

INSPECTION UNDER SECTION 10 INSPECTION OF SCHOOLS ACT 1996

**Ysgol Gynradd Gymunedol Felinfach
Felinfach
Llanbedr Pont Steffan
Ceredigion
SA48 8AE**

School number: 667 / 2289

Date of the Inspection: 8 – 10 March, 2004

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Registered Inspector: W083 / 16211
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under ESTYN contract number – T/129/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

{PR IVA TE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

Inspection Report
(V1.005)
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1. CONTEXT

{~}The school and its priorities

The school is located in the rural village of Felinfach, near Aberaeron, Ceredigion, and most of the pupils come from the village and the surrounding areas. The area is described by the school as one that is neither prosperous nor economically disadvantaged; no pupil is registered as being entitled to receive free school meals.

There are 35 pupils aged between 4 and 11 years on the register, and they represent the full range of ability. Welsh is the main language spoken in the homes of 86% of the pupils. 49% of them are included in the special educational needs [SEN] register, a percentage that is significantly higher than national and county levels. Two pupils have statements of SEN.

The school operates the language policy of the Unitary Authority [UA] and is categorised as a Category A school. This means that Welsh is the main medium of the life and work of the school, but the aim is to ensure that the pupils are completely bilingual by the time they transfer to the secondary sector.

The school has been through a period of significant change in its staffing and teaching responsibilities during the past two years. At the time of the inspection, the school was led by a temporary headteacher.

The School Development Plan [SDP] includes the following priorities:

- improving pupils' literacy skills;
- reviewing the early years provision;
- reviewing the assessment systems;
- producing a monitoring policy;
- acquiring large equipment for the classes.

The school was last inspected in October 1998.

2. MAIN FINDINGS

The Main Findings of the Report

The atmosphere within the school is happy, secure and caring. The relationship between staff and pupils is very good.

- The quality of the provision for the children under five is appropriate and promotes the desirable outcomes for children's learning. The children's standards of achievement are as follows:

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

- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	Key Stage 1	Key Stage 2
Welsh	Satisfactory	Satisfactory
English	-	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Very good	Very good

- Standards achieved by pupils in the key skills, namely literacy, numeracy and information technology and communication [ICT], across the curriculum, are satisfactory. To date the school's strategy for promoting these skills does not operate with sufficient consistency across the school.
- The quality of the teaching was very good in 14% of the lessons observed, good in 68% and satisfactory in the remaining 18%. The teachers make good use of an appropriate range of teaching methods in order to provide valuable learning experiences for the pupils. The introductions to lessons are invariably good and the interaction between the teachers and the pupils is effective. Plenary sessions are used effectively to reinforce the learning. Where the teaching is satisfactory, although some good features are present, the tasks set do not always match the differing needs of the pupils, especially those of lower ability.
- The quality of the provision for pupils with SEN is good. The teachers and the classroom assistants provide good support for the pupils and succeed in developing their confidence as learners. The pupils make consistent progress in their work.
- The curriculum encompasses all the NC subjects and religious education. Policies and schemes of work are appropriate and provide clear guidance for staff members. The planning undertaken by individual teachers is good and ensures that pupils are given broad and balanced experiences.
- The arrangements made for assessing and recording pupils' progress are satisfactory. Of late, the school has reviewed its assessment arrangements in order to establish a more effective method of recording and planning the next stages in pupils' learning. To date, these new procedures are not fully implemented. Annual reports to parents are of good quality.
- The temporary headteacher provides effective leadership for the school. The staff co-operate well and are very committed to the school. A significant number of useful policies have been prepared and introduced.
- The governing body is very supportive of the school and members undertake their duties with increasing confidence. Neither the school handbook nor the governing body's annual report to parents fully conforms with the statutory requirements.
- The SDP identifies specific targets relating to a range of curricular and general issues, and satisfactory progress is being made in achieving them. The budget is carefully managed by the head with the support of the UA's finance officer. The school functions within its

allocated budget and offers value for money.

- The temporary head is developing appropriate self-evaluation procedures to oversee the educational provision. The head's self-evaluation report and the recently undertaken audit of provision, pay appropriate attention to what has been achieved in the past and identify the issues that require further attention. A whole-school programme has been planned in order to evaluate standards, but to date this work is only in its infancy.
- The school responded well to the key issues identified in the previous report, but some matters still need further discussion. Since the previous inspection, the quality of the short term planning has improved and a prominent role given to practical and investigative activities. The planning of the curriculum for the younger pupils is appropriate, but the need to structure their play activities in more detail remains. By now, the pupils write in a range of forms, but instances of extended writing across the curriculum are few.
- Pupils are given a good number of opportunities to take part in a range of extra-curricular activities, such as Urdd activities, concerts and sports. Good attention is paid to the development of pupils' team skills through an appropriate programme of physical education and by arranging activities in conjunction with other schools.
- The curriculum is reinforced by educational visits linked to the curriculum. These visits make a substantial contribution to the pupils' educational development and experiences. Suitable attention is given to the Cwricwlwm Cymreig and to fostering the pupils' awareness of local history and traditions.
- Pupils' spiritual development is good and their moral, social and cultural development is very good. They show respect and courtesy in their dealings with the teachers, other staff members and visitors to the school. Standards of behaviour are very good.
- The school's partnership with parents and the community, school and other establishments is good. The school is a designated community school and makes a significant contribution to local events, such as the thanksgiving service and the village eisteddfod. The parents are very supportive of the school. They appreciate the efforts the school makes on behalf of their children and respond well to any request for additional support.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

Pupils' standards of achievement were very good in 9% of the lessons observed, good in 36% and satisfactory in 55% of them.

- The educational provision for the pupils under five is appropriate and promotes the desirable outcomes in the six areas of learning. The children's personal and social, mathematical and physical development is good. Their knowledge and understanding of the world is also good. Their creative development and their language, literacy and communicative development are satisfactory.
- In KS1, standards in Welsh, mathematics and science are satisfactory. Standards in design and technology, information technology, history, geography, art, music and physical education are also satisfactory. Standards in religious education are very good.
- In KS2, standards in Welsh, English, mathematics and science are satisfactory. Standards in history are good and they are very good in religious education. Standards in information

technology, design and technology, geography, art and physical education are all satisfactory.

- Pupils' standards of achievements across the subjects are uneven, especially in KS2. The more able pupils respond confidently and achieve good standards. Nevertheless, the knowledge and skills of a significant number of pupils have not developed with sufficient consistency across the subjects. Of late, as a result of systematic planning by the staff, marked progress had been made in pupils' reading standards across the school.
- There is no significant difference between the performance of boys and girls in the various subjects.
- The achievements of pupils with SEN are satisfactory and sometimes good.
- In the NC tests and assessments in 2003, the percentage of KS2 pupils achieving at least level 4 in Welsh, English, science and mathematics was higher than the national and county averages. In KS1, the percentage of pupils achieving at least level 2 on the basis of the teachers' assessments was higher than the national average in science but was lower in Welsh and mathematics.

3.2 Standards achieved in the Key Skills across the curriculum

Standards achieved in the key skills across the curriculum are satisfactory. To date, the school's strategy for promoting these skills is not implemented consistently enough across the subjects.

- The children under five make satisfactory progress in their ability to apply and improve their literacy skills in Welsh, numeracy and ICT in the six areas of learning.
- Standards in literacy are satisfactory. In both key stages, pupils listen well and the more confident are ready to contribute during class discussion sessions. The more able pupils respond well to questions and use a range of vocabulary in their replies. A significant number of pupils offer brief responses during discussion.
- The pupils read satisfactorily when searching for information from a variety of print-based sources and they make increasing use of their research skills. In KS2, the more able pupils search for information from a range of sources, but the research skills of pupils of average ability are underdeveloped.
- Standards in writing are satisfactory in both languages. In both key stages, the pupils write in a range of forms, but instances of extended writing across the curriculum are rare. A small number of the more able pupils in KS2 produce effective pieces of writing in Welsh in subjects such as history and religious education.
- Standards in numeracy across the subjects are satisfactory. In both key stages, pupils measure, collect data and make satisfactory use of graphs to present their findings. In KS2, with the teacher's support, pupils apply their knowledge and skills well in geography and in science, and also, to a lesser extent in history and design and technology. In neither of the key stages are pupils' skills being developed consistently enough through the use of investigative tasks in a variety of contexts.
- Standards in ICT are satisfactory across the curriculum. In both key stages, pupils make suitable use of their skills to present and record their work, but they do not use their skills with sufficient regularity to assist their work across the subjects.

- Pupils with SEN achieve satisfactory standards in the key skills across the curriculum.

4 ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' spiritual development is good and their moral, social and cultural development is very good.

- The school conforms with the statutory requirement for a daily collective act of worship to be arranged either on a school or class basis. Pupils contribute to some of these sessions, but the ethos created does not always place an emphasis on worship and reflection.
- The principles and values expressed in the school's aims and objectives are very evident in the daily life of the school.
- The school is a welcoming and caring community which promotes high moral standards. The pupils have a good understanding of the importance of respect for other children, people and property. They are aware of the need to support those less fortunate than themselves, and contribute to a number of charities and good causes.
- The pupils are willing to accept responsibility, in their classes and in the school, and they demonstrate initiative.
- The pupils are given opportunities to participate in a range of community sports and Urdd activities, and this contributes well to their social and cultural development.
- Visits to places of educational interest linked to schoolwork, along with the contributions made by visitors invited to the school, enrich the pupils' curricular experiences.
- The Curriculum Cymreig is promoted effectively in the humanities and other expressive subjects. The pupils have a good awareness of other cultures. Their cultural experiences are developed further through international links that foster co-operation, and the development of friendships with the pupils of a school in India.
- The school has adopted suitable policies to promote equality for all, irrespective of race or gender. The pupils are aware of the need to respect traditions and values other than their own.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The pupils, across the age-ranges, work and play together happily. There are no records of pupils being excluded from the school in recent memory.
- Pupils' behaviour is very good in both formal and informal aspects of school life. Pupils are anxious to learn during lessons and are welcoming and courteous towards visitors.
- A supportive and homely ethos has been established in which all the pupils support each other. The older pupils act as friends to the younger pupils and hold hands with them as they enter daily collective worship. They undertake this duty conscientiously.

- Good behaviour and attitudes are promoted through the use of a star of the week award and by praising instances of good behaviour and attitudes during school services.
- The school's expectations are clearly outlined in a series of relevant policies as well as in the parents' handbook. The family ethos within the school, along with the procedures and the levels of supervision established, ensure that neither bullying nor racism is evident.

4.3 Attendance

Attendance levels are very good and are consistently in the high 90%.

- The school receives letters and telephone calls from parents to provide reasons for their children's absences. A procedure for recording oral explanations for absences has been introduced on a specially prepared form at the back of the attendance registers.
- The head analyses the registers to ensure that there is no pattern of unacceptable absence. There are no instances of unauthorised absences and it has not been necessary to seek the assistance of the school's welfare officer.
- Pupils arrive at school punctually and the timetable is adhered to from lesson to lesson.
- An appropriate report on matters relating to attendance is included in the school handbook and in the annual governors' report to parents.
- The school's procedures conform with statutory requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching is very good in 14% of lessons, good in 68% and satisfactory in 18% of them. No instances of unsatisfactory teaching were observed.

- Good teaching is one of the strengths of the school at present. The teachers prepare their lessons with care and they have a firm grasp of most of the subjects they teach. They make good use of a wide range of teaching methods and resources to provide appropriate learning experiences for the pupils.
- Where the teaching is good and very good, the teachers' introductory presentations are clear and thorough, the tasks set are explained in detail and the questioning is of good quality. Almost each lesson concludes with a whole class activity so that the work introduced can be reviewed.
- Where the teaching is satisfactory, conscientious efforts are made to differentiate the educational provision so that the needs of the varied abilities and ages in each class can be

met. Nevertheless, the tasks set do not always match the needs of pupils of various abilities, especially those of lower ability. In both key stages, a good number of the lessons are long and at times this means that the attention of the younger pupils is not maintained.

5.2 Assessment, recording and reporting to parents

The quality of the arrangements made for assessing, recording and reporting pupils' progress is satisfactory.

- The school has a policy that outlines the aims and objectives of assessment, as well as guidelines of a general nature.
- The quality of the baseline assessment, undertaken when the pupils are first admitted to the school, is appropriate. Following these assessments, targets are set relating to the next steps to be taken to ensure further development; these are discussed with the parents. A specific procedure has been adopted for recording the development of children under five in the six areas of learning. The next steps in their learning are identified on the basis of assessments carried out each term.
- The school conforms with the statutory requirements relating to pupils with SEN. Appropriate assessments of their development as well as individual education plans [IEP] are prepared for each of them.
- The school has recently reviewed its assessment arrangements to ensure that it has a more effective method of recording and forward planning. To date, the criteria adopted are not clear enough to facilitate these arrangements.
- As part of these assessment arrangements, standardised tests are set in the core subjects and their results influence the targets that are set for pupils. Targets are set each term in the core subjects and discussed with the pupils and their parents.
- The school has begun to compile whole-school profiles of pupils' work in the core subjects categorised in accordance with NC levels. The samples of written work are not sufficiently detailed to ensure consistency in the levels allocated. Early Years portfolios demonstrates the range of activities provided for these children.
- On the whole, the teachers respond consistently to pupils' written work and the best practice draws positively on its strengths and weaknesses.
- Parents are invited to school every term to discuss their children's work and these arrangements are appreciated. The parents are happy with the annual reports they receive about their children's work. The comments made are suitable and they include some useful recommendations.

5.3 Curriculum

The school provides a broad and balanced curriculum which meets the requirements of the Desirable Outcomes, the National Curriculum and religious education. The curriculum is of good quality.

- The curriculum provided for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. Children under five are taught in the same classroom as KS1 pupils. The planning of the work is appropriate and they are provided with experiences that are relevant to their stage of development. Nevertheless, some play activities are not sufficiently structured.
- Pupils with SEN are provided with a range of relevant experiences but the tasks set do not always match pupils' specific needs.
- The school has appropriate policies and schemes of work for all the subjects in the curriculum. These plans are of good quality and provide suitable guidance for the teachers. By exchanging classes, the teachers promote the pupils' development in subjects such as science and religious education.
- The curriculum is implemented through the medium of a two-year cycle of themes. The short-term planning is effective and ensures that good experiences are provided for the pupils. In some instances, the work is evaluated and the way forward is planned.
- There is a lack of consistency in the way in which the key skills are developed across the curriculum.
- Welsh and English are used as teaching and learning media in KS2, but the use of the two languages is not structured in sufficient detail.
- The school's policy for developing the pupils' personal and social education [PSE] is appropriate and reflects national guidelines. The whole ethos of the school, including the curriculum, fosters the pupils' values and encourages them to adopt positive attitudes.
- Good attention is given to the Curriculum Cymreig to promote the pupils' awareness of local history and traditions.
- Extra-curricular activities and educational visits enrich the experiences provided for pupils.
- Homework is set regularly and leads to an improvement in the quality of the work as well as effectively reinforcing the work undertaken in class.
- Equality of opportunity is provided for all pupils to each aspect of the work of the school and to the entire curriculum.
- The NC has been modified to meet the needs of one pupil; no pupils have been disapplied from the requirements of the curriculum.

5.4 Support, guidance and pupils' welfare

The quality of the school's provision for providing support and guidance and ensuring pupils' welfare is good.

- The atmosphere within the school is happy, secure and caring. The relationships between the staff and the pupils are very good. The staff praise pupils' efforts and encourage them to do their best.

- The school operates the UA's Child Protection Policy. The head is the nominated member of staff.
- Effective policies are implemented in relation to pupils' personal and social development, sex education and health education. Good attention is given to health and safety issues, and full advantage is taken of the expertise provided by a member of the governing body.
- An audit of safety issues relating to the school building and grounds is carried out, and school equipment inspected regularly. The staff have attended a fire awareness course and a fire drill is held each term.
- The pupils are well supervised during the school day. The teachers have current qualifications in first aid.

5.5 Provision for pupils with special educational needs [SEN]

The provision made for pupils with special educational needs is good. They make good progress in accordance with their age and ability.

- The school has produced a policy and appropriate guidelines for SEN and these conform with the requirements of the Code of Practice.
- There are 15 pupils included on the school action list, the school action plus list and the more extended school action list, with two pupils on statements of SEN.
- An IEP has been produced for each pupil with SEN. These identify specific learning targets that correspond to the pupils' ability. Pupils receive good support from the SEN support teacher, the class teachers and the classroom assistants.
- The school has adopted appropriate procedures for identifying pupils with SEN. Standardised tests are administered and additional help provided for pupils who require the support of the part-time SEN teacher. The sessions when pupils are withdrawn from the mainstream classes for additional support are of great benefit to them and they make marked progress.
- The help given by the support staff to pupils who have statements of SEN is caring and supportive and contributes significantly to their social and educational development.
- Differentiated tasks are provided for the pupils but these do not always match the needs of individuals.
- In accordance with the policy, the progress of pupils with SEN is reviewed regularly. Copies of their children's IEP are provided for the parents and meetings arranged with them when appropriate targets are agreed.
- A meeting has already been held with the SEN departments of the relevant secondary schools in order to facilitate the transfer of pupils with statements of SEN.
- The member of the governing body with responsibility with SEN is fully aware of her responsibilities. She holds discussions with the school's SEN co-ordinator and has a clear understanding of the systems employed in the school.

5.6 Partnerships with parents and the community, schools and other institutions

The partnerships with parents and the community, schools and other institutions are good.

- The parents are strongly committed to the aims of the school and are very supportive of them. The Parent-Teacher Association raises substantial amounts of money. The funds raised are used to purchase resources, such as books and television sets, and to pay the cost of transporting pupils.
- In addition to receiving an end-of-year report, parents also have an opportunity to visit the school each term to discuss the progress of their children.
- The school is a designated a community school and makes a significant contribution to local events, such as the thanksgiving service and the village eisteddfod.
- Visitors from the community come to the school to enrich the provision in classes. These include 'people who help us', ministers who lead religious services, authors to discuss their work and local residents who come to share their memories about life in the village during the Second World War years. Former pupils help with sports under the Campau'r Ddraig scheme.
- Close links have been established with the voluntary nursery group located in a cabin on the schoolyard. Resources are shared and the nursery children are given opportunities to join in with visits to a nearby theatre.
- The school benefits from cluster based activities involving three nearby rural schools. These include the joint preparation of teaching materials and the sharing of transport costs.
- Appropriate curricular and pastoral links have been established with the two secondary schools to which Y6 pupils are transferred at the end of their period at primary level. Lessons are arranged for pupils in one of these schools to enable them to benefit from the use of specialist equipment.
- The school has benefited from its numerous links with external organisations such as Gyrfa Cymru (Careers Wales) and Urdd Gobaith Cymru. Links with a local theatre enable them to put on performances and to loan items of clothing that are used to illustrate current school themes.
- The school is used by trainee teachers for work experience.

5.7 Partnership with industry

The school's partnership with industry and the world of work is satisfactory.

- The school's self- evaluation document identifies the need to develop this aspect, and that has been achieved successfully over the course of the current academic year.
- The school now has a suitable policy, the aim of which is to promote links with industry and to increase pupils' awareness of the world of business.
- The pupils are aware of the work patterns and of the nature of the economy in the area. In KS1, current curricular links include visits by a dentist, a nurse and a doctor and visits to the post office, the fire station, a hospital and a local publishing company. During KS2, visits are

arranged to local farms, an electricity generating station, a tourist office, a woollen factory and a fast food outlet.

- Some pupils have developed an awareness of the basic principles involved in running a business through their involvement in the school fruit shop, established at the request of the School Council. The pupils themselves, under the supervision of an adult, monitor and order stock, prepare and pay bills, and at the end of each term distribute any profit made. This work is of a good standard.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The temporary head is developing appropriate self-evaluation procedures in order to monitor the educational provision. A whole school programme has been devised to evaluate standards, but at present this is at an early stage in its development.
- The school is developing a scheme to track pupils' progress and has recently used UA guidelines effectively to evaluate the provision.
- Responsibility for the various subjects is shared equitably between staff members. They work closely together and have produced appropriate policies and plans. The process of monitoring the implementation of these policies in the classes is in its infancy. The role of curriculum leaders has not been fully developed across the school.
- The setting of targets is based on an analysis of NC tests in the core subjects. Whole school statistical targets are set; appropriate use is made of county and national data as part of this process.

6.2 Leadership and efficiency

The quality of leadership and efficiency is satisfactory.

- The temporary head provides clear and firm leadership. A good number of policies have been produced and implemented and these are beginning to influence the educational provision. The staff work well together and show great commitment to the school.
- The school has clear aims that are well supported by the parents.
- The SDP sets appropriate targets in a number of areas. The action plans pay appropriate attention to criteria, in-service training [INSET] needs, time allocations and costs. To date, the governing body has not begun the task of monitoring the implementation of the plans in order to evaluate their effectiveness.
- The governing body is very supportive of the work of the school and its members carry out their statutory duties with increasing confidence. The link governors have personal responsibility for individual subjects and are beginning to discuss their responsibilities with the teachers. This is a positive development.

- The school's policies pay appropriate attention to the statutory requirements. However, neither the school handbook nor the governors' annual report to parents meets statutory requirements.
- The budget is managed carefully by the head in consultation with the governing body and with the support of the UA's finance officer. Meetings are held to discuss financial issues and the school functions within the limits of the budget available to it. The school offers value for money.
- The day to day administration and organisation of the school is good.

6.3 Staffing, accommodation and learning resources

The provision of staff, buildings and accommodation is good and the provision of learning resources is satisfactory.

- Staffing levels are appropriate for the number of pupils on roll. The teachers have appropriate qualifications and make suitable use of them. Appropriate job descriptions have been produced for the staff.
- The teachers attend a satisfactory number of courses and the training has a positive effect on teaching methods. To date, no training has been made available for the support staff.
- Good quality support-staff work with KS1 pupils and with pupils who have a statement of SEN. Their contribution to the work of individuals and groups is effective.
- Pupils benefit from the services of specialist peripatetic teachers of Welsh, physical education and music. From time to time, members of the community assist with some aspects of the curriculum. All this support contributes towards the raising of standards.
- The school stands in a pleasant location and has a large playground and playing field. There is no separate play area for the children under five. Effective use is made of an empty classroom which now serves as a library, an information technology centre and craft workshop. The quality of the learning environment in the classrooms is satisfactory.
- A programme of improvements has been carried out over the years to improve the condition of the building and playground. The entrance and one of the toilets have been modified to allow access to a pupil in a wheelchair. The building and playgrounds are clean and tidy.
- The school has a hall and kitchen. There is a great deal of wood rot in the kitchen windows. The small cracks in the boundary wall on the lower side of the playground suggest that tree roots are pushing against it. This may be a hazard.
- The school has an adequate supply of resources in most of the NC subjects and they are used effectively to promote the learning. The provision of ICT resources is satisfactory but it is not used sufficiently to develop pupils' skills across the curriculum. Resources for games are sufficient, but there is a shortage of apparatus for gymnastics. However, good and regular use is made of the Leisure Centre in a nearby town for physical education lessons.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the children under five

The provision for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. The children's personal and social, mathematical and physical development is good. Their knowledge and understanding of the world is also good. Their creative development and their language, literacy and communicative development are satisfactory.

Language, literacy and communication skills

The pupils' language, literacy and communication skills are satisfactory.

Good features

- The children listen well and the more confident of them are ready to talk and to share their experiences. They remember details from some familiar stories, and with the help of pictures can put the events in a story in the correct sequence. They all behave like readers. They recognise letters and words that are familiar to them. Some individuals read short statements independently. They all put marks on paper and over-write and trace correctly. They can write their names.

Shortcomings

- The reading skills of the more able children are insufficiently developed.

Personal and social development

The children's personal and social development is good.

Good features

- The standard of the pupils' behaviour is good as are their relationships with each other and with adults. They concentrate on their tasks when working individually or as members of a group. They co-operate well during play activities and are ready to share with others. They become aware of Bible stories and learn about friendship, caring and being special.

Shortcomings

- There are no significant shortcomings.

Mathematical development

The children's mathematical development is good.

Good features

- The children count up to at least 10. The youngest children can identify and understand the value of numbers up to six. They understand the concept of 'one more than' and 'one less than'. They can put events in the right sequence and follow a pattern correctly. They can identify two-dimensional [2D] shapes and their mathematical vocabulary is developing well.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

The children's knowledge and understanding of the world is good.

Good features

- The children talk about themselves and about their families and the more able can place the day's events in order. They observe well and offer intelligent suggestions as they experiment and make jelly. They use appropriate vocabulary. Their designing and making skills are developing well. They can make a variety of products, using a range of materials. Their ICT skills are satisfactory.

Shortcomings

- The children do not make sufficient use of their ICT skills.

Creative development

The children's creative development is satisfactory.

Good features

- The children sing a variety of suitable songs and use untuned instruments to convey specific characteristics. They use gestures to respond to some songs and enjoy this activity. They enjoy role-play in the Wendy house. They produce a variety of colourful paintings and work enthusiastically when manipulating clay into various shapes.

Shortcomings

- The children's painting skills have not been sufficiently developed.

Physical development

The children's physical development is good.

Good features

- The children use small apparatus with an increasing degree of control as they handle scissors, brushes, pencils and other small tools. When playing with large apparatus, their ability to pedal, push and control is developing well.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards across the two key stages are satisfactory.

Good features

- In KS1, the pupils listen well to presentations and stories and are keen to respond and to participate in the ensuing discussions. Y2 pupils can discuss their experiences and aspects of their work with confidence. They use an increasingly wide vocabulary.
- The reading standards achieved by the vast majority of KS1 pupils are good. They use a number of appropriate strategies to help them with their reading. The more able pupils read with fluency and meaning. They read an appropriate range of books and can discuss content and characters with understanding and interest.
- KS1 pupils write for a variety of purposes. A good number form their own sentences while others are more dependent on the support of the teacher. The more competent writers successfully use a variety of sentence patterns and produce extended pieces of writing.
- In KS2, the vast majority of pupils offer comments as they respond to work and discuss aspects of the curriculum. Individuals express their opinions and ideas clearly during discussions and when speaking to visitors. Through role-play, they become more confident in expressing themselves orally.
- KS2 pupils are developing as independent readers. The most able read fluently and meaningfully. They discuss their books intelligently and express their opinions about characters and style. Some have their favourite authors.
- The pupils know which sources should be used to find information; they use dictionaries confidently.
- The pupils produce a variety of written work in a range of forms and for a number of different purposes. When following specific guidelines, they can write fairly confidently and with a degree of accuracy. Some individuals can communicate their ideas effectively, displaying an awareness of structure and sequence.

Shortcomings

- In KS2, some pupils lack confidence when expressing themselves orally and their responses are brief.
- In KS2, a number of pupils do not read with the care, fluency and ease which might be expected.
- In both key stages, the written work of a substantial minority of pupils displays a number of spelling and punctuation errors. In KS2, the written work of the more able pupils is not sufficiently extended.

English

English is introduced formally in KS2. Standards are satisfactory.

Good features

- The pupils listen well and show good understanding as they respond to questioning. The most able pupils can express personal opinions and respond intelligently to the views expressed by adults and other pupils.
- The youngest pupils in KS2 read books that match their reading ages and are making progress. The remainder read a range of fictional texts with ease, using appropriate strategies to extract meaning. The most able pupils read meaningfully and can discuss their books with confidence.
- Some confident individuals can make purposeful use of information gathered from reference books and from the Web. These pupils display higher reading skills of a good standard.
- Pupils produce a variety of written work, including factual and creative writing. A small number produce extended writing, displaying mastery of register, syntax and of the conventions of spelling and punctuation.

Shortcomings

- Although they show good levels of comprehension, in general, the oral responses of a significant number of pupils are brief and individuals lack confidence when speaking.
- When reading aloud, a significant number of pupils do not pay attention to punctuation and some individuals read carelessly. The pupils' ability to discuss books is insufficiently developed.
- The written work of a significant minority of the pupils contains errors of syntax, spelling and punctuation.

Mathematics

Standards in mathematics are satisfactory in both key stages.

Good features

- KS1 pupils have a secure understanding of number bonds and basic number patterns. Most pupils can count in twos, fives and tens and the most able pupils can count on using large numbers. They know the difference between odd and even numbers and can calculate 'more than' sums correctly.
- The older pupils can identify and name 2D shapes. They know the value of various coins and use them correctly to calculate and record small sums of money. They can tell the time correctly to the hour and half hour on an analogue clock. The more able pupils can name the days of the week and the months of the year.
- The older pupils can collect data and present it correctly in the form of simple graphs.

- In KS2, the more able pupils' understanding of the four rules is secure. They have a good understanding of place value. They use a variety of strategies to calculate correctly in mental mathematics.
- The more able pupils' knowledge about angles and the attributes of 2D and 3D shapes is good. They understand the concept of symmetry and reflection.
- Pupils, in both key stages, make increasing use of mathematical skills and knowledge in other subjects such as geography and science.

Shortcomings

- In KS1, pupils have insufficient knowledge of 3D shapes.
- In KS1, pupil's ability to display data in a variety of forms, including the use of ICT, is underdeveloped.
- A substantial minority of KS2 pupils have an insecure grasp of number processes, measurement and shape.
- In both key stages, a significant number of pupils lack confidence when explaining and discussing their work.

Science

Standards are satisfactory in both key stages.

Good features

- In KS1, the pupils know the difference between living and non-living things. They can name the parts of the body accurately and know about the main characteristics and functions of their senses. They have a clear understanding of foods that are good for them.
- The pupils can classify various kinds of materials on the basis of their characteristics. They know that some materials are changed by heat. Y2 pupils can identify the source of light and name appliances that are powered by electricity.
- Pupils make careful observations and use appropriate vocabulary to describe what they have seen. More able pupils contribute well during investigations.
- Pupils record their observations systematically in the form of pictures, tables and simple sentences.
- In KS2, the pupils' knowledge about life processes and living things is good. They can name the various organs of the body and describe how they function. They understand the effect of exercise on heart rate. They know the function of teeth and how to care for them.
- The pupils can identify and classify materials on the basis of their characteristics, including the use that is made of some of them as electrical conductors or insulators. They know the difference between solids, liquids and gases. They know that some materials can be changed

using different processes and investigate well to find out if some types of sugar dissolve better than others.

- The pupils undertake their investigations in an organised manner. They are aware of the need for a test to be fair, and the more able pupils can explain what conditions are necessary to carry out such a test.
- The more able pupils record their work clearly and use scientific language correctly. With the teacher's support, they make accurate observations and measurements, presenting their findings in the form of simple tables and graphs.

Shortcomings

- In neither of the key stages do the pupils make sufficient use of tables and different kinds of graphs to collate and to present their conclusions. Their ability to record their work in their own words is insufficiently developed.
- In KS2, a good number of the pupils are unsure when they are asked to put forward ideas and to discuss their work. They are overly dependent on the teacher's support.
- In neither of the key stages do the pupils make sufficient use of their ICT skills to collate information and to record their conclusions.

Design and technology

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, the pupils experiment and work with a suitable range of materials to make various products.
- They develop and communicate their initial ideas by producing free line drawings. They can record the process involved in the making of a product in an orderly way. Their skills in measuring, cutting and joining materials are good.
- KS2 pupils have a satisfactory understanding of the designing and making process. In the best work, pupils record their designs clearly and their drawings are accurately labelled. They record the steps taken and offer a simple evaluation of the finished product. Their making skills are good.
- In the best work, the pupils plan and use simple procedures to produce games. The more able pupils can discuss and explain how to play these games. This work is of a good standard.
- In both key stages, the pupils use construction kits effectively to make moving vehicles.

Shortcomings

- When designing, the older KS1 pupils do not produce labelled drawings of sufficient detail.
- In KS2, the investigative and designing skills of a good number of the pupils are not sufficiently developed.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils can control the mouse confidently and follow on-screen instructions. They apply their word-processing skills satisfactorily to produce and to present their written work.
- The pupils can use a variety of programs to reinforce their basic skills. They make good use of drawing software to produce pictures and patterns.
- They use listening centres effectively to develop their reading and listening skills.

- In KS2, some individuals demonstrate good levels of independence and use a computer confidently.
- A good number of pupils can load, save, retrieve and print their work. They make good use of their word processing skills to display the final copy of their written work. They can combine text and graphics effectively to produce posters.
- The pupils make appropriate use of a LOGO control program to input commands into a computer and to produce a series of shapes and 2D patterns
- With support, and as part of their thematic work, the pupils make appropriate use of a digital camera to take photographs.

Shortcomings

- In neither of the key stages have the skills of a substantial minority of pupils developed sufficiently across the range of applications.
- Pupils make only limited use of CD-ROMs and the Internet to gather information about matters that are relevant to their thematic work.

History

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils' understanding of chronology is satisfactory. As they produce a family tree, they come to learn about chronology in an interesting and relevant way. They understand the pattern of a day, a week and a year.
- Pupils have an appropriate understanding of the concept of past and present. They can recall a number of simple facts about the life of a child in a coalmine. The more able can compare

some aspects of everyday life in that period with today. By producing a diary, they show empathy for the child they have studied.

- As they discuss pictures of a school from the past, they can make effective comparisons with their own school at the present time. They discuss this enthusiastically and can express opinions about the kind of school they would like to attend.
- KS2 pupils have an appropriate understanding of chronology and of various historical periods. They can place events and famous personalities in chronological order on a time line.
- They have a secure understanding of the Celtic period. They understand how their homes developed and discuss their way of life effectively. After studying Celtic patterns, they plan and produce artistic patterns in their art lessons.
- The pupils have a good understanding of the World War Two period. They can discuss the clothes, the artefacts and living conditions of the period meaningfully. They develop empathy skills as they discuss the circumstances in which evacuees found themselves.
- After researching the Tudor period, they discuss some of its most important characters, the food and diet of the populace and their leisure activities, with understanding and enthusiasm. They express their opinions in simple terms.

Shortcomings

- In KS1, pupils' ability to carry out historical investigations is not sufficiently developed.
- In KS1, pupils' historical vocabulary is limited.
- In KS2, the more able pupils do not carry out a sufficient number of historical investigations independently.

Geography

Standards are satisfactory in both key stages.

Good features

- KS1 pupils can describe their journey to school and identify the important features and buildings along the way. They can draw simple maps and label features accurately.
- Some of the more able pupils can describe the main physical and human features of their local area, comparing them with those of a nearby town. They use simple geographical terms correctly.
- They record their observations in an organised manner in the form of pictures, maps and pieces of writing.

- In KS2, the more able pupils' understanding of a contrasting area is good. They can describe a number of the physical and human features of the area accurately. They understand the ways in which people can harm the environment and why it is important to protect it.
- Through their study of life in an Egyptian city, the pupils come to appreciate that life in that country is very different from their own lives. They collate and record statistics about temperatures effectively and make simple comparisons between the weather in that country and the weather in their own locality.

Shortcomings

- In KS1, pupils' knowledge about places is insufficient.
- In both key stages, pupils' mapping skills are insufficiently developed.
- In KS2, pupils' investigative skills are insufficiently developed and their written observations lack detail.

Art

Standards are satisfactory in both key stages.

Good features

- In KS1, the pupils know how to mix the basic colours to produce new shades. They paint from their observations and from memory with increasing confidence.
- They use computer programs successfully to produce interesting and colourful patterns and pictures.
- In KS2, the pupils experiment effectively with a variety of media to produce line, tone and pattern in their work. They discuss these elements in a simple way.
- When undertaking tasks such as weaving and clay work, the pupils can produce representations that effectively convey aspects of their work in other subjects.
- The pupils make appropriate use of sketch books to record some initial observations.
- After making detailed observations of patterns, the pupils experiment appropriately with a computer program to produce their own patterns.
- After studying the work of Welsh artists, interesting emulations have been produced in a variety of media and these have been put together effectively in a display.
- In both key stages, the pupils respond enthusiastically when producing patterns that are suitable for printing. The older pupils show that they have a secure understanding as they produce patterned tiles as part of the work. These products are of a good standard.

Shortcomings

- Across the school, pupils' art skills do not show sufficient development in skill and attention to detail.
- In KS1, the pupils do not make choices when they are responding creatively to stimuli.
- In both key stages, pupils' ability to discuss and evaluate their own work and that of other artists is underdeveloped.

Music

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils know a number of songs that are appropriate to their stage of development. Their singing is of a satisfactory standard.
- The majority of pupils can identify untuned and tuned instruments and can describe appropriately the types of sounds that can be produced with these instruments.
- In responding to the stimulus of different kinds of weather, pupils compose interesting musical sequences. They use appropriate vocabulary when describing the dynamics of their compositions.
- Pupils use untuned instruments to provide the accompaniment for their singing and maintain the beat fairly accurately. They follow notation correctly when producing high and low notes.
- In KS2, pupils sing an appropriate range of songs. The majority of pupils sing accurately and the standard of their singing is satisfactory.
- They can maintain a beat and repeat rhythms correctly.
- The pupils experiment effectively with tuned instruments to produce ostinato, utilising the rhythms of a folk song. They perform their compositions in two parts, and make simple evaluations of their performances.
- In response to a stimulus, and using the pentatonic scale, pupils produce simple musical phrases. They record their compositions using old notation.
- A minority of the pupils are knowledgeable about famous composers and about composers from Wales. They use appropriate musical terms when discussing some of the works they listen to, including their own compositions.

Shortcomings

- In their vocal work, in both key stages, pupils' control of breathing, phrasing and dynamics is insufficient.

- In neither of the key stages do pupils discuss or evaluate their own compositions and performances sufficiently, and their understanding of musical terminology is underdeveloped.
- Pupils' use of ICT in music is underdeveloped in both key stages.

Physical education

During the inspection, no physical education lessons had been included in the timetable. Inspection of the pupils' previous work, recorded on videotape, indicates that standards are satisfactory in both key stages.

Good features

- In both the key stages, pupils appreciate the importance of warming up and cooling off activities. They have a good understanding of health and safety requirements when handling apparatus.
- In KS1, pupils listen with care to instructions and respond appropriately when performing movements in a folk dance. The more able pupils can link and maintain a series of movements successfully. The older pupils co-operate effectively in pairs and in groups.
- In KS2, the pupils demonstrate increasing control and balance when planning and executing a variety of basic gymnastic shapes. They respond well to demonstrations of good practice by the teacher and are improving their own techniques through practice.

Shortcomings

- In both key stages, the pupils' ability to evaluate their own and other pupils' performance is insufficiently developed.
- A good number of pupils' skills in dance are underdeveloped.

Religious education

Standards are very good in both key stages.

Good features

- In KS1, pupils' knowledge about familiar stories from the Bible is very good and they retell them accurately. They can differentiate between the Old and New Testament. When discussing Christ's parables, they come to understand their significance for us today.
- They are aware of the purpose of prayer and understand the significance of worship.
- The pupils are aware of some of the main church festivals and of the significance of important days in the church calendar. Following a visit to a church, they associate places of worship with specific ceremonies such as baptism and marriage.

- They have a very good understanding of principles, such as caring, kindness and friendship, and can express simple opinions about them.
- They appreciate the importance of the Bible for Christians and of the Torah for the Jews,
- In KS2, pupils have a very good knowledge of the Bible and they can retell a good number of stories linking the events in the New Testament with the Christian festivals.
- The pupils are aware of the ways in which people demonstrate care and concern for each other, and understand that there is a need to respect the beliefs and creeds of each individual.
- The more able pupils can name a good number of Christ's miracles, explaining with maturity their meaning and significance for us today.
- The pupils compose personal prayers of a good standard. They understand the significance of worship.
- Pupils' response to major religious issues has developed very well.
- The pupils are familiar with elements of other religions, such as Hinduism and Judaism, and can discuss their characteristics effectively.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress in responding to a number of the issues identified in the previous report, but some matters still need further attention.

The previous report stated that the school needed to give more emphasis to practical and investigative work in its curriculum. The need to develop the short term planning and to ensure that the results of the assessment procedures influenced the planning was also identified. In addition, the need to plan more structured activities for the youngest pupils, and for pupils to make more extensive use of their writing skills across the subjects, were also emphasised.

- Since the last inspection, the quality of the short term planning has improved and prominence is given to practical work and to investigative activities in a number of subjects, particularly in science and in history.
- The school has reviewed its assessment arrangements to ensure that there are more effective means of recording and planning for the next steps in pupils' learning. The need to ensure that the results of assessments influence teachers' short term planning remains.
- Curriculum planning for the youngest children is now appropriate, but the need to structure play activities in greater detail remains.
- By now, the pupils in both key stages write in a range of forms, but there is little extended writing across the curriculum.

8.2 Key issues for action

The school needs to:

- maintain the good standards and improve standards in the subjects and aspects that are satisfactory by attending to the shortcomings identified;
- extend the opportunities for pupils to use literacy, numeracy and ICT as key skills to support their learning across the curriculum;
- continue to improve and develop its procedures for assessing and recording pupils' progress;
- develop its self-evaluation procedures as a means of ensuring further improvement.
- ensure that the contents of the school prospectus and the annual governors' report to parents conform with statutory requirements.

{!}APPENDIX

School data{~}

A. Basic information about the school

Name of the school	Ysgol Gynradd Gymunedol Felinfach
Type	Maintained by the LEA/Community
Age range of pupils	4-11
School address	Felinfach Llanbedr Pont Steffan Ceredigion
Post code	SA48 8AE
Telephone number	01570470655

Name of head	Mrs N McEvoy (temporary headteacher)
Date of appointment	June 2003
Chair of governors	Mr JE Jones
Registered Inspector	Miss D Morris
Date of inspection	8-10 March 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N[<i>eft</i>]	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	4	6	6	4	7	2	4	35

<i>Number of teachers</i>			
	Full time	Part time	Equivalent to full time [<i>eft</i>]
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil: teacher ratio [<i>eft</i>], [apart from nursery and special classes]	16.6 :1
Pupil: adult ratio [<i>eft</i>] , nursery only	-
Size of classes, on average, apart from nursery and special classes	17.5
Class: teacher [<i>eft</i>] ratio	1.05 :1

<i>Percentage of attendance over the three whole terms before the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	96%	95.2%	96.1%	95.8%
Term 2	99.3%	96.8%	94.4%	96.8%
Term 3	84%	95.6%	95.6%	91.7%

Number of pupils excluded during the previous 12 months	0
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C. Results of NC assessments and public examinations

National Curriculum Assessments KS1 Results: 2003

As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included.

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh [first language], according to teacher assessment			
In the school:	60%	In Wales:	80%

National Curriculum Assessments KS2 : 2003

As the number of pupils eligible for assessment in 2003 at the end of KS2 was fewer than five, a summary of the results is not included in this report.

D Basis of evidence for the inspection

- The school was inspected over a period of three days. The team comprised three inspectors, including a lay inspector.
- 22 lessons or part of lessons were observed.
- The pupils were questioned about their knowledge and understanding of the curriculum.
- Pupils were heard reading in both languages and samples of their work inspected.

- The school's documentation, including the SDP, the budget, policies and schemes of work, the teachers' planning documents and the pupils' assessment records were inspected.
- The attendance registers were inspected.
- Meetings were held with the head, the staff and the governors.
- 12 parents' questionnaires were returned and analysed.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (section 7)
Miss D Morris	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.2, 6.3, 8.1, 8.2, Appendix.	Mathematics, science, design and technology, information technology, geography, physical education, religious education.
Mrs Rh Roberts	Team inspector	4.1, 5.2, 5.3, 5.5	Children under 5, Welsh, English, history, art, music, religious education.
Mr J Roberts	Lay Inspector	4.2, 4.3, 5.6, 5.7	

The inspectors wish to express their thanks to the school's governors, head, staff, pupils and parents for their willing co-operation during the inspection.