signed by almost all the parents.
- Parents are very supportive of the Parent Teacher Association (PTA), which organises events such as concerts and fayres to raise funds for the school. Parents attend open nights, nursery induction meetings, subject workshops and also organise the home-school library and a savings club.
- Several parents help in the classroom with art, design and technology, music and information technology and they join teachers and pupils on educational visits.
- Links with the community are very strong. Pupils visit the local library, chapels and churches. They perform concerts in residential homes, a day centre, and a hospital. They also sing carols on the town square and perform with the local brass band.
- Visitors to the school include religious leaders, artists, dramatists, the police and various choirs. Friends of the school assist in developing the nature area and maintaining the flower and plant displays.
- Links with other schools are very good. Appropriate meetings are held with the nursery school which shares the same site. Termly meetings and staff training days are held with other local primary schools.
- Links made with the main receiving secondary school are strong; they include termly meetings, induction programmes, subject development, use of information technology facilities as well as visits by respective staff. Sporting links are also strong.
- The school provides placements for students from two teachers' training colleges and also for non teaching assistants from a further education college. Work placements are afforded to pupils from two secondary schools.
- There is a special link between the school and the village of Lidici in the former Czechoslovakia. Pupils have taken part in a film, *The Silent Village*, which depicts the massacre by the Nazis in 1942 of all the villagers except one. A plaque has recently been placed in the school hall to commemorate the event.
- Other links include those with the Urdd, a special school in Brecon and various charities.

5.7 Partnership with Industry

The school's partnership with industry is good.

- Visits have been made to a post office, hotel, supermarket, ceramics company and a fire brigade station. These are linked to work in the curriculum and have enhanced the pupils' appreciation of the world of work.

- Links are demonstrated by assistance provided by a conservation association in the design and formation of the new school garden and help by an arts company with the making and installing of the Silent Village mosaic, which is located in the hall.
- The school won the competition to design the mosaic depicting Namibia to be displayed near the Millennium Stadium in Cardiff. Local businesses have donated rugby and netball strips to the school.
- The school benefited from the support provided by the regional ELWa to help it achieve the Investors in People Award. ELWa sponsored the school's project on the local coal industry and its survey of business life in Brecon. A local colliery also assisted with the coal project.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good with some very good features.

- The school devotes a considerable amount of time to planning and monitoring and it has in place good procedures for evaluating its performance. Teaching and learning are planned to enable each pupil to achieve his/her potential and, to ensure that this happens, all actions, strategies and initiatives are regularly monitored to see how effective they have been.
- The head observes all teachers at work in the class at least once a term and provides them with an oral and written report indicating strengths and areas for development. When their subject is identified in the SDP, curriculum co-ordinators also observe their colleagues at work and provide a report with recommendations to both the teaching staff and the governors.
- The school continuously reviews and revises its plans in a large number of areas including curriculum, staffing, management and resources. Development needs are identified in each case and a comprehensive area action plan is drawn up to address any shortcomings.
- The school carefully analyses its performance in the NC assessments and each pupil is set challenging but realistic targets.
- The SDP is a valuable document which contains a detailed programme of developments for 2001-2002 and well considered outline plans through to the year 2005. However, it does not include priority targets for the current year in the areas of curriculum and management.

6.2 Leadership and Efficiency

The school is well led and managed.

- The school has a set of aims which provides clear direction to its work and life. Among the aims is a firm commitment to equality of opportunity for all.
- The head, who was in charge of the junior school in 1977 and has been head of Cynlais since the amalgamation with the infant school in 1983, has lost none of his commitment and enthusiasm. He administers and manages the school effectively and efficiently. He

provides sound guidance and is dedicated to improving the quality of provision and raising standards. Over the years, he has succeeded in creating an atmosphere in which a caring ethos is combined with a strong work ethic within which staff operate effectively as a team.

- Subject co-ordinators fulfil their duties conscientiously in terms of preparing and updating policies and schemes of work, attending and reporting back on courses and organising learning resources. They also regularly scrutinise samples of pupils' books across the school and are released for two days per year to undertake monitoring duties in colleagues' classes.
- The governors are very supportive of the school and closely involved in aspects of its management. They are well informed about its life and work. Individual governors are linked to specific subjects and curricular co-ordinators take it in turn to inform the governing body of developments in their particular field.
- The school budget is efficiently managed by the head with the support of the governing body. Decisions on expenditure are linked to areas identified in the SDP. Some funds were made available over the last two years to help provide the school with a high quality computer suite.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and resources are very good overall.

- There is an adequate number of suitably qualified teachers who work well as a team. The support staff work closely with the teachers, planning, assessing and reviewing suitable programmes of work particularly for pupils with SEN.
- Peripatetic music and Welsh teachers contribute substantially to the quality of provision for pupils.
- A system of annual staff reviews identifies areas for professional development. Teachers provide colleagues with feedback on all in-service and training (INSET) courses they attend.
- The school clerk and all ancillary staff make a valuable contribution to the life and work of the school.
- Accommodation is very good, with the recent refurbishment of an additional area for nursery pupils, the development of a computer suite, a teaching area for pupils with SEN and a music room. All these facilities are well used by pupils in both key stages and children in the early years.
- The creation of a secure outdoor play area for nursery pupils has enhanced the provision in the early years.
- The school has a multi-purpose hall which is used extensively throughout the day.
- Displays feature prominently in corridors and classrooms and help create an environment conducive to learning.
- Standards of cleanliness both inside and outside the building are good.
- Security measures are in place on all entrances to the building and the school's boundary fence is in good condition. However, the playing field is still not secure.

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- Playground marking enhance the learning of pupils during outdoor play activities. Playground rules, placed near the entrances, remind the pupils of the conduct expected of them during playtimes.
 - The school has learning resources in sufficient quantity in all curriculum areas and good use is made of them.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is good and successfully promotes the Desirable Outcomes for Children's Learning. There are two classes for early years children. The nursery class contains 23 full-time nursery children and six reception children. The reception class has 28 children. Standards achieved in four of the six areas of learning are good and they are very good in the other two.

The language, literacy and communication skills of the nursery and reception children are good.

Good features

- Pupils listen attentively and respond confidently to questions. The majority of children participate in class discussions and are able to accurately recall stories and describe characters. Older children understand that words and pictures convey meaning. Younger children enjoy making marks and basic writing experiences are provided by overwriting text. Some children are beginning to copy and to write independently. Children understand and respond appropriately to commands and instructions in Welsh.

Children's personal and social development is good.

Good features

- Routines are well established and children co-operate and learn to take turns. They feel secure, valued and respected. Children are encouraged to develop independence by putting on their own coats and taking responsibility for personal hygiene. They confidently experiment with new learning opportunities.

The mathematical development of the nursery and reception children is very good.

Good features

- Children count confidently and recognise numbers to 20. Older children can count forwards and backwards and sequence numbers confidently, knowing one more and one less. They understand and apply mathematical concepts and use mathematical language during daily classroom activities. They learn number rhymes, play counting games and sort and match shapes according to colour, shape and size. The close teamwork between class teachers and the nursery nurses actively supports learning.

Children's standards in their knowledge and understanding of the world are very good.

Good features

- Children talk about minibeasts confidently, they understand the life cycles of frogs and butterflies and can sequence pictures appropriately. They talk about plants and animals and understand the need to care for them. They begin to understand the use of a variety of

information sources, using books and information technology with developing confidence.

The physical development of the nursery and reception children is good.

Good features

- Children are provided with opportunities to use large play equipment, they move confidently with increasing control and co-ordination, peddling bicycles and climbing and using an outdoor slide. Children demonstrate developing skills with smaller apparatus and while handling large balls they can throw, catch and bounce.

The creative development of the nursery and reception children is good.

Good features

- Children enjoy a range of activities which help to foster individual creativity. They use a variety of materials and display good co-ordination skills in cutting and sticking. From the early years they begin to develop an appreciation of colour, shape and texture. Children enjoy singing and are encouraged to make music using both their voices and a range of instruments.

English

Standards of achievement are good in both key stages.

Good features

- In both key stages, pupils listen attentively and with interest.
- In KS1, pupils respond well to questions in oral work, speak clearly and often make extended and considered replies. They talk about events and experiences well and offer coherent responses in whole-class discussion.
- Pupils read at levels appropriate to their age and ability. They have positive attitudes towards reading and enjoy books. They possess a number of strategies for approaching new or unusual words by looking at patterns or using phonics or syllables. They can recall the events of a story and predict the ending of a story.
- In KS1, pupils make good progress in writing according to their ability. They write for different purposes and produce a range of texts in an appropriate style. Pupils record personal experiences, compose stories and write about topics using capital letters and full stops appropriately. Most of this work is of good quality.
- In KS2, pupils respond orally with confidence, they share ideas in groups and as a class with understanding and clarity.
- Pupils' reading skills are fostered appropriately. Pupils read a variety of books, and other print material, and speak knowledgeably about authors, texts and their reading preferences. They take note of punctuation and convey expression and emotion in their delivery.
- Most pupils understand the function of parts of speech and punctuation and use grammatical terms accurately in their writing. Pupils at the end of the key stage explore the use of print media such as newspapers. They explore the impact of advertising on a targeted readership and are aware of the differences between tabloid and broadsheet presentations.

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- Pupils have developed a legible style of handwriting which is usually neat and regularly sized and spaced. They take care with the presentation of their work.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement are very good in both key stages.

Good features

- In KS1, pupils are making very good progress in their knowledge and understanding of number. They add and subtract competently developing a good knowledge of number bonds. They count confidently in twos, fives and 10s and they know the properties of odd numbers up to 100 and beyond.
- Pupils apply number facts in money calculations in the context of shopping well. They have a good grasp of the value and relationship of coins up to 10p and many are confident in their understanding of larger coin values. They fully understand the concept of receiving change when shopping.
- Pupils have a good knowledge of simple fractions which help them in their understanding of the concept of time. They can tell the time to the hour, half hour and quarter hour using analogue and digital clocks.
- Pupils are developing a good understanding of the use of standard and non-standard measures. They can estimate well and measure in centimetres accurately.
- Pupils record their measurement data as a list of graph. They use the information well to draw conclusions.
- In KS2, pupil build upon the skills acquired in KS1 using the four operations well.
- Throughout the key stage, pupils answer quickly and generally accurately in mental mathematics sessions.
- Pupils correctly name and identify a wide range of 2-D and 3-D shapes and have a very good understanding of their properties.
- Pupils develop a good vocabulary of mathematical terms. They discuss their work and can explain the procedures used to solve mathematical problems.
- Pupils' understanding of shape, space and measurement is developing well
- The older pupils can explain the concept of average and are developing this into an understanding of mode, median and the mean in relevant contexts.
- Pupils have a very good knowledge of percentages, decimals and fractions.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils use simple equipment appropriately and make relevant observations when undertaking investigations and experiments.
- They observe carefully, make sensible predictions and record and discuss their findings with accuracy and confidence.
- The younger pupils are aware of the need for fair testing when investigating floating and sinking and use scientific vocabulary appropriately in their descriptions and accounts.
- Pupils in Y2 have a good knowledge and understanding of healthy diet and lifestyle.
- Pupils record their observations in a variety of ways.
- In KS2, pupils make good, and in some cases very good progress and are able to explain a suitable range of scientific concepts.
- They plan experimental work with care and are developing competence at making predictions based on their scientific knowledge and understanding.
- Pupils demonstrate knowledge and understanding of aspects of irreversible change, permeability of rocks, forces and electricity.
- They measure and record results and observations carefully in a variety of forms, occasionally using their information technology skills.
- Pupils in both key stages demonstrate enthusiasm and pleasure when undertaking experiments and they are encouraged to understand the practical application of their knowledge and how it affects their everyday life.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good overall in both key stages.

Good features

- Pupils have a positive, and in some cases enthusiastic, attitude to learning Welsh and their learning is effectively reinforced through the good use of incidental Welsh by all the teachers. Pupils regularly sing songs and hymns in Welsh.
- In KS1, pupils know and use a number of greetings and they can ask simple questions in Welsh. They recognise and respond well to a range of commands and instructions in Welsh.
- They know a range of useful sentence patterns to describe where they live and how they feel and they know the Welsh words for the main colours and some foods.
- Pupils frequently acquire new vocabulary through links to the class topic. In the current term they are making good progress in learning words and phrases about trips to the beach and going on holidays.

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- Pupils read books appropriate to their age and ability and write simple sentences about themselves.
 - In KS2, most pupils respond accurately to a range of greetings and questions.
 - Pupils know the Welsh names of subjects they study at school and the older pupils make use of a wide range of words and terms linked with outdoor activities and hobbies.
 - Most pupils read books about familiar topics appropriate to their age and ability and they write to a satisfactory standard when completing tasks which focus on consolidating oral work.
 - A group of about five or six pupils in each class is benefiting from being regularly withdrawn to receive more challenging work. These pupils are making very good progress. They speak with good pronunciation and intonation, read widely and write their own poetry and dialogues.

Shortcomings

- In KS1, while pupils are developing a satisfactory knowledge of phonics, some have difficulty in conveying the sense of what they are reading.
- In KS2, a few pupils' written answers are too brief and there are deficiencies in aspects of language.

Design and technology

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils discuss ideas and suggestions in some detail before designing models.
- They plan and measure carefully and select and use appropriate tools and materials.
- Pupils accomplish a variety of practical tasks using a range of materials and components.
- Pupils' making skills are developing well. Younger pupils make models of playground furniture. Older pupils work in fabric and knitting to produce scarves using tie and dye, stitching and printing techniques.
- In KS2, pupils develop their designing, making and evaluating skills appropriately, often in conjunction with work in other curricular areas, particularly history, science and art.
- Younger pupils develop an understanding of the stability of structures, clarifying their ideas through discussion during the designing and making of a photograph frame. Older pupils investigate and explore the use of gear and pulley mechanisms. They achieve generally good standards.
- In both key stages, pupils appraise their own work identifying strengths and weaknesses and making suggestions on ways to improve their designs.
- Pupils' work in feltmaking, tapestry making and weaving benefits from tuition provided by visiting experts.

Shortcomings

- There are no significant shortcomings.

Information technology

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

Good features

- In KS1, pupils manipulate the cursor confidently from a young age using the mouse with considerable dexterity.
- Their keyboard skills including the use of spacebar, shift and caps lock for capitals are developing well. They are able to store and retrieve work.
- They use a prepared database to record personal and class members' details and display their findings in graphic form.
- Pupils use a paint program effectively to design and reproduce pictures to enhance their work in other curricular areas.
- In KS2, pupils make effective use of the Internet to research information in a range of subjects.
- Pupils present information for specific purposes and audiences in a variety of forms and styles.
- Older pupils insert images and sounds into storybooks which they are developing for younger pupils within the school.
- Pupils use electronic mail to communicate with other schools - one is in a contrasting geographic locality, the other is sharing story writing activities with Ysgol Cynlais.
- Pupils in both key stages record their developing information technology skills on levelled record sheets allowing them to take responsibility for their progress and development.
- A lunchtime computer club provides pupils with the opportunity to use a variety of computer programs and games which consolidate and enhance learning across the curriculum. Pupils are well motivated and enthusiastic in their approach.
- Pupils, as well as their parents, benefit from the information provided on the school's newly established website.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 are aware of distinctions between the past and present when they sort toys according to whether they are old or modern and compare photographs of pupils who attended Ysgol Cynlais at different times. They form time-lines based on the information gathered and learn a range of common words and phrases relating to the passage of time.
- In Y2, pupils write about aspects of their lives before and after they were six, and they are currently making good progress in their understanding of the difference between Victorian and today's homes and schools.

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- Pupils have a good understanding of chronology and they appreciate that historical information comes from a variety of sources.
 - In KS2, the range and depth of pupils' understanding increase appropriately and their historical research skills develop well.
 - Pupils in Y3 have a sound grasp of the extent of changes over time following their study of the development of the Swansea Valley Canal and the story of coal mining in Wales.
 - In Y4, through work on the local St Cynog church, pupils have acquired knowledge about the area's industrial background as well as an understanding of the importance to the historian of a variety of sources, many of which can be interpreted in different ways.
 - Pupils in Y5 study the Tudors and can recall details about significant personalities and events from the period.
 - The oldest pupils have an increasing knowledge of the Second World War and are able to recall a range of facts about it. They have a good understanding of how the experiences of the time influenced the lives of ordinary people.
 - Pupils' knowledge and understanding are enhanced by visits to places of historical interest.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in both key stages are good with some very good features.

Good features

- In KS1, pupils are developing good observational skills and use an increasing vocabulary to describe the world about them. Pupils identify the natural and human features of their journey to school and record them in their books.
- They make good progress in their mapping skills. They make maps of real places and they understand the importance of pictures, symbols and keys and can use simple co-ordinates accurately.
- Pupils have a sound grasp of the water cycle movement.
- Pupils look at land use - fields, shops, homes, roads - and have planned a park for their own school.
- They compare some of the features that are to be found in Ystradgynlais and Brecon.
- In KS2, pupils develop their map-reading skills effectively using a range of maps and pictures including some aerial pictures to different scales. Pupils correctly use co-ordinates to identify places on maps. Pupils' knowledge of their locality is good.
- Pupils in Y4 compare physical features of their town with those of rural Llanrhidian on the Gower peninsula. They discuss sensibly the advantages and disadvantages of building a new hotel complex in a rural setting.
- In Y5, pupils compare their locality with the small town of Jodhpur in India focussing in particular on different types of transport, buildings and schooling. The work is of generally good quality.

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- The oldest pupils are acquiring a detailed knowledge of Snowdon and they consider in some depth some environmental issues in relation to the mountain.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils work in a suitable range of media and techniques, including paint, pencil, crayon, printing and pastels.
- They have a good knowledge of colour mixing and a sound awareness of colour, tone and texture in their work.
- Pupils produce good quality 2-D and 3-D work, mainly in clay.
- In KS2, pupils make good use of the work of known artists, some of them Welsh, as models for their own work.
- Pupils acquire a growing understanding of art, craft and design in historical context and with reference to styles, periods and cultures; this is often linked to their studies in geography, history or religious education.
- Pupils evaluate their own work from a broad perspective.
- When pupils are involved in specific arts' projects and initiatives and work closely in collaboration with an artist or crafts person, the quality of their work is enhanced. In such instances, the resultant artefacts, exhibited throughout the school, are of a high standard.
- Work displayed in the school demonstrates a wide variety of artistic techniques and experiences; these include observational drawings, sponging, finger painting, portrait painting, line drawing and printing. Pupils art work is respected throughout the school.

Shortcomings

- There are no significant shortcomings, but occasionally over-direction by teachers results in pupils being given insufficient freedom to select from a range of materials or tools to make full use of their imagination and creativity.

Music

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

Good features

- In KS1, pupils listen well and are beginning to respond to their own and others' performances.
- They imitate simple rhythms effectively using body percussion.
- Pupils play untuned percussion instruments with pleasure and enthusiasm exploring sounds that are loud and quiet and short and long.
- They respond accurately to simple symbols using a variety of musical elements effectively.

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- Pupils know the names of a range of percussion instruments and are able to make sensible choices, demonstrating an awareness of the sounds produced by each instrument.
 - They sing well with appropriate attention to dynamics, rhythm and diction.
 - In KS2, pupils compose and perform their own music to a very good standard.
 - They learn to play the recorder and are introduced to staff notation. They are aware of the value of notes, the meaning of musical symbols and can identify the number of beats to a bar.
 - Pupils appraise their work well as individuals and in groups and suggest improvements.
 - They listen attentively to their own music and that produced by others demonstrating very good listening skills.
 - Pupils perform with enthusiasm and enjoyment. They memorise the words of songs, sing in tune, keep time and confidently perform for others. They regularly take part in concerts held in the community.
 - A peripatetic instrument teacher visits the school weekly providing pupils with the opportunity to learn to play a wide range of wind instruments. Most pupils play these instruments to a very good standard. An after school music club and orchestra enhance the musical opportunities provided for the pupils.

Shortcomings

- There are no significant shortcomings but some younger pupils tend to shout during singing activities.

Physical Education

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

Good features

- Pupils dress appropriately for physical education lessons and understand the importance of warm-up activities at the beginning of a session and warm-down exercises at the end. They can explain the effect of body movements on the heart.
- Pupils in KS1 make good use of space when undertaking activities in or out of doors.
- Pupils understand the importance of concentration, balance and eye-ball co-ordination when doing throwing, bouncing and catching exercises with a ball. Most pupils achieve generally good standards.
- Pupils work hard on their performance. They evaluate one another's efforts and then apply themselves to refining their own performances.
- In KS2, the standard of pupils' performance in dance and gymnastics is generally very good and they show clear progress in the development of their skills.
- Most pupils have very good body control and work effectively as individuals, in pairs and in groups.
- In a dance based on the linked activities of farming and feasting, Y3 pupils succeed very well in creating a sequence of movements, shapes and postures conveying the diverse pressures and moods generated by the occasion. Pupils in Y4 demonstrate much agility in a well-performed 'rock and roll' session.

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- In a gymnastics lesson, pupils in Y5 perform well-planned sequences of movements on the floor and on apparatus that require changing direction and speed and creating a shape. They are fully aware of the need for basic safety procedures in physical activities.
 - The oldest pupils achieve high standards in the basic techniques of handling a tennis racket. They have good hand-eye co-ordination and make effective progress in the skills of striking and controlling the ball. They understand the importance of concentration, perseverance and setting themselves targets.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils discuss relationships at different levels, and some of the issues that arise, through listening to stories from the Bible, for example, the healing of Jairus' daughter.
- Pupils appreciate that as they themselves have special occasions and special places, so different religions have their festivals and places of worship.
- Pupils learn about the importance of prayer in worship and they compose their own prayers. They are beginning to understand the symbolic meaning of baptism.
- Pupils are learning about the Jewish religion, have visited a synagogue, and know the meaning of torah, the ark and menorah.
- In KS2, pupils continue their study of stories in the Bible. They visit local churches and chapels and observe their distinctive features. They are beginning to appreciate the significance of such places within the community.
- Pupils understand why pilgrimages are important to some religious people and they can explain why Sikhs go on pilgrimage to the golden temple of Amritsar.
- Pupils learn about aspects of Islam, Buddhism and the Jewish faith and they compare some of their beliefs and customs.
- They know about the contribution of people such as Saint David and Bishop William Morgan to the development of religion in Wales and they can recount in some detail the story of Mary Jones and Thomas Charles.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The key issues identified in the previous inspection which was held in the autumn term of 1996 were as follows:

The school needed to:

- maintain the existing high standards of educational provision;
- comply with statutory obligations with regard to registration and punctuality and safety issues in respect of perimeter fencing on the school boundary and playing field and an access gate;
- develop reading and writing programmes in the teaching of Welsh second language to conform to statutory demands of the NC;
- provide a designated and planned outside area for the under-fives;
- review the flexibility and practicality of its existing SDP both short and long term.

The school has responded positively and effectively to almost all the key issues identified in the 1996 report. There is now ample emphasis on the teaching of reading and writing in Welsh second language and pupils are achieving at least satisfactory standards in these aspects in KS1 and KS2. The school now complies with its statutory obligations with regard to registration and has responded to the safety issues in relation to the perimeter fencing on the school boundary and the rear access gate. However, the playing field is still not secure. The under-fives have been provided with a suitable outside play area.

8.2 Key Issues for Action

There is a need to:

- maintain the high quality of educational provision and standards that exist throughout the school;
- ensure that the quality of marking is consistently high and that pupils are provided with clear directions how to improve the standard of their work;
- ensure that learning targets set for pupils in the core subjects are closely matched to their individual needs and that there is consistency in the way teachers acknowledge that the targets have been achieved;
- include in the SDP priority targets in the areas of curriculum and management;
- secure the school playing field (this was a key issue in the previous report).

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Cynlais
School type	LEA maintained/Community
Age-range of pupils	4 -11
Address of school	Heol Giedd Ystradgynlais Swansea
Post-Code	SA9 1LQ
Telephone Number	01639 842338

Headteacher	Mr R Ogwyn Phillips
Date of appointment	April 1983
Chair of Governors	Mr D L Hackford
Registered Inspector	Mr E Lloyd Williams
Dates of inspection	27-30 May 2002

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	23	30	29	27	23	27	30	31	220

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	8.5:1
Pupil : adult (fte) ratio in special classes	29
Average class size, excluding nursery and special classes	1:1
Teacher (fte) : class ratio	25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2001	93.4	93.4	92.3	93.0
Autumn 2001	92.6	95.9	96.0	94.8
Spring 2002	93.1	93.6	95.1	94.3

<i>Percentage of pupils entitled to free school meals</i>	17
<i>Number of pupils excluded during 12 months prior to inspection</i>	0

C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 23					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	4	13	67	17	0
		National	0	4	13	62	21	0
Reading	Teacher Assessment	School	0	4	17	63	17	0
		National	0	4	13	54	29	0
	Task/Test	School	0	0	8	67	25	0
		National	1	3	13	53	30	0
Writing	Teacher Assessment	School	0	4	17	63	17	0
		National	0	5	13	70	12	0
	Task/Test	School	0	4	33	46	17	0
		National	0	5	10	75	9	0
Speaking and Listening	Teacher Assessment	School	0	4	17	63	17	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	21	58	21	0
		National	0	2	9	60	29	0
	Task/Test	School	0	0	0	62	38	0
		National	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	4	75	21	0
		National	0	2	10	67	21	0

Of those entered for the statutory Spelling Test the percentage at each level

Spelling Test		A	W	1	2	3
	School	0	0	11	53	37
	Wales	0	0	9	61	30

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	75	In Wales:	81

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who have failed to record a level due to absence.
 W Pupils who are working towards level 1

National Curriculum Assessment KS2 results: 2001							Number of pupils in Y6: 22						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	n/a	0	0	0	14	68	18	0
		National	0	0	0	n/a	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	n	n	0	0	62	38	n
		National	0	2	1	1	n	n	5	14	47	30	n
Maths	Teacher Assessment	School	0	0	0	n/a	0	0	0	18	77	5	0
		National	0	0	0	n/a	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	n	n	0	0	33	67	n
		National	0	2	1	1	n	n	4	18	42	32	n
Science	Teacher Assessment	School	0	0	0	n/a	0	0	0	0	95	5	0
		National	1	0	0	n/a	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	n	n	0	0	52	48	n
		National	0	2	0	1	n	n	2	13	51	31	n

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (first language) or English			
Teacher Assessment		by Test	
In the school:	81	In the school:	100
In Wales:	68	In Wales:	68

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

D. The Evidence Base of the Inspection

- Three inspectors, including the lay inspector, visited the school for a total of 10 inspector days.
- Sixty-two lessons or parts of lessons were observed.
- A number of pupils, representing different ages and abilities, were heard reading. Many pupils were spoken to and asked about their attitudes to their work.
- Samples of pupils' written work and practical work in all of the subjects were examined.
- The inspectors held discussions with the teachers on a wide range of issues regarding the school's work. Consideration was given to the school's planning documents and various files and records.
- Twenty-six parents attended the pre-inspection meeting and 120 questionnaires were completed.
- The inspectors held a meeting with the governing body before and after the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr E Lloyd Williams	Rgl	Context Main Findings Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement	Welsh second language mathematics history geography physical education religious education
Mrs J M Healey	Team	Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN Staffing, accommodation and learning resources	early years English science design and technology information technology music art
Mr K Lewis	Lay	Behaviour and attitudes Attendance Partnerships with parents and community, schools and other institutions Partnership with industry	

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