

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

**YSGOL GYNRADD GYMUNEDOL DIHEWYD
DIHEWYD
LLANBED
CEREDIGION
SA48 7PN**

SCHOOL NUMBER: 667/2288

DATE OF INSPECTION: 4-5 FEBRUARY 2002

BY

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REGISTERED INSPECTOR: W248/17717**

DATE: 16 APRIL 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 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

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

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Ysgol Gynradd Dihewyd is located in a small rural village between the towns of Aberaeron and Lampeter in a building erected in 1876. The LEA is Ceredigion. Teaching is mainly through the medium of Welsh in line with the LEA policy for Category A schools. There are 29 pupils on roll. Both classes include pupils across a whole key stage; the class for younger pupils also includes seven children of reception age; there are no children of nursery age. The school has faced many difficulties recently. The head has been absent since September 2000 and supply teachers have been employed to take the KS2 class. In September 2001 a temporary head was appointed until Summer 2002.

The school notes that the area is neither advantaged nor economically disadvantaged and that pupils are not privileged or under privileged. They represent the full range of ability. Around 32% come from homes where Welsh is spoken and the same percentage are eligible for free school meals. Eight pupils are on stages two and three of the CoP for SEN; one has a statement.

The school's aims include ensuring that each child is happy and secure in a homely atmosphere, providing equal opportunities for each pupil to develop according to his/her ability, promoting and developing bilingualism, fostering respect for other people and property and emphasising good behaviour and courtesy.

The school's priorities for this year are to develop curricular documentation, improve the environment, as well as behaviour, liaison with parents and subject resources, review monitoring procedures, create an assessment policy and foster better links with outside agencies.

The school was last inspected in October 1995.

2. MAIN FINDINGS

The main findings of the report

Ysgol Gynradd Dihewyd is a close, friendly and happy community. Difficulties experienced during the last academic year have been overcome. This year has been a settled period and notable progress has been made in every aspect of school life.

- Across the whole school standards are at least satisfactory in all lessons seen, of which around 72% is good and 15% very good.
- The quality of the educational provision for under fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- In KS1 and KS2 standards in the statutory curriculum are as follows:

	KS1	KS2
Welsh	Good	Good
English		Good
Mathematics	Good	Good
Science	Satisfactory	Very Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Good	Good
Physical Education	No judgement given	No judgement given
Religious Education	Good	Very Good

- Overall, pupils make good progress in key skills. Listening, reading, writing, numeracy and ICT across the curriculum are good. Pupils listen avidly, develop investigative skills effectively through reading and record facts and write creatively outside language lessons. Pupils make good use of number and data handling across subjects. They use the Internet and CD-ROMs to search for information. Use made of oral skills across the curriculum is satisfactory; although pupils give relevant answers to questions, opportunities to provide extended contributions in a range of subjects are limited.
- Pupils' moral, social and cultural development is good; their spiritual development is satisfactory. The school places great emphasis on showing respect to pupils and on their increasing self-esteem. They have a good understanding of their responsibility towards the environment. They are introduced to appropriate values and have a good awareness of the difference between right and wrong. However, they are not given sufficient opportunities to reflect and contemplate quietly on their experiences.
- Behaviour and attitudes to learning are very good; pupils are courteous and well mannered. Effective rules are in place for fostering good behaviour and discipline and the system of awards and sanctions is effective.
- Attendance is satisfactory. Parents understand and co-operate fully with the procedure for explaining absences.
- Teaching is at least satisfactory in all sessions observed, of which around 69% is good and about 18% very good.

- The quality of assessment, recording and reporting to parents is satisfactory. There are procedures in place to ensure consistency in assessment across the school. Teachers' marking is positive, but does not always show the way forward. Arrangements for reporting to parents are appropriate but the reports in their present format do not allow full comments on pupils' progress.
- The curriculum is broad and relevant and pupils are provided with enriching experiences; for example, they visit places of interest locally and individuals visit the school and contribute to their education. Schemes of work for KS2 are incomplete. Homework is provided regularly and parents are encouraged to supervise tasks.
- Support, guidance and pupils' welfare is satisfactory; pastoral care at the school is good. Although an effort is made to provide a safe environment, there is concern about pupils who cross from the school to use the outside toilets. Pupils receive good guidance and support in relation to their work and have equal opportunities in all school activities. Arrangements for contacting parents when necessary are good,
- The quality of provision and support for pupils with SEN is satisfactory. School guidelines in operation at the school conform with the requirements of the CoP. Although appropriate use is made of baseline assessment, procedures for early identification of the needs of pupils with SEN are not sufficiently structured. Teachers provide differentiated work within classes, but their planning does not include reference to differentiated work for pupils with SEN. The majority of those who have difficulties related to behaviour make good progress.
- Partnership with parents and community, schools and other institutions are good. Parents contribute actively to raising money and the community is supportive. Links with the secondary schools to which pupils transfer are good, as are the links with the nursery groups.
- Links with industry are satisfactory. Many relevant visits to local businesses and industries have been organised. A fruit shop has been opened at the school and pupils take on the role of managers and assistant managers and order goods by e-mail.
- The quality of self-evaluation and planning for improvement is good. A detailed analysis has recently been carried out of the school's strengths and weaknesses. The SDP is an useful document that identifies appropriate priorities and strategies for implementing improvements.
- The quality of leadership and efficiency is very good. The present head is a strong leader and her vision for the future of the school is clear. The GB is very supportive and the school's budget is administered efficiently.
- Staffing and resources are good, but the building has some unsatisfactory aspects. Teachers are appropriately qualified and although numbers in both classes are small, the age range is wide. The cook makes a valuable contribution to school life and the school is kept clean and tidy by the caretaker. There are good subject resources overall, but there are gaps in science, mathematics, ICT and large equipment for children under five years of age.

- Space within the school is limited; children under five share the same classroom with all KS1 pupils. There is insufficient space for providing a complete and balanced curriculum. As a result, the village hall is used for physical education. The infant classroom is used for a number of school activities and this interferes with teaching sessions. There are no internal toilets for staff and pupils and no safe discrete play area for children under five years of age. There is insufficient space for storing resources.
- Displays within the school create an environment full of excitement which promotes learning and teaching. A great deal of work has been undertaken recently to improve the outside environment of the school
- The school provides good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Across the school standards are at least satisfactory in all lessons seen, of which around 72% is good, and 15% very good.

- In sessions for children under five years of age and in KS1 standards are consistently satisfactory, of which around 75% is good. In KS2 standards are good in 69% and very good in 31% of lessons observed.
- Children under five years of age make good progress in each of the six areas of learning except for physical development which is satisfactory.
- In KS1 standards are good in Welsh, mathematics, design and technology, information technology, history, art, music, and religious education. They are satisfactory in science and geography.
- In KS2, standards are very good in science and religious education. They are good in Welsh, English, mathematics, design and technology, information technology, history, art and music. They are satisfactory in geography.
- As no lessons in physical education were observed during the inspection, in either key stage, it was not possible to give a judgement on standards.
- In the 2001 NC tests in KS1 the results of the tests were consistent with teacher assessment. There was some variation in Welsh. Two pupils only undertook the tests. Level 3 was achieved in mathematics and Welsh. The results in science were at the level expected for seven year old pupils.
- In KS2 there was some inconsistency between teacher assessment and the tests in English, mathematics and science but in the assessment in Welsh they were consistent. Only three pupils undertook the tests. Level 5 was achieved by a pupil in English, mathematics and science.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are good on the whole.

- Listening skills throughout the school are good and pupils listen intently. The use made of oral skills is satisfactory. Pupils answer questions purposefully and give comments and share experiences, but opportunities to make extended contributions to discussions on a range of topics are limited.
- Overall, the majority of pupils demonstrate good skills in reading for information across the curriculum and their skills in investigation develop effectively.
- The majority of pupils develop well in their ability to record facts and to write creatively across subjects. The majority demonstrate good skills when writing in different forms and for a variety of purposes.
- Pupils' use of number across the curriculum is good on the whole. They use their skills of reasoning and analysing information effectively when handling data in various subjects.
- Pupils in both key stages make good use of ICT skills across the curriculum. They use the Internet and CD-ROMs to collect information in a variety of subjects. The majority make good use of ICT to support their work in aspects of mathematics and science. They develop word processing skills to present knowledge and understanding effectively.
- At present, there is no whole school planning for the development of key skills across subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements for collective worship which makes an important contribution to pupils' social and moral development. Its effect on spirituality is less marked and opportunities for pupils to reflect and contemplate quietly on a range of experiences is limited.
- Pupils have a good understanding of the difference between right and wrong.
- The school places great emphasis on showing respect towards pupils and on increasing self-esteem. In turn, pupils show respect towards adults and fellow pupils. They value the property of other pupils and the school's property. They are very courteous and welcoming to visitors.
- Pupils develop a good understanding of their relationship with the community and their responsibility for the environment. They are aware of those less fortunate than themselves in the locality and the wider world. They contribute well to charities.

- Older pupils are willing to take on responsibilities and carry them out effectively in a number of aspects of everyday life in school.
- Pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other beliefs and cultures develops well, mainly through their work in religious education and geography.

4.2 Behaviour and Attitudes

Behaviour and attitudes to learning are very good.

- The school has a happy and orderly atmosphere. Firm rules have been established in order to foster good behaviour and discipline and to prevent bullying.
- Good behaviour is encouraged through a system of rewards and sanctions which includes effective measures by staff. Pupils are courteous.
- The school responded appropriately and sensitively when a pupil was temporarily excluded last term.

4.3 Attendance

Attendance is satisfactory.

- The school conforms with statutory requirements for registering pupils.
- Parents understand and co-operate fully with procedures for explaining absences.
- Although no specific targets have been set for improving attendance, the home/school agreement includes a commitment to this.
- There is no record of unauthorised absences.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching is at least satisfactory in all lessons observed, of which around 69% is good and about 18% very good.

- In the early years and KS1 the quality of teaching is at least satisfactory in all lessons observed, of which about 75% are good. In KS2 the quality of teaching is very good in around 29% of lessons observed and good in the remainder.
- Generally, teachers have a good and often very good knowledge and understanding of the majority of subjects taught. They are good role models in relation to the Welsh language.

- Relationships between teachers and pupils are very good; pupils respect teachers' authority and are eager to please.
- Work set in the majority of lessons meets the needs of pupils and a good feature is the high expectations that are set, especially in KS2.
- Although good use is made of teaching and organisational strategies to meet the needs of different lessons, opportunities for pupils to make extended contributions are limited in some sessions in both key stages. On these occasions teacher presentations have a tendency to be too long.
- In the majority of cases, lessons are well structured, the work is linked to pupils' prior experiences and questioning is used effectively. Introductions are relevant and lessons proceed at an appropriate pace. Tasks are explained clearly and good support is provided for pupils while they work.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting to parents are satisfactory.

- Teachers know pupils well; they understand what teaching strategies are needed to ensure the best progress in individual cases.
- The school has an assessment policy that follows LEA guidelines.
- Children under five years of age are assessed according to the LEA baseline around six weeks after they have settled in school. The assessment builds on details received from local play schools and nurseries.
- Each pupil has an individual file containing samples of work and details of assessment throughout their period in school.
- One aspect of a core subject is assessed termly and results of this are included in the individual profile. This document also contains reading records, identified targets and other evidence which shows progress as well as pupils' self assessment of what has been achieved during the term.
- Teachers' marking is positive but does not conform fully with guidelines in the school's policy. Comments do not always note the way ahead.
- An open evening is held twice yearly for parents to discuss formally their children's work. Reports for children under five years are not fully based on the areas of learning: the format for the reports for curriculum subjects does not allow detailed comments.

5.3 Curriculum

The quality of the curriculum is good; it is broad and relevant.

- The curriculum for children under five years of age is appropriate to their needs. It is good across the six areas of learning except for physical development which is satisfactory.
- Policies are in place for all curriculum subjects and religious education. They are clear, concise documents.
- The curriculum is presented through a series of themes over two years. Comprehensive schemes of work are in place for the themes presented for the last two terms, but there are still gaps in planning for KS2. Lack of space in the school also makes the provision of some aspects of the curriculum difficult.
- A number of specialist teachers visit the school weekly; their expertise enriches the curriculum, especially in music and language. Additionally, many adults from the community share their expertise with pupils, for example in art and history.
- Pupils have regular opportunities to go on visits in the community, to the towns of Aberaeron and Aberystwyth and to places further afield, such as the National Botanic Gardens. They have a very good knowledge and understanding of these places before they visit them.
- Provision for the cwricwlwm Cymreig is good especially in history and art.
- The school provides an after school club for KS2 pupils; activities on offer vary termly.
- Homework is provided regularly; provision varies and complements the work in class. Homework is recorded and the school encourages the co-operation of parents in supervising tasks.

5.4 Support, Guidance and Pupils' Welfare

Support, guidance and pupils' welfare are satisfactory.

- The school's pastoral care is good and pupils feel secure in a friendly and welcoming environment.
- Teachers provide appropriate care and oversight for pupils within the building; however the safety of pupils, especially those under five years of age who cross from the school without supervision to the outside toilets, is a cause for concern.
- Teachers and support staff know pupils well and they, in turn, find it easy to approach them for support and guidance.

- Appropriate attention is given to health and sex education in the curriculum. Although there is no policy for PSE, staff foster pupils' personal and social skills through experiences and good examples they provide.
- At present the school makes use of the LEA's policy for child protection.
- The temporary head is responsible for first aid but her qualifications have not been updated.
- The relationship between school and home is close and arrangements for contacting parents during the day when necessary are good.

5.5 Provision for Pupils with SEN

The quality of provision and support for pupils with SEN is satisfactory. The pupil with a statement for SEN was absent during the inspection and it was not possible to observe the part time SEN teacher.

- A number of features related to SEN have been revised at the start of the current school year. The temporary head has taken on the role of SENCO and the governor in charge of SEN takes an interest in pupils' progress. A classroom assistant works with the statemented pupil on a one to one to basis for part of the day. A further five pupils are on Stage two and three on Stage three of the CoP
- The school's arrangements for SEN conform with the requirements of the CoP.
- Although teachers get to know pupils' needs early and, although appropriate use is made of the baseline assessment and a number of other tests, systems for early identification of pupils with SEN are not sufficiently structured.
- Teachers co-operate appropriately to produce IEPs but insufficient use is made of the contribution of the classroom assistant in planning provision for the pupil who is statemented.
- Pupils with SEN are provided with a balanced and broad curriculum which includes experiences in ICT.
- Although differentiated work is provided by class teachers, planning does not identify differentiated work for pupils on the SEN register or for more able pupils.
- The majority of pupils, who have behavioural needs, make good progress.
- Examples are kept of pupils' work but the system of keeping records on pupils' progress is insufficiently developed. No formal records are kept of any changes in provision for pupils with SEN including the one who is statemented.
- Parents of pupils with SEN have opportunities to receive information on their children's progress but there is no formal system of doing this. In addition, no formal comments are

recorded of meetings with parents, who do not have enough input into the drawing up of IEP.

- Links with outside agencies are appropriate. The school makes good use of expertise and support available.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Links between school and parents, community and other agencies are good.

- The school benefits greatly from an enthusiastic PTFA. They contribute actively by raising money and helping with school activities and visits. Some help with classroom activities.
- The community is very supportive of the school. Close links are established by inviting parents and members of the community to concerts and a variety of other activities held locally.
- Local ministers visit the school regularly and contribute to collective worship.
- Links with the secondary schools are good, with effective transitional arrangements and curricular links in many subjects. Links are also good with a number of feeder nurseries.
- To date, the school has no formal agreement with a teacher training institution.
- The school takes advantage of all the support provided by the LEA. Agencies and local institutions, including the police and health service, work closely with the school.

5.7 Partnership with Industry

Links with industry are satisfactory and are continuing to develop.

- A fruit shop has been opened in the school with pupils acting as managers and assistant managers, ordering fruit by e-mail, paying through the local bank and selling items for profit. This experience enriches pupils' skills and understanding.
- A number of relevant visits have been arranged to local businesses and industry, including the post office and Rheidol Power Station.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- A culture of self-evaluation has been established and the process, which includes staff and governors, is developing effectively.
- Recently, a detailed analysis has been done of the school's strengths and weaknesses. The SDP is a useful document which identifies appropriate priorities and strategies for achieving them. The process for monitoring progress made towards these targets is in place.
- The school has adopted a system of making use of national and LEA data in order to compare the school's performance against other schools. A start has been made in utilising information on pupils' standards of attainment in oral, written and practical work in order to identify measurable and challenging targets for pupils in the core subjects.
- A start has been made on monitoring subjects. Co-ordinators have monitored a variety of aspects related to two of the core subjects

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- The present head is a strong leader; since being appointed the contribution she has made to the quality of teaching, standards achieved, school ethos and self-esteem of pupils is evident. Her vision for the future of the school is clear.
- Although the school has no administrative officer, day to day procedures are effective. The infant class is used for many purposes, but no time is wasted between changes and pupils' play a full part in the efficient arrangements.
- The school has a number of management policies which have been revised in line with the school's priorities. The key issues of this report closely match the targets the school has already identified as in need of improvement.
- The school has a long term SDP. It is a purposeful document that identifies needs and sets out a timetable for achieving them. The targets for this year have already been achieved. The monitoring programme which has begun ensures that subject needs contribute to the SDP.
- The GB is very supportive of the school; individuals have subject responsibilities and a number of governors visit the school regularly to share their expertise.
- The school budget is administered effectively; the school provides good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing and resources are good, but aspects of the building are unsatisfactory.

- Teachers are appropriately qualified. Their subject responsibilities are appropriate but heavy. As the head is new to the school, teachers' responsibilities, at present, are mainly for the key stage they teach.
- The cook makes a valuable contribution to the life and work of the school; the place is kept clean and tidy by the caretaker.
- Recently the educational provision has benefited from expenditure on resources across the curriculum. The school has good quality resources that enrich curriculum provision. However, there are shortcomings in mathematics, science and ICT and large equipment for children under five years of age.
- Space inside the school is limited. Children under five years of age share a classroom with all the pupils in KS1; there is insufficient room for creative and physical activities. Also the classroom for KS2 pupils is small.
- The school has no hall; this impedes the provision for physical education, lunches and assemblies. The village hall is thus used for physical education and many other activities but these cannot happen in inclement weather. Preparations for lunch in the classroom for younger pupils adversely affects the last teaching session in the morning. There are no internal toilets for staff and pupils.
- There is insufficient space for storing resources. They are kept in other places outside school, including teachers' homes.
- Displays within the school ensure an environment full of excitement that promotes teaching and learning and reflects the broad curricular provision.
- There is no safe discrete play area outside for children under five.
- Much has been achieved recently to improve the environment outside the school. Pupils have made a great contribution towards these improvements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the educational provision for children under five, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Good features

- Development in language, literacy and communication skills is good. Children listen well to teacher presentations, video lessons and whole school assemblies. They have a clear understanding of the language and children from non Welsh-speaking homes begin to use familiar words and simple instructions. They can recognise many letters of the alphabet

and form them correctly. They can recall the words of several nursery rhymes. They show enjoyment when listening to stories and respond with understanding to pictures in books. They handle books with respect and understand the theme of a story.

- Personal and social development is good. Children understand daily routine and know that there are expectations of them at certain times during the day. They await their turn and accept the need for rules when playing a game. They are prepared to give each other help during activities. Most can dress themselves and are aware of their responsibilities in keeping their property safe. They understand the need for washing their hands and keeping clean; they understand that healthy eating is good for them.
- Mathematical development is good. Children can count on, recognise a range of basic numbers and can match numbers and objects. They can classify according to number and create sequences. They make pictures by using a number of two dimensional shapes and the more able can recognise the difference between two and three dimensional shapes. They handle money appropriately when engaged in role play in the house corner. They establish an awareness of simple concepts relating to capacity when playing with sand.
- Development in knowledge and understanding of the world is good. Children understand that water and light are necessary for plants to grow. They are aware of the life cycle of the caterpillar. All realise that pets need care and know that the produce of some animals is important for their lives. They are able to classify living and non-living things. They understand that weather changes according to seasons and that it is necessary to dress appropriately for different kinds of weather.
- Creative development is good. Children have opportunities to use different media to make collages. They mix colours and paint pictures of the world around them; they use media such as salt dough and wool. They sing a number of nursery rhymes energetically and show a good awareness of simple rhythms and a steady beat. They can handle a number of untuned instruments well. They role play realistically when dressing up in the house corner.
- Physical development is satisfactory. Children handle writing implements and small equipment needed to play table games appropriately. They can fit small plastic blocks together and use large blocks effectively when building with them; they can throw and catch small balls appropriately.

Shortcomings

- Physical development and, to some extent, creative development is inhibited by lack of space within the building. There is little provision for developing physical skills on large apparatus within the classroom.
- Opportunities to make choices within the classroom are limited, as space makes it difficult to offer a variety of activities.

Welsh

Standards are good in both key stages.

Good features

- In KS1 pupils, many of them from non-Welsh speaking homes are eager to contribute orally. They ask questions of each other and respond well to tasks which ask for their opinions. They are able to present information on tasks achieved, to the rest of the class.
- Pupils at the lower end of KS1 encode simple words they see around them. Many have a good knowledge of sounds and a number are able to read simple texts. Older KS1 pupils are able to predict a class story and read with meaning.
- KS1 pupils are able to identify the number of syllables in words; they use the short form of the past tense and are able to write effectively in speech bubbles. They respond well to a number of writing experiences. They write simple prayers, addresses on envelopes and descriptions of the characters in their stories. Their handwriting is satisfactory.
- KS1 pupils use dictionaries well to find words that start with the same letter.
- In KS2 pupils speak well. Many of them make good use of the local dialect. Those who come from homes where Welsh is not spoken use good standard Welsh.
- KS2 pupils respond well to daily reading sessions and understand the content of the material they read. They discuss books regularly and understand the role of those involved in producing books.
- Pupils in KS2 write about current events such as the troubles in Ireland, they write prayers, create portraits of famous people, and compose newspaper articles and diaries portraying life during the war. They write Haiku poems on bonfire night.
- KS2 pupils use dictionaries well; they voluntarily refer to a dictionary and thesaurus to ensure understanding of reading material and to improve the standard of their written work.
- Pupils across KS2 make satisfactory progress in handwriting; spelling is good in a range of written work.

Shortcomings

- There are no major shortcomings but opportunities to write poetry in a variety of forms is limited.

English

Standards are good.

In line with the LEA policy for A Category Schools, English is not taught in KS1.

Good features

- In KS2 pupils use appropriate language when discussing current affairs stimulated by a newspaper article. The majority are eager to give reasons for and against a point of view in a class debate.
- Pupils have a variety of reading experiences. They read a range of books including information ones. They have a termly reading programme that is appropriate to their interests and ability. They take books home regularly and most read with meaning.
- Pupils can distinguish between fact and opinion in a newspaper story; they predict the contents of a book by looking for clues on its covers.
- Pupils write in different registers and for many purposes, They express opinions on poetry and write a variety of stories, recipes and letters.
- Pupils have opportunities to write free verse as well as poems in acrostic form on popular subjects. They respond well and show an ability to vary their vocabulary.
- Pupils use a thesaurus and dictionary well, for example, they use dictionaries regularly to play word detection activities and to assist in their writing.
- Pupils have a good awareness of language and its usage. They have a good understanding of the difference between narrative and dialogue; they use punctuation correctly and understand a range of terms associated with parts of speech.
- Spelling is good and the majority of pupils achieve satisfactory standards in handwriting. Work is generally well presented.

Shortcomings

- There are no major shortcomings, but the over use of worksheets inhibits extended writing in some tasks

Mathematics

Standards are good in both key stages.

Good features

- The majority of pupils across both key stages, develop a good mathematical vocabulary; at the upper end of the school this is very good.
- In KS1 pupils achieve good standards in their understanding of number and money. They differentiate between odd and even numbers, add and take away correctly and count forwards and backwards in steps of varying amounts. The majority solve simple problems of number and money effectively.

- By the end of KS1 the majority of pupils have a good grasp of their two, five and 10 times tables.
- Pupils in KS1 classify objects according to size and shape and develop an effective understanding of size, length and weight. Across the key stage they show progress in their awareness of the features of two and three dimensional shapes.
- The majority of KS1 pupils develop good skills when producing simple graphs recording a variety of information; the majority develop good skills in estimation and measure correctly when using centimetres.
- The majority of pupils across KS1 show a good understanding of simple fractions and of time in intervals of quarter hours.
- Pupils across KS2 develop a good understanding of number and money and have a sound understanding of length, weight and capacity.
- In KS2 mental mathematical skills develop well. Pupils make effective use of their increasing knowledge of tables when dividing and multiplying. They discuss very confidently a variety of facts related to different numbers, including identifying the place value of different digits in large numbers, naming factors and square numbers and showing different methods of creating whole numbers.
- KS2 pupils develop a good understanding of fractions and decimals and the link between them.
- Across KS2 pupils' understanding of angles is good and they measure them correctly when using a protractor.
- KS2 pupils measure the surface of different shapes effectively and have a good grasp of three dimensional shapes and their features. They show a good understanding of four digit co-ordinates and make good use of these in their map work.
- The standard of investigative work of the majority of KS2 pupils develops very well, for example as they undertake an investigation into which letter is used mostly in English and when making investigations to discover the lung volume of each pupil. They make good use of skills in recording and handling data and in producing graphs to present their findings.

Science

Standards are satisfactory in KS1 and very good in KS2.

Good features

- Pupils in KS1 develop an appropriate scientific vocabulary.
- In KS1 pupils classify different kinds of objects including living and non-living things; they have a satisfactory understanding of the needs of living things including pets.

- In their investigations pupils in KS1 become aware of the needs of plants and understand that they grow better under some circumstances than others.
- KS1 pupils are aware of sources of light and sound. When investigating into simple circuits the majority of pupils understand that it is necessary to have a complete circuit for an electrical device to work.
- Some pupils in KS1 develop an awareness of the importance of a fair test when they learn that cars travel faster on different kinds of surfaces.
- Pupils in KS2 show a great interest in the subject; they are aware of the presence of science in the world around them and have a very good scientific vocabulary.
- Pupils in KS2 have a good understanding of plants and the function of their different parts. They show very effective investigative skills when discovering the strength of a bud.
- Pupils in KS2 develop a very good understanding of the concepts of photosynthesis and germination. They make good use of a computer microscope in their work.
- Throughout KS2 pupils' skills in planning experiments develops very well. They record their findings very effectively in a variety of ways. Their understanding of the concept of fair test develops very successfully.
- Pupils in KS2 make good use of their visit to a technology conversion centre and a power station to develop their awareness of energy that can be renewed
- KS2 pupils develop a good understanding of those materials that conduct electricity; they discuss effectively a variety of circuits in relation to the strength of light.
- Work in planning and experimenting in KS2, for example when producing a switch, a cooling fan, an electrical toothbrush and rain alarm is very effective.
- When undertaking experiments, KS2 pupils demonstrate a good understanding of how water affects light. They make good use of ICT skills when discovering which filter is best for sun glasses.

Shortcomings

- KS1 pupils' investigative skills are insufficiently developed.
- Across KS1 opportunities for presenting information and understanding in different formats are limited.

Design and technology

Standards are good in both key stages.

Good features

- Pupils across both key stages develop a good range of technical vocabulary in the subject.
- Pupils in KS1 have experiences in food technology as they plan and make sandwiches and cakes for a party and when planning and decorating a special cake.
- As part of their work on celebrations pupils in KS1 create appropriate decorations and make party hats from a variety of shapes and materials. They plan and make calendars which enables them to experiment with different media.
- Pupils in KS1 use weaving techniques to make baskets and plan and make animal masks in activities linked to a story book. They experiment with mechanisms to create cars that move. They evaluate their work and give opinions on the work of others in the class.
- Pupils in KS2 plan and decorate a tea set. The designs they produce are very effective and reflect school activities.
- Pupils in KS2 think of ideas to improve the school environment. The flag and wooden sculptures they design are central to the project; they also plan the play area and garden in order to create a better environment outside the school.
- KS2 pupils design a web-site for the school. They discuss what they would like to see on the site and plan a simple map for it.
- Puppets designed and made by KS2 pupils are very attractive and are prominently displayed in the school. The finished products are the result of careful planning and a good choice of materials. Pupils evaluate their effectiveness.
- Pupils in KS2 plan and make a sports bag. They examine a collection of bags and consider their practicality. They use a variety of decorating techniques which includes paint, felt pens, printing and tie and dye. They identify the planning stages and discuss the good features and shortcomings of the bags, making comments and sharing ideas for improvements.

Shortcomings

- There are no major shortcomings, but pupils do not have enough opportunities to make wide choices in the designing and making processes. Lack of space to exhibit the work as pupils proceed impedes on their understanding and on opportunities for evaluation, choice and refinement.

Information technology

Standards are good in both key stages

- Pupils in KS1 make good progress in their general keyboard skills. Their ability to work independently to load, save and print is starting to develop effectively.
- Across KS1 pupils develop well in word processing skills. They produce written work on different topics.
- KS1 pupils use art programmes to create different images effectively; a minority link pictures with written work.
- Pupils in KS1 make good use of appropriate programmes to support their learning especially in language and mathematics; the skills of the majority in storing information and using data base to produce simple graphs is developing well.
- Across KS2 pupils demonstrate good skills in word processing. They draft and redraft their written work and make effective use of their skills to present work.
- Throughout KS2 pupils' skills in using the Internet develops effectively. The majority make effective use of their skills to collect information on different subjects.
- Pupils in KS2 demonstrate good skills in handling data and work of this nature in relation to investigative mathematics is very effective.
- Across KS2 the skills of the majority of pupils in using e-mail develop effectively.

History

Standards are good in both key stages.

Good features

- Pupils across both key stages develop an appropriate historical vocabulary appropriate to their age and ability.
- Pupils in KS1 develop an awareness of the past when listening to adults speaking about their childhood and making use of a collection of artefacts and photographs.
- Pupils in KS1 make a start on drawing comparisons with the present by looking at artefacts related to school and village life during the first half of the last century.
- In KS1 pupils make effective use of historical stories to foster their awareness of the past.
- Pupils across KS2 show good understanding and knowledge of life in the Celtic period. Their knowledge of chronology is good.

- Pupils in KS2 make very effective use of a visit to Castell Henllys to extend their awareness of a number of elements related to the everyday life of families in this early period. They show a very good knowledge of the importance of the situation of a hillfort.
- Some pupils in Y6 demonstrate an appropriate knowledge of the work of archaeologists.
- Older pupils in KS2 have a good understanding of the changes to society during the reign of Queen Victoria and of the effect of developments on the quality of life, such as the movement of population from rural areas to towns.
- As part of their study of the local area, pupils in KS2 make good use of historical sources such as the old school register and log book to find information about the school and local events. From these documents, pupils in KS2 develop a good knowledge of evacuees that came to the area. At the same time they extend their knowledge of the Second World War.

Geography

Standards are satisfactory in both key stages.

Good features

- In both key stages pupils develop an appropriate geographical vocabulary.
- In KS1 pupils are aware of the effect of weather on life in general.
- KS1 pupils are aware of jobs and services that support the community; the majority can identify where places are located on a map of Wales and Britain.
- Pupils in KS1 start to develop their planning and mapping skills by drawing plans of simple maps. The majority have a satisfactory knowledge of the local area and draw some comparisons with the nearby seaside area.
- In KS2 pupils have some knowledge of the local area and of features related to Ceredigion and Wales.
- Across KS2 pupils make satisfactory use of maps. They use the points of the compass effectively when developing a satisfactory awareness of places and features on maps of Wales, Britain, Europe and the world.
- Pupils in KS2 have a satisfactory understanding of symbols on maps and they use four figure grid references effectively.
- In KS2 pupils start to develop satisfactory knowledge about a contrasting area and the effect of creating a botanic garden in their area.
- Older KS2 pupils are aware of dangers to the immediate environment and wider world.

Shortcomings

- In both key stages the majority of pupils have insufficient knowledge of geographical features related to the local area.
- Pupils' skills in field-work are insufficiently developed.
- Pupils' skills in drawing comparisons between contrasting areas in Wales are limited.
- Pupils at the upper end of KS2 have little knowledge of a contrasting area in an economically developing country.

Art

Standards are good in both key stages.

Good features

- Care and prominence is given to displaying pupils' art work which enriches the learning environment in both classes.
- Pupils in KS1 have opportunities to use a variety of media to create pictures of familiar objects found in the environment outside,
- Pupils in KS1 mix colours and appreciate the effect of this. They create attractive pictures of a butterfly by using finger paints They use clay and dough to make heart pattern decorations and work together to create a collage of Guy Fawkes where they use chalk.
- Pupils in KS1 print with fingers and hands and create striking effects when printing using a collection of leaves.
- In KS1 pupils have opportunities to look at the work of artists, for example William Brown. They are provided with opportunities to appreciate and emulate the work of Monet.
- In KS2 pupils work with local artists and learn how to create a number of shades from primary colours. They create striking pictures using paint and stitch techniques and also observe local artists using water colours. They describe the processes correctly and give opinions on the artists' work.
- KS2 pupils work with an artist in an aquarium in Aberaeron; they create a collage of the sea using a variety of media appropriate to the work.
- Pupils in KS2 are stimulated in their art work by the school environment; they sketch parts of the school building paying attention to shape, pattern and line. They work with ceramic tiles to create a collage that reflects school life and its activities. They use a range of equipment and co-operate well.

- Pupils in KS2 make detailed observations of Celtic patterns and create block prints of similar patterns.
- Pupils in KS2 study the work of Aneurin Jones. They look at a collection of his paintings and create a fact file on his life and the influences on his work. They use charcoal when copying some of his more famous pictures.

Shortcomings

- There are no major shortcomings but lack of space in classrooms makes it difficult not only for pupils to have sufficient choice of media with which to work, but also to focus on the task in hand and to refine the work to create the best effect possible.

Music

Standards are good in both key stages.

Good features

- In KS1 pupils sing energetically and realise the need to pay attention to basic musical elements. They keep in tune when singing a number of traditional nursery rhymes and keep their turn when singing a round.
- Pupils in KS1 have opportunities to listen to music; they can identify when the music is fast or slow, high or low. They can also spot which sounds are long and short and know when a musical phrase is repeated.
- KS1 pupils handle untuned instruments effectively and can create sounds that convey different kinds of weather and the sounds of fireworks.
- In KS1 pupils are able to identify what sounds are necessary to create an accompaniment for the story 'Three Little Pigs'. They use appropriate instruments to depict the main characters of the story and choose instruments that can suggest happy and sad sounds; they keep a strict beat.
- Pupils in KS2 have a satisfactory repertoire of songs and sing tunefully.
- In KS2 pupils learn to play the recorder. They play simple melodies well and a tape of their performance shows that they produce a clean and clear sound. Many take advantage of opportunities to learn to play the violin and guitar.
- Pupils in KS2 develop an understanding of rhythm and create an ostinato on the theme of food. They work effectively in groups to compose tunes to simple poems they wrote themselves.
- In KS2 pupils work together on a musical presentation of the story of Branwen; they record the work in order to develop it and refine further.

- Pupils in KS2 listen to a well known male voice choir singing a hymn and they compare the performance with a famous duet. They express opinions on both performances, examine the musical elements and identify the instruments in the accompaniment.
- Pupils in KS2 have opportunities to listen to the music of world famous composers; they describe the music and evaluate it effectively.
- Pupils in KS2 are able to identify the families to which instruments of the orchestra belong; they use the computer to search for information on musical instruments.
- The whole school has opportunities to perform on important occasions in the community.

Physical education

As no physical education lessons were seen during the inspection it was not possible to form a judgement on standards. However, although it is difficult to make provision for the subject, the school makes a great effort to ensure that there is a balanced curriculum. Arrangements are made to hold physical education lessons in the village hall and use is made of individual expertise.

Good features

- Pupils in KS1 have opportunities to learn folk dances in sessions in the village hall.
- Pupils in KS1 develop skills in throwing and catching objects. They also have opportunities to develop skills in short tennis, play games and take part in sporting activities.
- Pupils in KS2 have swimming lessons in Aberaeron. They are given personal targets to achieve skills in swimming and diving. The school notes that older pupils achieve standards expected of eleven year olds.
- KS2 pupils are coached by experts in rugby and football and arrangements are made to play netball and rounders. All have equal opportunities.
- KS2 pupils are provided with hockey lessons where they develop skills in aiming and stopping the ball and controlling its speed and direction.
- In KS2 an appropriate emphasis is placed on keeping fit and healthy and pupils understand the need for warming the body before exercising to prevent injury, prepare the muscles and control the circulation of the blood. Written tasks also show that they are also aware of the need to cool down gradually after gymnastics to prevent injury and stiffness. They are encouraged to make use of skipping ropes to exercise their muscles regularly.
- The school makes an effort to provide a varied dance programme that includes folk dancing and creative dance for pupils in KS2. In addition they have athletic experiences in sports organised in the summer term.

Shortcomings

- The school does not have a range of equipment for physical education and pupils, for example, do not have experiences of creating a sequence of movements on large equipment.
- It is not practical to walk from the school to the village hall for lessons in bad weather and whenever this is possible, curriculum time is used up in getting there.

Religious education

Standards are good in KS1 and very good in KS2.

Good features

- Across both key stages, pupils show a good knowledge and understanding of Christian festivals and celebrations.
- Pupils in KS1 have a good understanding of the importance of prayer in religions and worship. Many write effective prayers.
- As a result of a visit to the local church, KS1 pupils show an appropriate understanding of the baptism ceremony. They are also aware of the ceremony of naming a child in the Sikh religion.
- Pupils in KS1 make effective use of the story of Rama and Sita to extend their understanding of the Hindu religion.
- KS2 pupils have a good understanding of the story of the creation in the book of Genesis and of the story of John the Baptist and Christ's baptism.
- Pupils in KS2 make good use of a visit to a local church to develop their awareness of different parts of a place of worship and their significance.
- In KS2 pupils make very effective comparisons between Christianity and other religions, on a number of aspects.
- Pupils in KS2 develop their knowledge of the Hindu religion effectively by getting information on different gods and symbols of that religion. They have a good understanding of the worship ceremony in the home as well as the temple.
- Pupils in KS2 have a good understanding of celebrations in different religions. They have a sound knowledge of Diwali, Ramadan and Hanukkah and of how Christmas is celebrated in different countries.
- In their study of religions, pupils in KS2 demonstrate good geographical knowledge about the location of the main centres of different beliefs and make good use of artefacts to extend their knowledge and understanding.

- Pupils in KS2 develop effective discursive skills in relation to moral issues such as hunting animals and responsibility for the environment.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Six key issues were identified in the last inspection. There is no evidence to indicate that the subsequent action plan was effectively implemented. However, good progress has been made during this school year in responding to a number of the issues.

1. maintain and extend the good practice that already exists in many aspects of the school's life and work:

There has been a change in staffing since the last inspection. There is a great deal of good practice in the school at present. A start has been made on monitoring the quality of teaching to ensure that good practice is extended across both key stages.

2. improve aspects in subjects such as reading and writing in Welsh, investigative work in mathematics;

The standards in reading and writing in Welsh and investigative work in mathematics across the school were judged to be good in this inspection. Standards in the majority of subjects are now deemed to be good.

3. further develop the work in planning and organising the curriculum in order to ensure continuity and progression in the teaching and learning through the key stages;

This key issue was insufficiently addressed following the inspection. Planning is still not fully in place for KS2; it is complete for two terms but there are still major gaps. Developing schemes of work is a key issue in this inspection

4. ensure more consistency in the assessment and recording methods across the school, and also in the use made of the information in planning the next stages of learning. Prepare an assessment policy as noted in the SDP;

The school is at present making use of the LEA policy and procedures are now in place which ensure consistency in assessment methods across the school

5. continue to improve the provision for children under five years of age;

The school has responded to changes in the curriculum for children under five years of age since the last inspection. It is now judged that the provision is good in the areas of learning, except for physical development

6. provide indoor toilets which has been identified as a priority in the SDP.

Since the summer of 2001 a demountable external toilet, which is shared by both teachers and staff, has been erected in front of the school. The provision is unsatisfactory and certainly does not address the problem. On rainy days water seeps into the cabin and the floor is slippery. The safety of pupils especially those under five years of age who cross without supervision from the school to the toilets is a cause for concern and a key issue in this report

8.2 Key Issues for Action

In order to build on the progress made since September 2001 the school needs to:

- raise standards in science in KS1 and geography in KS1 and KS2;
- develop schemes of work across the school;
- develop further procedures established recently for monitoring standards and teaching;
- improve the building in order to ensure better provision for children under five, sufficient storage space for resources, more appropriate arrangements for eating school lunches and indoor toilets for both staff and pupils;
- ensure the safety of pupils, especially those under five years of age who cross from the school to use the external toilets block while the demountable remains.

A further safety matter was discussed with teachers and governors.

The inspectors who visited the school would like to thank the governors, head, staff and pupils for their courtesy and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Gymunedol Dihewyd
School type	LEA Supported
Age -range of pupils	4-11
Address of school	Dihewyd Llanbedr Pont Steffan Ceredigion
Post-Code	SA48 7PN
Telephone Number	01570 470647

Headteacher	Miss Heini Jones (acting head)
Date of appointment	September 2001
Chair of Governors	Mrs Doreen Lewis
Registered Inspector	Mrs Eleri Betts
Dates of inspection	February 4-5 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		7	7	3	3	2	1	6	29

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15:1
Average class size, excluding nursery and special classes	15
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95%	94%	94%	94%
Term 2	91%	92%	95%	93%
Term 3	95%	93%	97%	95%

Number of pupils excluded during 12 months prior to inspection.	1
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2001	Number of pupils in Y2: 2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

National Curriculum Assessment KS 2 Results: 2001	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors. The two professional inspectors were at the school for four days while the lay inspector was there for one day.
- School documentation was scrutinised closely before the inspection.
- 19 lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, during break times and around the school.
- Formal interviews were held with all members of staff, who held curricular and managerial responsibilities.
- Pupils' written work was closely scrutinised by looking at a sample of books in every subject across all classes.
- Six parents attended the pre-inspection meeting; seven questionnaires were returned and 100% of these were positive.

E. Composition and Responsibilities of the Inspection Team

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