

REPORT

on the

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

**YSGOL GYMUNEDOL LLANAFAN
LLANAFAN
ABERYSTWYTH
CEREDIGION
SY23 4AX**

School Number: 667/2306

Date of Inspection: 24 – 26 May 2004

By

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Registered Inspector 78384

Under Estyn contract number: T/223/03P

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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:

{PR IV AT E }	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.

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1. CONTEXT

The school and its priorities

The school is situated in the small village of Llanafan, about eight miles south of Aberystwyth in Ceredigion. It is attended by 34 pupils, aged 4-11 years. This is a slightly lower number than at the time of the last inspection in November 1998, when there were 39 pupils on roll. The pupils are currently taught in two classes, one for pupils aged 4-7 years and the other for pupils aged 8-11 years. In line with the LEA's policy for Category A schools, the teaching is mainly through the medium of Welsh.

Pupils are drawn from the village of Llanafan and the surrounding area. It is stated that the residential area from which pupils are drawn is neither prosperous nor economically disadvantaged. Pupils represent the full range of ability. No pupil is registered as being entitled to free school meals. The predominant language of the home for 35% of pupils is Welsh and for the remaining 65% it is English. Three pupils are on the school's register for special educational needs (SEN), two on School Action and one on School Action Plus.

The acting head teacher does not know for how long he is going to be in post, pending the return of the permanent head teacher from long-term sick leave. This has meant that the setting of long-term priorities has been difficult. However, the following priorities have been identified by the acting head teacher and governors for necessary action in the forthcoming months:

- a review of the use of classrooms and resources in the light of a reduction in the part-time staff hours for September 2004;
- establishing a school council in September 2004;
- the purchasing of an additional interactive whiteboard and projector for the classroom housing the older pupils.

2. MAIN FINDINGS

The main findings of the report

Llanafan Community School is a good school with a friendly and welcoming ethos in which pupils develop self-confidence and an eagerness to learn.

The overall quality of the educational provision for the under fives is good and successfully promotes the Desirable Outcomes for Children's Learning. The children make good progress. Standards of achievement in the six areas of learning are as follows:

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

Creative development	Good
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- In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	N/A	Good
Mathematics	Good	Good
Science	Very good	Very good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Insuff evidence	Insuff evidence
Religious education	Good	Good

- Standards achieved by pupils across the school were good in 64 per cent of the 25 lessons or part-lessons observed and satisfactory in 36 per cent.
- KS1 NC teacher assessments for 2003 show that pupils achieved below the national averages in Welsh, mathematics and science. The school's average score was 67% in relation to the Wales average of 80%. The school attributes this to the above average number of pupils with SEN in the small cohort of pupils who were assessed. In KS2, the percentage of pupils achieving level 4 or above in the core subjects of Welsh, mathematics and science was 100%, considerably higher than the Welsh average of 68%.
- The overall standards in the use of the key skills of speaking, reading and writing across the curriculum, in both key stages, are good. They are very good in listening. Standards in the application of number and information and communications technology (ICT) across the curriculum are satisfactory.
- Provision for the spiritual, moral, social and cultural development of pupils is very good. Pupils respond very effectively to the provision made for them.
- The behaviour and attitudes of pupils are very good. Pupils are enthusiastic, open and inquisitive, but this is tempered by natural courtesy and self-discipline. Their application to their work is very good, which is reflected in the standards achieved.
- The levels of attendance are good and punctuality is very good; this ensures a prompt and efficient start to the school day and all lessons.
- In the lessons observed during the inspection, the quality of teaching was good in 64 per cent and satisfactory in 36 per cent. Teachers have good knowledge of the subjects they teach.

- In the majority of lessons, introductions are relevant and lessons proceed at an appropriate pace. Tasks are explained clearly and good support is provided for pupils while they work. In some good plenary sessions, pupils are expected to evaluate their own work and that of others sensitively but constructively.
- Shortcomings occur mainly when teacher presentations have a tendency to be too long and lack sparkle. Opportunities for pupils to make extended contributions are more limited in such sessions.
- The quality of assessment, recording and reporting is good. Good use is made of a range of assessment materials to assess attainment in the core subjects and pupil progress and achievement are recorded and carefully tracked. Assessment in the foundation subjects is developing well and individual pupil progress is recorded annually.
- Pupils' work is marked regularly and, though there are some good examples, teachers' comments do not always provide pupils with the necessary guidance on how to improve the quality of their work.
- Reports to parents contain detailed, clear comments on progress and skills developed in the core subjects and some foundation subjects. They do not always, however, provide sufficient information on what pupils need do to improve in their work. Reports for the under fives comment appropriately on the six areas of learning and provide clear information on the way forward for each child.
- The curriculum for the under fives, KS1 and KS2 is of good quality and is broad, relevant and generally balanced; a variety of enriching curricular experiences is provided. The only shortcoming is the lack of balance in the physical education curriculum. Swimming has an excessive time allocation and other aspects of the subject have insufficient time overall.
- The Cwricwlwm Cymreig is very well established in the life and work of the school. The school also promotes pupils' bilingualism effectively, enabling them to be confident in both languages by the time they leave school.
- Homework is set regularly and the activities have a positive effect on pupils' learning. A good range of extra-curricular activities are provided and these serve well to extend and enrich pupils' learning. There are appropriate policies for personal and social education, equal opportunities and race awareness. The content of these is well implemented in relevant aspects of the curriculum as well as in the day-day-day life of the school.
- The overall quality of support, guidance and pupils' welfare is good. The effectiveness of personal and social guidance is very good. There are, however, health and social issues relating to the lack of secure anchorage of the portable metal goal posts on the school playground and the loose slates on the roof of a building adjacent to the playground.
- The school's provision for pupils with SEN is good. Pupils with SEN make good progress and achieve good standards in relation to the targets set.

- The partnership with the parents and the community, schools and other institutions is very good and the school's partnership with industry is good. The strength and importance of these partnerships are key features of the school's activities.
- The quality of self-evaluation and planning for improvement is good. Procedures and a culture of self-evaluation are firmly established at the school, but the uncertainty regarding the acting head teacher's position has meant that it has been difficult to produce a detailed self-review report.
- The effective procedures for monitoring and evaluating different areas of the curriculum at the school have been further developed and extended by a project funded by a General Teaching Council Wales grant, involving a local cluster of six schools. As a result, the school has received useful evaluation reports from other teachers in the area on teaching and learning in five subjects. Teachers from the school have also benefited from visiting other schools and developing their monitoring and evaluating skills by observing those teachers.
- The leadership and efficiency of the school are good. The head teacher has been on long-term sick leave for most of the academic year. The acting head teacher has been in post since January 2004. In the short time he has been in the school, he has displayed sound leadership qualities and kept the school running smoothly and efficiently. He has been very ably supported by the KS1 teacher and part-time staff.
- Teachers manage their subject responsibilities efficiently and effectively. They are knowledgeable about their subjects and have good oversight of curriculum developments.
- The governing body is very supportive of the school and members are knowledgeable about the curriculum, financial matters and other matters to do with the smooth running of the school. The budget is efficiently managed and all statutory requirements are met.
- Staffing levels and the school's resources are good and the accommodation is satisfactory. Of particular note is the lovely garden area, created through funds donated by Powergen, The Forestry Commission, PTA and by the voluntary labour of many parents. The area provides aesthetically pleasing surroundings in which pupils can relax and learn. The school is kept clean and tidy.
- Three of the four key issues listed in the last inspection report in November 1998 have been successfully addressed. The fourth key issue highlighted the need to improve security arrangements on the site and these remain unresolved.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards were good in 64 per cent of lessons observed and satisfactory in the remaining 36 per cent.

- The quality of the educational provision for the under fives is good and successfully promotes the Desirable Outcomes for Children's Learning. Reception children achieve very good standards in their personal and social development, good standards in language and literacy, mathematical development, knowledge and understanding of the world and creative development, and satisfactory standards in their physical development.
- In KS1, standards of achievement are very good in science, good in Welsh, mathematics, design and technology, history, geography, art, music and religious education. Standards of achievement are satisfactory in information technology. There was insufficient evidence to make a judgement in physical education.
- In KS2, standards of achievement are very good in science, good in Welsh, English, mathematics, design and technology, history, art, music and religious education. Standards of achievement in information technology and geography are satisfactory. There was insufficient evidence to make a judgement in physical education.
- KS1 NC teacher assessments for 2003 show that pupils achieved below the national average in Welsh, mathematics and science. The school's average was 67%, in relation to the Welsh average of 80%. In KS2, the percentage of pupils achieving level 4 or above in the core subjects of Welsh, mathematics and science was 100%, considerably higher than the Welsh average of 68%.

3.2 Standards achieved in key skills across the curriculum

The overall standards in the key skills of speaking, reading and writing across the curriculum are good and they are very good in listening. Standards of numeracy and ICT across the curriculum are satisfactory.

- The progress and achievement of children under five in the key skills across the six areas of learning are good.
- Throughout the school, pupils listen attentively in lessons and in whole-school assemblies and respond well to questions and instructions. They listen carefully to their teachers and to contributions from their peers during classroom discussions.
- Pupils in both key stages demonstrate good speaking skills and use an appropriate range of general and subject-specific vocabulary. Older pupils discuss their work clearly and confidently in both English and Welsh and they develop reasoned arguments when discussing social or moral issues.

- Most pupils use their reading and comprehension skills effectively when they research information and they use their reference skills well to access appropriate information from encyclopaedias or the Internet. They read worksheets and texts in a number of subjects and follow written instructions accurately.
- Pupils in both key stages write well and in a good variety of forms and styles across the curriculum. They make good progress in developing their skills in extended writing in a range of subjects and most have a secure grasp of the style and structure required for particular written tasks.
- In both key stages, pupils make satisfactory progress in their application of numeracy skills in different subjects. They measure accurately in their design and technology lessons and make good use of their understanding of the properties of different three-dimensional shapes. In science and geography pupils represent data accurately in tables and different graphs but they do not consistently interpret their results and use them to extend their work.
- Standards in ICT, to support and extend learning across the curriculum are satisfactory. Pupils use appropriate software packages confidently to consolidate their work in literacy and numeracy and they make satisfactory progress in their use of word processing skills to record their work across a range of subjects. Older pupils are able to use ICT programs well to produce graphs and charts to show their findings in geography and science and make effective use of the Internet to research information on various topics. ICT is not, however, used extensively to support work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for the spiritual, moral, social and cultural development of pupils is very good.

- The school is a caring and happy community and relationships between staff and pupils are positive and friendly. Pupils have a clear understanding of the difference between right and wrong and this is reflected in the way they behave and interact throughout the school day.
- Collective worship contributes well to pupils' awareness of Christian values and they reflect on the message of the service. The minister and vicar of the local chapel and church respectively are regular visitors to the school.
- Older pupils take an active part in arranging events and collections for charities such as the Blue Peter Appeal and the Welsh Hospice Appeal.
- Pupils make very good progress in social and interpersonal skills. They are polite and confident and relate well to their peers and adults. Most pupils collaborate maturely when working in pairs or small groups.

- The Cwricwlwm Cymreig is well established at the school and pupils study the history and geography of their locality and Wales. Their awareness of their own Welsh culture is enhanced through participating in extra-curricular activities such as concerts and Urdd eisteddfodau, and the school features prominently in the local Papur Bro.
- Pupils are educated about other cultures and beliefs such as Hinduism and Islam and they develop a very good awareness of the need to respect people from different cultures and religious backgrounds.

4.2 Behaviour and attitudes

The behaviour and attitudes of the pupils are very good.

- The school has very high expectations and values, with policies and procedures which are very effective. High standards are clearly achieved.
- Pupils are enthusiastic, open and inquisitive, but this is tempered by natural courtesy and self-discipline. Their application to their work is very good, which is reflected in the standards achieved.
- Pupils are most respectful of their teachers and other support staff. They are courteous and engagingly enquiring of visitors to the school. This warm and cohesive atmosphere contributes very well to the social inclusion of the school.
- During the inspection process, all the pupils played and worked happily with each other. The older ones are poised and mature, and show a close regard towards their younger colleagues. There were no instances of bullying or aggressive behaviour.

4.3 Attendance

The level of attendance is good.

- The registers are called and administered in full compliance with statutory requirements. The records confirm the statistics reported.
- Over the past three terms, attendance levels have averaged just below 95%. The school has a good range of policies and procedures for attendance improvement.
- Punctuality is very good and this ensures a prompt and efficient start to the school day.

5. QUALITY OF EDUCATION

5.1 Teaching

Twenty-five lessons or part lessons were observed during the inspection. The quality of teaching was good in 64% of the lessons observed and was satisfactory in 36%. There was no unsatisfactory teaching.

- Teachers have a good knowledge of the subjects they teach and of the requirements of the NC and religious education.
- They plan thoroughly, and classroom management and the organisation of lessons are of good quality.
- In all classes, the relationship between pupils and teachers is warm and friendly and there are suitably high expectations of pupils. These features contribute to the good attitudes to learning displayed by pupils.
- In the majority of lessons, introductions are relevant and lessons proceed at an appropriate pace. Tasks are explained clearly and good support is provided for pupils while they work. In some good plenary sessions, pupils are expected to evaluate their own work and that of others sensitively but constructively.
- Shortcomings occur mainly when teacher presentations have a tendency to be too long and lack sparkle. Opportunities for pupils to make extended contributions are more limited in such sessions.
- Work set in the majority of lessons effectively meets the needs of the wide range of ages and ability in classes.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- Arrangements for the assessment, recording and reporting of pupils' progress are systematic, thorough and consistently accurate. Good use is made of a range of assessment materials to assess attainment in the core subjects, and pupil progress is recorded and carefully tracked. Individual pupil records contain further useful information on achievement and attainment according to NC assessment criteria. Assessment in foundation subjects is developing well and individual pupil progress is recorded annually.
- Results of standardised tests and teacher assessments are used to identify any pupils requiring additional support and the nature of the support required. This information is also used to inform teachers' planning for differentiated tasks.

- Pupils' work is marked regularly and, though there are some good examples, teachers' comments do not always provide pupils with the necessary guidance on how to improve the quality of their work.
- Reports to parents are produced annually. For the core subjects and some foundation subjects, there are detailed, clear comments on progress and skills developed. However, they do not always provide sufficient information on what the pupils need to do to improve in their work. Teacher assessments and test scores related to the NC levels are reported at the end of each key stage. Reports for the under-fives relate to the six areas of learning and provide clear information on the way forward for each child.

5.3 Curriculum

The curriculum is of good quality and is broad, relevant and generally balanced; a variety of enriching curricular experiences is provided.

- A good quality curriculum is provided for children under five. The programme of study is designed to ensure that the Desirable Outcomes for Children's learning in the six areas of learning are successfully promoted.
- The curriculum in KS1 and KS2 is of good quality and conforms to statutory requirements; religious education is taught in line with the LEA's agreed syllabus. The only shortcoming is the lack of balance in the physical education curriculum. Swimming has an excessive time allocation and other aspects of physical education have insufficient time overall.
- Good quality policies and schemes of work are in place. They give clear guidelines to ensure continuity and progression in the work across the school.
- There is an appropriate policy for the development of key skills across the curriculum and this is satisfactorily implemented in teachers' planning.
- Provision for pupils with SEN is good and all have access to the full range of learning activities.
- The Cwricwlwm Cymreig is very well established in the life and work of the school. The school also promotes pupils' bilingualism effectively, enabling pupils to be confident in both languages by the time they leave school.
- Homework is set regularly and the activities have a positive effect on pupils' learning. Parents appreciate the way the school has acted on their suggestion that homework is set on particular days so that they and their children can plan accordingly.
- Pupils are provided with a good range of extra-curricular activities, including games and educational visits, which play an important part in supporting and enriching their learning.
- There are appropriate policies for personal and social education, equal opportunities and race awareness. The content of these is well implemented in relevant aspects of the curriculum as well as in the day-to-day life of the school.

5.4 Support, guidance and pupils' welfare

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

- The effectiveness of personal and educational guidance is very good. All the adults working at the school know the pupils well and respond appropriately to individual needs. The pupils themselves are happy to seek guidance and support from staff.
- Pupils are well supervised throughout their time in school.
- Parents are pleased with the level of support and guidance that their children receive and feel that they are well informed regarding their achievements.
- Members of staff are familiar with child protection issues and the school has adopted the county policy and procedures. The policy document does not currently include information regarding responsibilities and names of contact persons specific to the school.
- First aid procedures are in place; the accident book is kept up to date and fire drills are undertaken regularly.
- Appropriate emphasis is placed on equal opportunities and on social inclusion within the school. The school has a sex education policy that states that there is no specific teaching for sex education but aspects of reproduction are covered within the science curriculum.
- There are health and safety issues relating to the lack of anchorage of the portable metal goals on the school playground and loose slates on the roof of the building adjacent to the playground at the back of the school.

5.5 Provision for pupils with special educational needs (SEN)

The school's provision for pupils with SEN is good. Pupils identified as having SEN make good progress and achieve good standards in relation to the targets set.

- Although the school has a below average number of pupils with identified special needs, this aspect is given appropriate attention. There are currently three pupils receiving specific individual support.
- The school has a policy document that provides useful guidelines for everyone concerned in supporting pupils with SEN. It has not, however, been updated to take account of the stages outlined in the new Code of Practice (2002). There is a governor with responsibility for monitoring SEN and she has received LEA training for her role.

- Identification of pupils with SEN is made as early as possible. Staff know their pupils very well and are aware of their individual strengths and problems and they use this knowledge, together with information from Baseline Assessments and standardised tests, to identify pupils with SEN.
- The head teacher, as SEN co-ordinator, is well supported by the part-time peripatetic teacher who works at the school for 45 minutes each week. During this time, individual pupils are supported through withdrawal from class. These sessions provide good, structured individual or paired support on specific aspects of language. They are carefully planned and pupils respond positively to the teacher's sensitive and effective teaching methods.
- There are detailed individual education plans (IEPs) in place for each pupil on School Action and School Action Plus stages. These plans show details of the programmes to be followed and have clear objectives against which the progress of each pupil can be assessed. Progress is reviewed regularly and IEPs amended accordingly, though comments on pupil progress do not always include sufficient detail on the way forward. Parents are fully consulted on a regular basis.
- Class teachers carry out regular assessments and keep appropriate records of progress. They have a good awareness of their pupils' needs and, in the majority of cases, differentiate the work accordingly, also taking account of the more able pupils' needs.

5.6 Partnership with parents and community, schools and other institutions

The partnership with the parents and the community, schools and other institutions is very good. The strength and importance of these are key features of the school's activities.

- It is clear from the parental questionnaires completed and the pre-inspection meetings that the parents overwhelmingly appreciate the efforts made by the school on behalf of their children. An indication of their interest and support is the very high level of attendance at formal meetings, including the annual meeting with the governors.
- Parents support the school in a variety of activities, both curricular and in other areas. An instance of this support is the help parents have given to create the school garden and activities area which are most attractive and used for teaching and recreation to very good effect.
- The quality and flow of information, in the form of letters, meetings, reports and other contacts are good. The School Prospectus, although complying with statutory requirements, is very brief in the information provided. The school is aware of this and have plans to review the content in the near future. Some parents feel, however, that they would have appreciated more information from the governing body on the long-term absence of the permanent head teacher.

- There is a Home-School Agreement which has been signed by all parents.
- The Parent Teachers' Association is a particularly enthusiastic and supportive body. Not only is it a focus for parental involvement with the school in raising very significant sums for the funds, but also a means for socialising and the bringing together of the school and wider community.
- The pupils are very much aware and proud of the community to which they belong. Some have very strong familial and historical links with the area but all are equal participants and valued members of the community. They are all clearly aware of this. The community in return is most supportive of the school in its many and varied activities.
- The Community Council is very supportive and playing field facilities for the school are provided nearby. Strong relationships exist with community organisations, churches and chapels; and services, fairs and other occasions throughout the year are actively supported by the school. Pupils are also most generous in their contributions to a range of charities and good causes.
- The partnership with other primary schools in the district is good. The curricular and pastoral arrangements for pupils transferring to the local secondary schools are also good.
- The LEA and its support officers provide a good and efficient service to the school. Other agencies, such as the Fire Brigade, the Library Service also provide good support for the school.
- Students from the secondary sector and from Coleg Powys have had the benefit of work experience at the school. Student teachers from the University College of Wales, Aberystwyth, and from Hereford and Worcester College of Education have also benefited from teaching practice experience in the school.

5.7 Partnership with industry

The partnership with industry is good.

- The school has a clear strategy for its partnership with industry and this is reflected in the subsequent curricular and project work which has enhanced the learning experiences of pupils. Instances of curricular enhancement are seen in studies which followed visits to Nant y Moch, Cwm Rheidol and other places to study the water industry and energy production from windmills, and other environmentally related sites and projects.
- Partnerships have also been established with local businesses. A grant was received for the design and construction of the school garden from a power generating company. Further contacts have been established with a range of other organisations, such as the Post Office, the R.N.L.I. and the Forest School. These have clearly developed and extended the educational provision.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good. Procedures and a culture of self-evaluation are firmly established at the school but the uncertainty regarding the acting head teacher's position has meant that it has been difficult to produce a detailed, updated self-review report.

- The school's self-evaluation document, produced in the summer of 2003, is comprehensive and useful; it notes judgements and evidence of progress on a range of aspects and all subjects. It describes processes and actions taken and usefully refers to the standards attained by the pupils and the way forward for the school.
- The current SDP outlines priorities for 2004/2005 and contains appropriate details regarding actions to be taken, responsibilities, targets and success criteria, timescale and resource implications including probable costs. Although it refers to monitoring and evaluation it does not describe how these will be carried out. Evaluation of the previous plan, in contrast to the evaluation report, is limited to ticks and 'completed' rather than evaluative comments.
- The school has included parents and pupils in the self-evaluation process by seeking their views on a range of aspects by means of a questionnaire.
- The effective procedures for monitoring and evaluating different areas of the curriculum at the school have been further enhanced by a project funded by a General Teaching Council Wales grant, involving a local cluster of six schools. As a result, the school has received useful evaluation reports from other teachers in the area on teaching and learning in five subjects. Teachers from the school have also benefited from visiting other schools and developing their monitoring and evaluating skills.

6.2 Leadership and efficiency

The leadership and efficiency of the school are good.

- The head teacher has been on long-term sick leave for most of this academic year. The acting head teacher has been in post since January 2004. In the short time he has been in the school, he has displayed sound leadership qualities and kept the school running smoothly and efficiently. He has been very ably supported by the KS1 teacher and part-time staff.
- Teachers manage their subject co-ordinating roles efficiently and effectively. They are knowledgeable about their subjects and have good oversight of curriculum developments.
- The governing body is very supportive of the school and members are knowledgeable about the curriculum, financial matters and other matters to do with the smooth running of the school. The budget is efficiently managed and all statutory requirements are met.

- Despite not having secretarial help, the head teacher and staff ensure that the school runs smoothly and efficiently.

6.3 Staffing, accommodation and learning resources

Staffing and resources are good and the accommodation is satisfactory.

- The school has an appropriate number of teachers who are qualified and effectively deployed.
- A classroom assistant makes a notable contribution to the provision for the under fives; her time is used well.
- Good support is provided by the peripatetic SEN teacher who gives specific attention to individuals.
- The quality of the main building is satisfactory. Good use is made of the two classrooms and hall and the space provides opportunities to undertake practical work, for example, in art and music, and to learn in small groups. A demountable classroom for pupils in KS2 is situated adjacent to the main building and provides adequate space.
- The school grounds provide good facilities, including a hard-surfaced playground which has adequate space for the number of pupils on roll. The moveable goal posts and loose tiles on the shed roof do, however, pose health and safety issues that need to be addressed urgently. In addition, there is a lovely garden area, partly financed by the PTA, which provides aesthetically pleasing surroundings in which pupils can relax as well as learn.
- The school is kept clean and tidy; displays are of a good standard and contribute well to the learning environment.
- The school has a good range of resources for teaching and learning; this has an obvious effect on standards. They are all of good quality and are stored neatly in convenient places.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the reception children (4-5 years) is good and successfully promotes the Desirable Learning Outcomes for Children's Learning. The eight children are educated alongside their peers in KS1 but receive additional support from the classroom assistant. They make good progress and achieve good standards in four of the six areas of learning. They make very good progress and achieve very good standards in their personal and social development. In their physical development, they achieve satisfactory standards with some good aspects.

Good features

- Good standards are achieved in **language and literacy**. Most listen attentively and respond eagerly during stories and discussions. They are not overawed by the older pupils around them. Good progress is made in the development of early reading skills and most know initial letter sounds and can recognise and read familiar words. Writing skills are also developing effectively. All engage confidently in copying sentences written by the adults. All can write their name and four have started writing words independently.
- Standards of achievement in **mathematical development** are good. Most children recognise and name numbers to 10. At least four can recognise numbers beyond this. Four understand simple addition and subtraction by adding and taking away one from the numbers they know. They understand and use mathematical language such as 'more' and 'less' in relevant contexts. They gain great pleasure from singing and acting number rhymes. They understand the purpose of money and the use made of it.
- The children achieve very good standards in their **personal and social development**. By sharing a classroom with older KS1 pupils, reception children quickly settle into school life. They move confidently around the classroom and intermingle happily with each other and older pupils during playtimes. They can concentrate very well for lengthy periods. They share, take turns and tidy up after activities. They are beginning to take responsibility for personal hygiene such as washing their hands after going to the toilet and before eating food.
- Standards of achievement in the children's **knowledge and understanding of the world** are good. Children discuss events in their daily lives and speak confidently about the world around them. They are using an increasing range of time vocabulary, such as yesterday, today and tomorrow, and are familiar with the days of the week and the names of some months. They recognise and name the main buildings in the village and a few can locate some of the buildings on a simple map. They have observed and handled household artefacts from 'long ago' and discussed differences between them and ones used in their homes at present. They are making increasing use of the computer, demonstrating satisfactory control of the mouse when running a program.
- In their **creative development**, the children achieve good standards. In music lessons with KS1, they sing pleasantly and know a variety of rhymes and songs. They recognise the names of a number of percussion instruments and know how to produce various sounds when striking them. They confidently choose colours and equipment when painting, cutting, folding and glueing materials and create individual pictures and models that display good imagination and control. They make creative use of their imagination to develop their play when they dress up or play house.
- In their **physical development**, the children achieve satisfactory standards. They show satisfactory body control and use space effectively. They practise throwing and catching a ball and succeed in doing this satisfactorily. They are able to drive wheeled toys but, as there is an insufficient number to go around, they have to form queues to have their turn. In class, children are developing increasingly good control over small equipment such as pencils, crayons, scissors and paintbrushes.

Shortcomings

- The lack of suitable outdoor facilities and appropriate equipment restricts the development of the children's physical skills.

Welsh

Pupils' standards of achievement are good in KS1 and KS2.

Good features

- Pupils make good progress in their speaking and listening skills. Their oral work is good in both key stages. Most can express opinions on a range of topics and explain their work competently. They evaluate each other's work in subjects such as art and design and technology with perception and sensitivity and they give well reasoned arguments for their decisions.
- In both key stages, pupils listen well to stories and poems and they express opinions clearly and confidently when discussing in groups or as a whole class.
- Most pupils in KS1 develop sound reading skills and read independently with accuracy and fluency. They read text from the interactive whiteboard confidently and use appropriate expression and intonation when reading aloud to others.
- Pupils in KS1 make good progress in writing. They write for a range of purposes and begin to express ideas clearly in well structured sentences, identifying the need for full stops, capital letters and commas.
- In KS2, most pupils read an increasing range of books and texts fluently and accurately. Some demonstrate a keen interest in reading Welsh books and discuss favourite authors and books sensibly and confidently.
- Pupils in KS2 write well for a range of purposes and audiences, showing a good awareness of the appropriate forms and styles of writing. They spell the majority of familiar words correctly and make appropriate use of punctuation.
- Upper KS2 pupils produce extended pieces of writing that are well planned and structured, making good use of paragraphs to present their work in an organised and sequential manner.
- The work of the majority of pupils is neatly presented and, by Y5 and Y6, handwriting is linked and well formed.

Shortcomings

- The reading skills of a small percentage of pupils in KS2 have not developed sufficiently to enable them to understand the context of some of the books that they read.

English

In accordance with the LEA's policy for Welsh medium schools, English is taught as a subject only in KS2. Pupils in Y2, however, have started reading in English and are achieving good standards in their accuracy and understanding of the texts they read. Standards of achievement are good in KS2.

Good features

- In KS2, pupils listen attentively in lessons and to each other during discussions and presentations. They express their views and ideas sensibly and clearly, using a good range of vocabulary.
- Standards of reading are good throughout the key stage. The vast majority read fluently and accurately, using a range of well judged expressions to suit the text. They develop a growing ability to discuss content and characters in their books and many can discuss favourite authors and styles of writing, including poetry.
- Comprehension skills are developing well and older pupils can retrieve salient information from reference books or the internet to support their research for class topics.
- Pupils respond positively to the challenge of writing for different purposes and for different audiences. For example, following the stimulus of reading classical novels such as Oliver Twist, The Railway Children and The Iron Man, pupils have written dialogues, poems, reports, shopping lists, letters, and descriptive and imaginative written accounts. The vast majority of the writing is of a good standard.
- In one lesson, pupils displayed good writing skills as they composed a poem in the form of a song. They displayed an understanding of poetic forms, and used words well to convey ideas and meaning.
- Presentation is good, and pupils in Y5 and Y6 display a good understanding of the conventions of paragraphing and punctuation.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are good in KS1 and KS2. A significant minority of pupils in both key stages achieve very good standards.

Good features

- KS1 pupils count confidently on and back in twos, tens and fives to a hundred, from different starting points. They can recall number facts rapidly and are able to use their knowledge of number bonds to 10 well when dealing with larger numbers. By Y2, they understand place value to 100.
- Most develop their abilities to explain the methods they use to find answers and can apply their knowledge and understanding to different contexts. For example, they are confident in money additions and subtractions, knowing the value of all coins.
- They can record their work neatly and accurately in a good range of mathematical activities, using numerals, symbols, words, pictures and charts.
- Pupils are developing a sound knowledge of mathematical vocabulary and they use correct terminology when discussing their work. They easily recognise odd and even numbers.
- Older KS1 pupils know the names of common 2D and 3D shapes and describe them according to their properties.
- In KS2, pupils show a good understanding of place value, which they use confidently to solve mental and written calculations involving the four rules of number. They demonstrate a sound knowledge and rapid recall of their multiplication tables.
- Throughout KS2, pupils develop appropriate vocabulary and correct use of mathematical terminology. They understand equality and inequality, and work with the appropriate signs for 'more than', 'less than' and 'equals'.
- Pupils display good knowledge and understanding of the properties of 2D and 3D shapes. They make sensible estimates of measure and they show a good awareness of the need to use appropriate units of measure. Good progress is evident in their ability to calculate areas of regular and irregular shapes.
- Upper KS2 pupils have a good grasp of the relationships between fractions, decimals and percentages. They use an appropriate range of strategies to solve mathematical problems and make good progress in explaining their thinking.
- Pupils make good progress in gathering and representing data in tables and a range of different graphs.

Shortcomings

- Some older pupils in KS2 have an insecure grasp of place value, particularly in decimals.

Science

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils in Y1 and Y2 describe the similarities and differences between various materials. They sort them into groups and separate them on the basis of simple properties such as ‘rough’ or ‘smooth’. They also separate materials according to whether they are transparent, opaque or fairly clear. They understand and use the appropriate scientific vocabulary when discussing their findings. Very good standards are achieved.
- They have a very good understanding of the effects of steepness and smoothness on the speed of a toy car travelling down a ramp.
- They name some materials which are magnetic and know that a magnet does not attract all materials.
- They have a very good recall and understanding of the work covered and they use mathematical language appropriately.
- Pupils in KS2 make convincing suggestions for setting up investigations, linked to the topics they have been studying. Older pupils show a very good understanding of how to conduct a fair test and explain why fair testing is important.
- Pupils display very good understanding of the importance of exercise and nutrition in keeping healthy. They know that the heart acts as a pump and that the pulse gives a measure of the heart beat rate. They name and locate other internal organs in the human body and recognise why humans and other animals need a skeleton frame.
- They recognise differences between solids, liquids and gases and discuss their properties.
- Pupils know that light is a source of energy, and they have successfully conducted a variety of investigations into the formation of shadows. They measure their results carefully and achieve very good standards in the work. They have a very good understanding of the solar system and can discuss sensibly how day and night occur.
- Pupils record their findings and the outcomes of their investigations in a range of formats, including graphs and annotated diagrams. They make good use of ICT in both key stages to record their findings.
- Good use is made of pupils’ ICT skills to record and measure findings and conclusions in various graphical forms.

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- KS1 pupils make good progress when designing and making moving vehicles. They have discussed suitable materials, investigated how things move without wheels, and observed how wheels and axles are connected. They have discussed ways of improving their completed vehicle and all have achieved good standards in the work.
- Earlier in the year, pupils have made various puppets and can discuss the process of the designing and making process clearly and sensibly. They measured their materials carefully and made good efforts to stick and tack various fabrics to complete their puppets. Good standards were achieved.
- In KS2, pupils have a good understanding of the design process. They can offer a number of ideas in response to the task set. They are also developing good evaluation skills.
- They outline their initial ideas clearly and list the necessary materials and resources to be used. The finished products are of good quality and recently include clowns with moving hats by Y3 and Y4 pupils and model traffic lights by pupils in Y5 and Y6.
- A good range of work has been covered and pupils have had opportunities to experiment with the strength of materials for building bridges and with levers for lifting and lowering objects. They display good understanding of the work covered.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils make satisfactory progress in their general key board skills and use these well to enhance their writing. They can save and print their work independently.
- They follow instructions to load, change colour, font and print size.

- They make satisfactory use of their ICT skills to reinforce and extend their work in language and mathematics.
- They make use of a database to display information in the form of simple graphs.
- Pupils in KS2 can change fonts appropriately. Some are able to copy, repeat and enlarge an image. They use logo programs to draw and create increasingly complex mathematical patterns.
- They create simple data bases to store, extract and present information in graphical form. Pupils access and extract information satisfactorily from the internet to support their learning.

Shortcomings

- Pupils in both key stages make insufficient use of ICT to build on, adapt and question information which has been stored.
- Pupils' ICT skills to research and solve problems in the context of their work across a variety of subjects are limited.
- Pupils' modelling skills are underdeveloped in both key stages.

History

Standards in history are good in KS1 and KS2.

Good features

- In KS1, pupils' chronological awareness is developing well and they confidently sequence events from history and in their own lives. They make correct use of terms related to the passage of time.
- Pupils study transport and explain the differences between early and modern day forms of transport. They record their observations clearly in pictures, sentences and newspaper articles. Good standards are achieved.
- KS1 pupils make good progress in finding out about the past using sources such as artefacts and photographs. For example, when studying household items from long ago and comparing them with modern items, they can make distinctions between their own lives and past times.
- They develop a greater understanding of their own Welsh culture through their study of Welsh historical figures such as Llywelyn (Ein Llyw Olaf) and Guto Nyth Bran.
- In KS2, pupils show good chronological awareness and use timelines confidently to place their previous studies of Victorians and World War II in context.

- They show a good knowledge and understanding of the advantages and disadvantages of Mote and Bailey castles.
- Pupils use a range of secondary sources satisfactorily to study the periods covered. They confidently glean information from textbooks, photographs and ICT, and the majority record their work in an appropriate range of written forms.

Shortcomings

- A few pupils in KS1 find difficulty in describing the benefits of modern day artefacts in contrast to those used in the past.
- The skills of historical enquiry and the use of an appropriate range of primary sources to learn about the past are underdeveloped in KS2.

Geography

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

Good features

- Pupils in KS1 show good knowledge of the physical and human features of their local village and they accurately describe the houses, village hall and church. They also recognise other physical features such as streets, river, hills and fields on a map and in photographs.
- Pupils begin to develop good mapping skills and can draw simple maps of their journey around the village, locating buildings accurately. They confidently recognise the cardinal points of the compass and locate Wales, England and Scotland on a map of the United Kingdom.
- By Y2 pupils begin to make sensible comparisons between Wales and contrasting countries such as Botswana and record their descriptions using a range of written forms. They compare their own locality with more urban areas in Wales and accurately describe the similarities and differences.
- In KS2, pupils' geographical vocabulary is developing appropriately. They make correct use of geographical terms when naming the main physical and human features relating to their local area and Snowdonia.
- Pupils discuss issues such as pollution sensibly and they are aware of the need to reduce waste by recycling. Through their studies of the Nant y Moch Reservoir they have gained a sound understanding of the importance of renewable energy, and some pupils can use the information well to highlight the arguments for and against building the reservoir.
- They use their mapping skills confidently to locate places using grid references. They draw simple maps accurately and locate the main towns and cities on a map of Wales,

correctly identifying south, mid and north Wales. Most use scale to make sensible estimates of distances between places.

- Pupils record their work satisfactorily in a suitable range of forms including tables and graphs.

Shortcomings

- In KS2, some pupils' knowledge and understanding of a community in an economically less developed country are uncertain.
- The geographical enquiry skills of pupils in KS2 are insufficiently developed. They do not consistently use evidence to draw conclusions or opinions and ask geographical questions.

Art

Standards of achievement in art are good in KS1 and KS2. There are some examples of very good work in KS2.

Good features

- Pupils in KS1 use sketchbooks to investigate various features of vehicles they see around the village and of patterns in the school garden.
- They explore and experiment purposefully with a variety of materials, tools and techniques in drawing, painting, modelling and collage.
- Their chalk paintings of cars at night in black and white, their drawings and paintings of various vehicles and their rubbings patterns of car wheels are of good quality.
- KS1 pupils demonstrate good awareness of the intricate patterns involved in their designs of Celtic Knots. Their finished work is of a good standard.
- The sketchbooks of KS2 pupils show clear development and good progress in their observational drawing skills. Some Y5 and Y6 pupils are beginning to use perspective well.
- In their studies of the work of Claude Monet, pupils in Y3 and Y4, pupils display keen observation of detail, an understanding of the artist's technique and an ability to emulate the style.
- An effective collage based on 'The Bridesmaid' by Sir John Millais by Y5 and Y6 pupils displays a good understanding of the concept of Impressionism and of what the artist is trying to create.
- Self-portraits in charcoal by older pupils are of good quality, and three dimensional clay boots, designed and made by Y5 and Y6 pupils, are of very good quality

- Of particular note is the mature way in which Y5 and Y6 pupils evaluate their own work and that of others. Their comments are sensitive, perceptive and suitably critical.

Shortcomings

- The work of well known Welsh artists is under-represented in the art work of pupils.

Music

Standards achieved in music are good in KS1 and KS2.

Good features

- Pupils sing tunefully and with clear diction during acts of collective worship.
- In both key stages, they listen attentively in music lessons and they demonstrate a good awareness of rhythmic patterns.
- In KS1, pupils name common tuned and untuned percussion instruments and describe how they would create a sound with them. They collaborate well and make good use of their voices and instruments to organise sounds in response to a poem.
- Pupils perform their compositions well and listen attentively to the recorded performances. They confidently express opinions on their likes and dislikes in the compositions.
- Pupils co-operate well to create simple musical compositions, showing a good awareness of musical shape and distinctions within musical elements.
- They perform their compositions well on a range of tuned and untuned musical instruments, demonstrating the ability to maintain an individual instrument part in a group piece.
- Pupils' appraisal of their work is good. They use appropriate vocabulary when identifying strengths and aspects where improvements could be made. They are keen to refine and improve their work.

Shortcomings

There are no significant shortcomings.

Physical education

No lessons were observed in KS2 and activities observed in KS1 did not relate to the National Curriculum Orders for KS1 so no judgement can be given on the standards of achievement in either key stage.

There are, however, concerns regarding physical education at the school in terms of time allocation and balance of provision. Only one session per week (including travelling) is timetabled for this subject and this includes swimming lessons that take up a large percentage of the time allocated for each key stage over the academic year.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 understand and explain what makes a place ‘special’ and are aware of places that are Special to religious people. They name their ‘special places’ and know, for example, the importance of the river Ganges in the Hindu religion and have copied letters in Hindi writing.
- KS1 pupils have a good awareness of how people’s lives are directly affected by rules and have devised their own class rules. They are beginning to understand that every person is unique and valuable and they show good attitudes towards each other.
- They have good recall of some well known Bible stories and have written letters to invite the local vicar to school so that they can talk with him and ask questions.
- KS2 pupils have devised questionnaires to seek information about the work of a representative from the TEAR charity who visited the school. They display interest and sensitivity to the needs of children and people less fortunate than themselves.
- Pupils in KS2 make effective comparisons between Christianity and Islam on a number of aspects. They know the significance of the Mosque and Koran to Muslims and they have planned and made their own prayer mats.
- They understand the importance of prayer in different religions and have written their own prayers.
- They display good understanding and admiration of the work of people who help others less fortunate than themselves such as Mary Verghese in her work in a leper community.
- They know the significance of the ‘poppy’ in relation to the lives lost in the Second World War and have studied monuments built to commemorate important events or people.
- Through their religious education studies, they learn about tolerance, respect for others, caring and sharing. They are encouraged to reflect upon these virtues regularly during the course of the school day. They achieve good standards in these aspects of the work.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Four key issues were identified in the last inspection report in November 1998. The school's response to them has been as follows:

i. maintain the good standards achieved and to raise standards in those subjects and aspects where shortcomings were identified;

Good standards have been maintained in all subjects except geography in KS2 where standards are now satisfactory. Standards in science have improved to very good. There was insufficient evidence to make a judgment on standards in physical education but weaknesses in the provision have been highlighted.

ii. ensure that all NC subjects are co-ordinated on whole-school basis, and that procedures for monitoring and evaluating the quality of provision and standards in classrooms are developed;

Teachers now have responsibilities for all subjects. Policies and schemes of work are appropriate for developing the work in all subjects. The school is part of a monitoring system operating with other cluster schools and good systems are in place for monitoring each other, across schools, in different subjects. This system has helped teachers to develop further expertise when monitoring and evaluating the work in their own school.

iii. improve the security arrangements on the site;

Some matters remain to be addressed regarding security arrangements on the site. Doors remain without security locks and there are loose tiles on a shed roof and unstable steel football goal posts on the playground.

iv. ensure that the school prospectus and the governors' annual report to parents fully meet the requirements of WO Circular 22/96;

Both documents now meet statutory requirements.

8.2 Key issues for action

The school needs to:

- address the shortcomings listed in the subjects and aspects sections of the report;
- address health and safety issues relating to the security of the building, the unstable steel goal posts on the playground and the loose roof tiles on a building adjacent to the playground;
- review the time allocation for physical education to ensure that pupils experience a balanced curriculum in the subject;
- improve marking procedures to ensure that comments made are suitably constructive and indicate the ways forward for pupils.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Llanafan Community School
School type	LEA maintained
Age -range of pupils	4-11 years
Address of school	Llanafan Aberystwyth Ceredigion
Post-Code	SY23 4AX
Telephone Number	01974 261353

Headteacher (Acting)	Mr Mark Ansell
Date of appointment	1 st January 2004
Chair of Governors	Councillor J D Roland Jones
Registered Inspector	Ms Lona Thomas
Dates of inspection	24-26 May 2004

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		8	2	4	6	5	7	2	34

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
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	91	91	96	93
Term 2	94	94	96	95.5
Term 3	94	94	93	93.5

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

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	67	In Wales:	80

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included	

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

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspection days in the school. During that period:

- twenty-five lessons or part-lessons were observed;
- a sample of pupils in both key stages were heard reading;
- a selection of their written and practical work in all subjects was inspected;
- inspectors held discussions with the head teacher and teachers during the inspection on a wide range of issues related to the school's work;
- the school's planning documents and various files and records were scrutinised;
- inspectors were present during collective worship;
- nine parents attended the pre-inspection meeting and 13 questionnaires were returned;
- discussions were held with teachers and governors in pre and post inspection meetings.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas (Rgl)	Early years; English; science; design and technology; information technology; art; religious education.	Context; main findings; standards achieved in subjects and areas of learning; teaching; curriculum; leadership and efficiency; staffing, accommodation and learning resources.
Mr R Griffiths (Team)	Welsh; mathematics; history; geography; music; physical education.	Standards achieved in key skills across the curriculum; pupils' spiritual, moral, social and cultural development; behaviour and attitudes; assessment, recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN; quality of self-evaluation and planning for improvement.
Mr W Owen (Lay)		Attendance; partnership with parents, community, schools and other institutions; partnership with industry.