

**INSPECTION UNDER SECTION 10
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Gynradd Gymunedol Llanddewi Brefi
Llanddewi Brefi
Tregaron
Ceredigion
SY25 6RW**

Number of school: 667 / 2349

Date of Inspection: 14 – 16 June, 2004

**BY
Gareth W. Roberts
Registered Inspector: WO19/17166
Date: 16 August, 2004
under contract number ESTYN – T/221/03P**

© Crown Copyright 2004

This report may be reproduced completely or in part for non-commercial educational purposes as long as all parts quoted are reproduced word for word without any changes and its source and the date are stated.

Copies of this report are available from the school. Under the Schools Inspections Act 1996, the school must provide copies free of charge to certain categories of people. Any-one else who applies for a copy of the report may be charged a fee that is no more than the cost of reproduction.

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:

	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.

CONTENTS

1. CONTEXT	5
The School and its Priorities	5
2. MAIN FINDINGS	6
The Main Findings of the Report	6
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	9
3.1. Standards achieved in Subjects and Areas of Learning	9
3.2. Standards achieved in Key Skills across the Curriculum	9
4. ETHOS OF THE SCHOOL	10
4.1. Pupils' Spiritual, Moral, Social and Cultural Development	10
4.2. Behaviour and Attitudes	11
4.3. Attendance	12
5. QUALITY OF EDUCATION	12
5.1. Teaching	12
5.2. Assessment, Recording and Reporting	13
5.3. Curriculum	13
5.4. Support, Guidance and Pupils' Welfare	14
5.5. Provision for Pupils with Special Educational Needs (SEN)	15
5.6. Partnership with Parents and Community, Schools and Other Institutions	15
5.7. Partnership with industry	16
6. MANAGEMENT	17
6.1. Quality of Self-Evaluation and Planning for Improvement	17
6.2. Leadership and Efficiency	18
6.3. Staffing, Accommodation and Learning Resources	17
7. SUBJECTS AND AREAS OF LEARNING	20
Standards achieved by Pupils	20
Provision for the under-fives	20
Welsh	21
English	22
Mathematics	23
Science	23
Design and technology	24
Information technology	25
History	26
Geography	26
Art	27
Music	28
Physical education	29
Religious education	30
8. SCHOOL IMPROVEMENT	31
8.1. Progress Since the Last Inspection	31
8.2. Key Issues for Action	32
APPENDIX	33
A. Basic information about the school	33
B. School data and indicators	33
C. Results of NC assessments and public examinations	34
D. The evidence base of the inspection	34

1. CONTEXT

The School and its Priorities

Llanddewi Brefi Community Primary School is a bilingual, 'category A' primary school for 4-11 year old pupils, maintained by the Ceredigion Local Education Authority (LEA). It has 41 full time pupils, including eight reception age children.

The school is in the village of Llanddewi Brefi, between Tregaron and Lampeter. Pupils live in the village and the surrounding rural area.

The school accepts pupils from the full ability range. All pupils have received pre-school education. Two pupils have a statement of special educational needs (SEN); another 12 pupils receive extra help with their work. No pupil is disapplied from the National Curriculum (NC).

Welsh is the home language of 17% of the pupils and the remainder speak English; 41% are able to speak Welsh to first language standard. The school's aim is to ensure that all pupils are bilingual by the time they leave. All pupils belong to the white ethnic group. One pupil is cared for by the local authority.

The school claims that pupils live in an economically disadvantaged area. Pupils are neither privileged nor underprivileged. Twenty one per cent of pupils are registered as being entitled to free school meals.

The school was previously inspected during the autumn term of 1998.

The school's main priorities for 2003-2004 are to:

- a) prepare a school self evaluation document and plan;
- b) ensure opportunities to develop creative and extended writing in language and across the curriculum at KS2.
- c) increase pupils' experiences of Information and Communication Technology (ICT) on a whole school basis in order to meet the needs of IT as a NC subject;
- d) ensure that finance is available to provide the head with non-contact time to deal with administrative and managerial tasks;
- e) establish a 'sensory room' for children under five and KS1 pupils;
- f) join the healthy schools scheme;
- g) develop teaching techniques that promote pupils' thinking and discussion skills;
- h) attend to matters concerning the school building.

The school's quantitative targets are as follows:

	KS1: %Level 2		KS2: % Level 4	
	2004	2005	2004	2005
Welsh	80	80	80	85
English	-	-	80	80
Mathematics	75	80	80	80

Science	80	85	90	90
Core Skills Indicator	80	82	80	85

2. MAIN FINDINGS

The Main Findings of the Report

Introduction

This is a Welsh medium school which has established a supportive, inclusive, Welsh family ethos. The teaching is consistently satisfactory or better and the standards achieved by the pupils are at least satisfactory. External test and assessment results have improved recently and are very much on a par with national results at KS2, despite being lower than national averages at KS1. With rare exceptions the pupils' behaviour and attitude towards their work is good. The school has established a good relationship with parents and the community. The provision for pupils with SEN is good. The support and guidance provided for the pupils is very good.

Standards in the subjects and in the key skills

During the inspection, standards were satisfactory or above in all lessons observed. They were good in 56% of lessons and satisfactory in 44% of them. Statistics reflect differences in subject standards rather than differences between key stages.

The educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for teaching children. The standards of children under five are as follows:

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

The following table shows standards in NC subjects and religious education:

Subject	Standards KS1	Standards KS2
Welsh (first language)	Satisfactory (oral- good)	Satisfactory
English	-	Satisfactory (oral- good)
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
Geography	Good	Good
History	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education (specific aspects)	Satisfactory	Satisfactory
Religious education	Good	Good

- Standards achieved by pupils with SEN are good.
- Children under five make satisfactory progress in applying their early literacy and number skills and in using ICT within and across the six areas of learning.

The following table records the standards in the key skills across the curriculum.

- Standards in language skills across the curriculum in English at KS1 are not noted as this is a Category A school.

Key skill	KS1 standards	Key skill	KS2 standards
Welsh oral	Good	Oral in Welsh and English	Satisfactory in Welsh Good in English
Listening in Welsh	Good	Listening in Welsh and English	Good
Reading in Welsh	Satisfactory	Reading in Welsh and English	Satisfactory
Writing in Welsh	Satisfactory	Writing in Welsh and English	Satisfactory
Information Technology and communication	Satisfactory		Satisfactory
Numeracy	Good		Good

- This school successfully promotes the pupils' bilingual skills, including the large number of pupils who come from non-Welsh speaking homes, to at least a satisfactory standard. Frequently, they are able to discuss knowledge gained in one language in the other language, both orally and in writing.
- Pupils discuss their experiences and express points of view, but a significant number are unwilling to expand on their ideas orally. At times, they are unwilling to use the appropriate subject terms in discussion. Occasionally, inaccuracies in both languages detract from the standard of written work in the subjects.

Statutory test and assessment results

- As the number of pupils in each year is small it is difficult to make fair comparisons on the basis of one year's statistics. The core subjects indicator (CSI) and NC tests and assessments at KS1 and KS2 over the past three years show that the school's results have, usually, improved. Despite this, the teacher assessment results for KS1 in 2003 were in the lower quartile of comparable schools. The school's results were satisfactory at KS2 in 2003 which places the school around the median for comparable schools. Very few pupils attain level 3 at KS1 and level 5 at KS2.

Quality of teaching

- The quality of all lessons observed was deemed satisfactory or better. The quality was good in 60% of lessons and satisfactory in the other 40%. Good working relationship with the children and good presentations and questioning are a frequent feature of the teaching. Teachers make effective and valid cross-curricular links. Expectations and planning for individual lessons are satisfactory.

The curriculum

- The curricular provision for children under five is good; the activities arranged for the reception group are well planned.
- At KS1 and KS2, the school provides a broad and balanced curriculum which conforms to statutory requirements. The school succeeds, to a significant degree, in overcoming the problem of having pupils or children of different ages in the same class, despite the fact that the schemes of work do not explain the method of doing so in detail. Welsh and English are used as media of teaching and learning. However, schemes do not specify time allocation in detail. The curriculum is reinforced by a satisfactory contribution from the world of industry and by rich and varied extra-curricular activities. The school provides pupils with good opportunities to participate in a range of competitive sports.

The school's leadership and efficiency

- The school is well led by a head with a clear vision who establishes appropriate strategies to maintain and raise standards within a work ethos where pupils are happy. She is assisted in the work by a supportive governing body and by dedicated teaching and support staff.
- As she is in full time charge of a class, the head has not been able to regularly monitor standards and the quality of the teaching in all subjects throughout the school by direct observation and by formally evaluating pupils' work. Similarly, the KS1 teacher has not been able to monitor standards in the subjects which she co-ordinates.
- The quality of the SDP and strategies for promoting standards in the subjects and key skills are good. The quality of self-evaluation at the school is satisfactory.
- Resources are managed effectively and efficiently and appropriate financial decisions are taken. Recently, one teaching post had to be lost and this has put extra daily pressure on those teachers who remain in the school. Money held in reserve from 2003-2004 is used wisely to maintain the provision. At the end of this financial year, it is expected that there will be a small sum in reserve. On consideration of the school's ethos, the staff's dedication, the standards in class and the extra-curricular contribution, this school provides value for money.

Social Inclusion

- This is an inclusive school. Pupils of varying abilities and different backgrounds are shown respect. Good attention is paid to the multi-cultural dimension. Pupils with SEN are well cared for and all pupils are offered equal opportunities. The support and guidance provided by staff and the values they promote make a substantial contribution to ensuring that pupils understand and respect people who are different from them or less fortunate.

Progress since the previous inspection

- The school has responded positively to the vast majority of key issues noted in the previous inspection in 1998, and expectations have been successfully met. Some of the key issues remain and are included again in this report.
- On this occasion, although standards in geography and mathematics have improved throughout the school, the standards in some subjects which were good are now satisfactory, partly because of changing circumstances and expectations. This report notes the requirement to continue to maintain the good standards whilst raising those which are satisfactory to good.

Spiritual, moral, social and cultural development

- Pupils' spiritual development is satisfactory and their moral development is good; their social and cultural development is very good. They show respect towards others and towards property; they undertake responsibilities and are aware of the need to help others.

Health and safety issues and statutory requirements

- The school takes good care of pupils' welfare and safety, but the wire fencing on the perimeter of the playground is broken and not properly fixed in places, and there are holes in the surface of the playground.
- The school prospectus and the governors' report to parents do not contain all the information which is statutorily required.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in the Subjects and Areas of Learning

Children under five

Standards are generally good. Standards in language, literacy and communication, mathematical development and physical development skills are satisfactory. Standards in creative development and knowledge and understanding of the world are good; the children's personal and social development is very good.

KS1 and KS2

Standards are good in mathematics, science, geography, religious education and art throughout the school.

In history, standards are good at KS1 and satisfactory at KS2.

Standards are satisfactory at KS2 in English (but oral work is good). They are satisfactory throughout the school in Welsh (but oral work is good at KS1), in design and technology, IT, music and physical education.

Statutory test and assessment results

The number of pupils in each year is small and it is difficult to make fair comparisons on the basis of one year's statistics. The core subjects indicator (CSI), NC tests and assessments at KS1 and KS2, over the past three years, show that the school's results have, usually, improved. Nevertheless, the teacher assessment results for KS1 in 2003 were in the lower quartile of comparable schools. The school's results were satisfactory at KS2 in 2003. In KS2, the school's results placed it around the median for comparable schools. Very few pupils attain level 3 at KS1 and level 5 at KS2.

3.2 Standards Achieved in the Key Skills across the Curriculum

The standards they achieve and the progress children make in linguistic, mathematical and ICT skills in the Early Years are satisfactory.

At KS1 and KS2, standards across the curriculum are satisfactory in reading and writing in Welsh and in English. Also, oral standards in Welsh at KS2 are satisfactory. Standards in spoken Welsh are good at KS1 as are standards in spoken English at KS2; listening is good in both languages. Standards in numeracy across the curriculum are good. Standards in ICT are satisfactory.

- The vast majority of KS1 and KS2 pupils listen attentively to teachers' presentations and to one another's contributions. Nevertheless, a small percentage at both key stages does not pay full attention when listening.
- By the end of Y2, pupils respond clearly in Welsh as they express facts and personal views. At KS2, with a few exceptions, they are less confident when speaking Welsh; their responses are not as extended and their vocabulary is more limited. They respond well when speaking in English.
- Pupils throughout the school read aloud satisfactorily in both languages. They show a fuller understanding when reading in English than in Welsh. Pupils are able to turn to books in both languages when carrying out investigations and studying various subjects. Frequently, they transfer knowledge gained in one language into the other language when responding orally or in writing.
- At KS1 and KS2, pupils write regularly and are able to adapting their style to suit different contexts and audiences. Pupils use both languages on a regular basis when they presenting written work in subjects across the curriculum. Some individuals have difficulty with constructions, mutations and spelling in Welsh. They also have problems with spelling in English. In general, their written work in Welsh is not as extended as in English.
- Pupils use their numeracy skills effectively in a number of subjects. They deal confidently with mental arithmetic, both orally and in writing. They use standard measurements in science, geography and design and technology lessons, and achieve satisfactory standards when using and interpreting data and presenting it in a variety of forms across the subjects.
- Pupils' ability to use ICT across the curriculum is satisfactory. Pupils naturally use ICT as a means of improving standards when working in small groups. By Y6, the standard of presenting information by combining image and text is satisfactory, but rarely do pupils use these skills to present information across all the subjects. Pupils draw different kinds of graphs and often using their ICT skills. The use of ICT to analyse data is elementary. Pupils at KS1 and KS2 use subject specific software for modelling, and ICT is used occasionally to control devices in design and technology. A number of pupils who own computers at home are able to use e-mail to communicate with others.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

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

The school's arrangements for communal daily worship conform to statutory requirements. The communal acts of worship make a satisfactory contribution to the pupils' spiritual development.

A devotional, spiritual atmosphere is not always created and pupils are not given sufficient opportunities to make a contribution.

- The school is an organised and welcoming community, and the relationship between pupils and one other and between them and teachers and other adults is good. Pupils develop a clear understanding of right and wrong and are aware of the importance of respect towards other children, adults and property.

- Pupils are aware of the needs of others less fortunate than themselves and respond by regularly collecting money towards humanitarian causes.

- Pupils undertake responsibilities in class and in school. The eldest pupils show initiative.

- Pupils have a sound awareness of the importance of respecting the environment and of sustainability.

- Pupils' social and cultural awareness is developed very effectively by the regular opportunities they have to participate in a range of community and Urdd activities.

- Pupils' curricular and cultural experiences are enriched by welcoming visitors to school and by visiting places of educational interest, linked to a topic being studied.

- Appropriate attention is paid to the "Curriculum Cymreig" (The Welsh Curriculum), mainly in the humanities, and to other cultures when dealing with other aspects of the curriculum.

- Pupils are aware of the need to respect different traditions and values and develop a sound understanding of what is needed to become a good citizen. The catchment area project which has been established, and the French lessons given, are a means of promoting an appreciation of cultural variety. Their cultural experiences are further enriched by effective international links which promote friendship and co-operation with the pupils of a school in Lesotho.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes are good.

- Pupils of all ages are, usually, keen to learn and work and play together happily.

- However, in some lessons, every single pupil does not listen.

- Pupils are welcoming and polite towards visitors.

- Pupils respond well to the school's reward scheme, including the merit certificates which are distributed at the end of whole school assemblies.

- Parents and governors praise the behaviour of pupils during school visits. There have been no pupil exclusions.

- Members of staff respond promptly and sensibly to any allegations of bullying. The few examples of unacceptable behaviour are dealt with sensitively, and recorded in a book designated for this purpose. If necessary, such incidents are discussed with parents.
- The school's homely atmosphere and extra-curricular links nurture positive attitudes and empathy with others. No examples of sexism, racism or any other type of unfair discrimination were observed.

4.3 Attendance

Attendance is satisfactory. Whole school percentage attendances have varied between 92.5% and 95.3% over the past three terms.

- The school conforms with the requirement to differentiate between different types of absences, when completing the registers.
- There are hardly any examples of unauthorised absences and there are few examples of pupils going on holiday during term time.
- Oral messages and some letters are received from parents explaining their children's absence.
- Pupils arrive at school punctually but there is a tendency for the timetable to over-run during the day.
- Governors do not have quantitative targets for improving attendance.
- The weekly attendance totals in the registers are not regularly completed in a way which would help with the monitoring of attendance.

5. QUALITY OF TEACHING

5.1 Quality of teaching

The quality of teaching was considered satisfactory or better in all lessons observed. The quality was good in 60% and satisfactory in 40% of lessons.

- Teachers have a good working relationship with pupils. They constantly praise pupils' efforts and encourage them to co-operate.
- Teachers possess good general understanding and knowledge of the subjects that they teach. They create an atmosphere which encourages pupils to work independently.
- Where the teaching is good, teachers' initial presentations are clear; appropriate pace and effective organisation are features of these lessons. The quality of questioning is good and extends the pupils' understanding. Every pupil is included in the lesson and each individual is given an opportunity to think for himself and to offer ideas and to respond to questions. Teachers make effective use of varied teaching techniques to gain and sustain pupils' interest. Teachers make effective and valid cross-curricular links.

- Where the teaching is satisfactory, although there are some good features, expectations are not high enough nor are the tasks sufficiently challenging to extend the pupils in all subjects. The contents of lessons have not always been planned at an appropriate level in order to meet the needs of pupils of varying abilities. Little use is made of summarising sessions at the end of lessons in order to share knowledge and evaluate and assess the pupils' understanding. A small number of lessons are too long and the pace of the teaching and learning is too slow.

5.2 Assessing, recording and reporting.

The quality of arrangements for assessing and recording are satisfactory and the quality of reporting to parents is good.

- The quality of baseline assessment, undertaken soon after the children start school, is appropriate. These assessments are analysed to decide on the pupils further needs. The school has plans to keep a record of the progress made by children under five but as yet they have not been implemented.
- The school conforms to statutory requirements for pupils with SEN. Suitable assessments of their needs are prepared as well as individual educational plans.
- Recently, an effective procedure for recording pupils' progress in all NC subjects has been established. The subjects are assessed in detail and the next steps to be taken are noted at three levels of ability. As yet, this process has had no effect on planning.
- Pupils at KS2 take an active part in reviewing their work each term. They express an opinion about their work and together with their teacher they set themselves purposeful targets. Targets are set according to the county method in years 1, 3 and 5. This is an effective method of overseeing pupils' development.
- Tests are administered regularly and provide statistical evidence of pupils' achievements in specific skills. They also identify individual pupils who need help.
- A rough record is kept of pupils' reading development but they are neither analytical nor detailed enough.
- On the whole, teachers respond regularly to pupils' work. The vast majority of comments offered give pupils clear guidance how to improve their work. Nevertheless, in some instances, teachers merely praise effort with no reference to the standard of work.
- Twice a year, parents' evenings are held so that parents can discuss their children's development; they appreciate this. Annually, parents receive a written report about their children's work. Comments are appropriate and make clear, constructive suggestions. Parents are happy with the reports which conform to statutory requirements.

5.3 The Curriculum

The quality of the curriculum offered to pupils is broad and balanced and meet the requirements of the NC and religious education. Some aspects of curriculum planning are satisfactory.

- The curricular provision for children under five is appropriate and relevant to the needs of the 'Desirable Outcomes for Teaching'.
- The curriculum, apart from mathematics, is presented by means of a rotation of topics at both key stages. In this way, the school present aspects of curricular areas in a more interesting and motivating manner. The mathematics plan is detailed and gives teachers clear guidance on what should be taught.
- There are clear policies for all curriculum areas. The quality of whole school planning in the subjects is satisfactory. They follow the requirements of the NC from the point of view of knowledge, skills and theories. However, the link between the long term and daily plans is not clear enough and is not sufficiently linked to the requirements of different groups of pupils.
- The school's arrangements for providing homework are effective and help pupils to relate to their work. Parents are aware of the fact that they are expected to support their children with homework.
- Parents do not participate in classroom activities. Nevertheless, they are very willing to support all the school's activities.
- The curricular provision is enriched by specialist contributions, such as area Welsh teacher, peripatetic music teachers and SEN teachers, and by the contributions of volunteers in specific areas. In addition, pupils derive much benefit from visits to places of interest. These valuable experiences are often a way of bringing the NC to life.
- Planning for presenting the key skills is good.
- All pupils, including those with SEN, are given equal access to the school's whole curriculum.
- The attention paid to personal and social education (PSE) meets the Welsh Assembly Government's requirements.

5.4 Support, Guidance and Pupil Welfare

The quality of support and guidance provided for pupils is very good and is one of the school's main strengths.

- Pupils confidently approach adults for help. Parents bear witness to the fact that their children are very happy in school.
- Valuable extra-curricular experiences are provided to enrich the provision in class.
- Equal opportunity is afforded for everyone to all activities.
- Assistants, peripatetic teachers and trainee teachers effectively supplement the teachers' work.

- Teachers are familiar with procedures to prevent child abuse, and are vigilant to look for signs.
- Supervision at the beginning and the end of the day, and during breaks, is appropriate. Equipment is regularly inspected and three fire drills are held each term. Teachers hold a current first aid qualification.
- Governors have adopted a series of policies which provide a clear framework to protect and promote pupils' welfare. These are in operation.

5.5 Provision for pupils with Special Educational Needs (SEN)

The provision for pupils with special educational needs is good. They make good progress according to their age and ability.

- The school fully meets the statutory requirements of the Code of Practice.
- A list of pupils identified as needing extra help is kept and they are placed on the relevant stage. Nevertheless, some of the details are not clear enough and need to be clarified.
- School arrangements for early identification of pupils who are likely to need extra support are very effective.
- There are 14 pupils on the SEN register: 10 on the school action stage, two on the school action and more stage, and two are statemented.
- An individual education plan (IEP) has been drawn up for these pupils. Specific learning targets are identified which meet the pupils' requirements. They are well supported by class teachers, the support teacher and the classroom assistant. The support they receive makes a substantial contribution to their development.
- Pupils on a statement of SEN are supported effectively by a care assistant. This provision contributes effectively to the social and educational development of these pupils.
- The progress of pupils with SEN is reviewed according to the policy. A meeting is held with parents and, in some cases, with the actual pupil, and appropriate targets are agreed upon.
- Some pupils receive extra help with their reading through an arrangement with the county. This provision is effective and the pupils make good progress.
- There is good co-operation between the SEN co-ordinator and everyone who deals with these pupils. Good procedures have been established and they are implemented on a regular basis.
- The designated governor is fully aware of her responsibility and understands the requirements. The Governing Body is kept fully informed of the provision and respond as necessary.
- The school has established a good link with the relevant secondary school in order to facilitate transfer arrangements. This link is strong and it is an example of good practice.

5.6 Partnership with parents and the community, schools and other establishments.

The partnership with parents, the community and other establishments is good; the partnership with other schools is very good.

- The parents appreciate the school's open door policy and staff's willingness to discuss their children's needs. They praise the end of year reports and the numerous letters which they receive, in good time, concerning educational and social events.
- Parents help with maintenance work but do not help in class. The Parent- Teacher association works hard to raise money which is used to buy extra resources.

- The school is an important part of its local community. Pupils take a prominent part in thanksgiving services, concerts and Christmas shows.
- Substantial financial gifts are received from the Community Council and the local paper is used effectively to disseminate information about school events and successes.
- Close links have been established with the nursery group which meets in one of the school rooms; they share resources.
- There are very strong bridging links with the secondary school most pupils transfer to at the end of Y6. Every two weeks, all the catchment area's children spend a day studying at the secondary school, taking advantage of its special resources.
- The primary/secondary links are effectively co-ordinated by the secondary school. A central receptionist is employed to answer telephone calls on behalf of the schools in the cluster. This ground-breaking arrangement enables teachers to concentrate on their work in class and there is no disruption of lessons to answer non-urgent telephone enquiries.
- A twinning arrangement with a school in Lesotho has given rise to staff exchanges and has raised pupils' awareness of the African continent and increased their empathy with fellow pupils in third world countries. The head has shared her experiences with other teachers at county level.
- The specialist help given by county education officers is appreciated, despite the delay before receiving reports due to a lack of educational psychologists.
- A close link has been established with the local young farmers' club who helped to put up exhibitions around the school playground.
- Trainee teachers from the local university have valuable experiences when they spend periods of work experience at the school.
- The parents handbook does not include every current requirement.
- The governors' annual report, which is prepared to a county format, does not include everything that should be reported to parents. This shortcoming was a key issue during the previous inspection.

5.7 Partnership with industry

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

- One of the school's main aims is "to assist pupils to gain knowledge and skills relevant to the rapidly changing world of work and industry". The school has a Link with Industry policy.
- However, the opportunities to realise the stated objectives are few and far between. The school does not often take advantage of industrial links to enrich the current themes being studied.

- Occasionally, visits are arranged to a local farm and to an organic education farm and some speakers visit the school to discuss their work.
- KS2 pupils attended a workshop "Going for the Million" which was arranged by the National Foundation for Promoting Business Skills and there they learnt about planning skills and running an imaginary business.
- Up to the present, plans to run a similar project within the school, with a view to producing a pupil magazine, have not been realised.
- Both teachers have benefited from INSET links with local businesses. One spent time at an educational resource centre and the other link led to a well-known bank sponsoring the school's self-evaluation questionnaire.
- A local agricultural business sponsored the school's football shirts.

6. MANAGEMENT

6.1 Quality of Self- assessment and Planning for Improvement

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

- Recently, an appropriate system for evaluating NC subjects, religious education, early years' education, as well as aspects of management, was established. In the subjects and aspects which the school has already looked at, strengths and aspects requiring attention have been identified.
- The identified aspects have not been included in the current SDP but arrangements already exist to include them. Lessons have not yet been observed.
- The current SDP lists clearly the priorities which are relevant to the school's situation and requirements. Responsibilities are allocated, time limits are set and requirements as regards finance, resources and staff training are identified.

- The results of national tests and assessments are analysed appropriately and aspects which need to be reinforced are identified.
- As a result of analysing the statutory tests, a group of under-achieving pupils is identified and are given extra support.
- The school co-operated with other schools in the catchment area in reviewing policies and schemes of work. Management ensures that there are sufficient resources available to meet the teaching requirements of the curriculum.
- The school responded appropriately to the key issues noted in the previous inspection.

6.2 Leadership and Efficiency

The school's leadership is good. Finances are effectively and efficiently managed.

- The school is well-lead by a head with clear vision who establishes appropriate strategies to maintain and raise standards within a work ethos where pupils are happy. She is assisted in the work by a governing body which is supportive of the school and by dedicated teaching and support staff. The school has clear policies and sound values.
- As she is in full time charge of a class, the head has not been able to regularly monitor standards and the quality of succeeded, on a regular basis, in monitoring the teaching in all the school's subjects by direct observation and by formally evaluating pupils' work. Similarly, the KS1 teacher has not been able to monitor standards in the subjects which she co-ordinates.
- The quality of the SDP and the strategies outlined for promoting standards in the subject and key skills are good. Priorities, expected outcomes and the persons responsible for action, as well as a timetable, are identified. In addition, the SDP is linked to financial resources.
- Financial resources are managed effectively and efficiently. Strategic financial decisions, as well as those made on a daily basis are made in conjunction with the county education department's finance officer. There has been no county financial audit to verify the school's financial procedures since the present head has been in post. The budget is supplemented by worthy contributions from the parents. The school fund and the parents' fund are verified according to regulations.
- Recently, one teaching post had to be lost and this has put extra daily pressure on those teachers who remain in the school. The money held in reserve for 2003-2004, approximately £13,000, is used wisely to maintain the provision, to cope with a reduced county allocation, to prepare to reduce teachers' workload and as a contingency fund. It is envisaged that the sum in reserve at the end of this financial year will be less, at around £4,000. The percentage of money held in reserve is less than the 5% recommended by the Audit Commission.
- On consideration of the ethos of the school, standards in class, the dedication of all members of staff and extra-curricular contributions, the school provides value for money.
- Apart from gaps in its documentation to parents, the school conforms to statutory requirements and the Welsh National Assembly's guidelines for schools.
- The day to day administration is effective.

6.3 Staffing, Accommodation and Learning Resources.

The quality of staffing, accommodation and learning resources is good.

Staffing

- The school has an adequate number of qualified and experienced teachers to teach the pupils. They perform their duties well.
- The auxiliary members of staff, namely the assistant and SEN assistant, perform their duties well and facilitate the learning arrangements.

- The school's permanent members of staff are supported by an auxiliary area teacher of Welsh, SEN teachers and peripatetic music teachers. They all make a substantial contribution to the school's provision.
- Arrangements for teachers' performance management have been established and are now operational.
- Teachers make good use of In-service educational training (INSET) and this has a positive impact on the quality of teaching and school management.
- There are good links with teacher training colleges.

Resources

- The resource supply for children under five is good. It includes an appropriate range of large toys.
- There are plenty of resources for teaching the NC and religious education, including books, pictures, models and artefacts.
- The head has begun to make good use of the interactive whiteboard as a tool to support teaching.
- There is plenty of ICT equipment in the school, and staff and pupils use it satisfactorily.
- Despite the fact that the school does not have a central library, the supply of factual and fictional books, in Welsh and English, in the classrooms and the resource room is good. The vast majority of the books are in good condition.

Buildings

- The school buildings are sufficient for the current number of pupils.
- The entrance is welcoming and attractive displays create a pleasant ambience which promotes learning. Effective use is made of a resource room, located in what used to be a classroom. A sensory room, partly financed by the Parent-Teacher association, has been created to spark the imagination of the youngest pupils.

- Appropriate attention is paid to maintenance requirements. The school and its environs are kept clean and tidy.
- Despite the efforts of staff, parents and governors, the building has some significant shortcomings. The school has no hall or turfed area; no playing area has been set aside for children under five; storage space is scarce; there is no staffroom and the staff toilet is not conveniently located.
- Holes in the tarmac on the school yard and in a boundary fence at the rear of the school are dangerous.
- As the school does not have its own hall or grassed area, good use is made of the community centre and the village playing field. They are, however, quite a distance from the school along a public road which is largely without a pavement. Despite the fact that adults supervise pupils carefully, sections of the journey are hazardous.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by the Pupils

Children under five

The provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. The children are given a wide variety of relevant activities. Standards of achievement are good. Reception age children are taught with KS1 pupils.

Good features

- The children's language development, literacy and communication skills are satisfactory. Increasingly, learners develop an understanding of Welsh and make good efforts at using the language. They all listen well and are willing to chat and discuss their experiences. The vast majority show an interest in books and they have a positive attitude towards reading. They recognise letters and some words and the most able read books, appropriate to their age and development, fluently and correctly. They have all begun to put marks on paper, to trace letters and copy letters correctly.
- The children's personal and social development is very good. They are able to concentrate well on their tasks when working independently or in a group. They co-operate well when sharing and when playing together. Their behaviour is good as is their relationship with each other and with adults. They become aware of Biblical stories, and by means of stories and circle activities they learn about caring for others and friendship.
- The children's mathematical development is satisfactory and the most able make good progress. These children add and subtract, counting to at least ten forward and backwards. They understand one 'more than' and one 'less than'. They match object and number fairly correctly and have an appropriate recognition of numbers. When role playing in the shop, they understand the need to pay for things and they recognise some coins. They identify basic shapes correctly and use mathematical language appropriately.
- The children's knowledge and understanding of the world is very good. The children's observation skills are developing appropriately as they play with water and sand and develop very well in response to the specifically planned experiences in the interesting sensory room which has been designed specifically for them. They discuss the weather and observe plants

around the school and on a visit to the village playing field. When they look at a plan of a classroom, they use geographical language as they move imaginatively from one place to another. They plan and create a variety of products using a range of materials. When discussing old toys, they develop an understanding of the meaning of 'old' and 'new'. Their IT skills are developing satisfactorily as they learn to control the mouse.

- Their creative development is good. The children enjoy singing a variety of appropriate songs. They can sustain a beat quite correctly using instruments and by clapping. They enjoy role play in the shop and their play is imaginative. They work effectively with paint and other media and produce interesting and colourful collages, weaving work and paintings which display their powers of observation. This work is good.
- The children's physical development is satisfactory. They use fine equipment, such as scissors, pencils, brushes, small blocks and other tasks, skilfully. They follow instructions and respond to them with increasing bodily control. They have valuable physical experiences as they learn to swim at the leisure centre nearby and their large motor skills are further developed when they play with the large toys.

Shortcomings

- The children do not take advantage of experiences designed to extend their reading skills.
- Some individuals are unsure of number symbols and their value.
- The arrangement for younger pupils is not always appropriate when Early Year, KS1 and KS2 pupils work together as one group.
- Play tends to lack purpose when children use large toys. As a result of insufficient planning of play activities in some areas, the children do not develop some skills across the six areas of learning.

Welsh

Standards are satisfactory at KS1 and KS2. Oral standards are good by the end of KS1.

Good features

KS1

- Pupils listen well to presentations. The vast majority respond to questions and talk about themselves, their interests and aspects of their work. By the end of Y2, the pupils' oral standards are good.
- Pupils make satisfactory progress in their reading. They use appropriate strategies to decode words which are difficult to read and to pronounce. By and large, they read books which are appropriate to their age and ability.
- A few pupils fully understand what they read.

- The range of pupils' written work increases as they use language for different purposes. The occasional pupil writes interestingly and at length.

KS2

- Pupils listen well to presentations. The vast majority respond to simple questions and, convey a personal response to what they hear.
- Pupils make satisfactory progress in their reading. On the whole, they read fact and fiction books which are appropriate to their age and ability. They use suitable strategies to help them understand what they read and as a result a few of them understand fully.
- Pupils' punctuating skills develop appropriately at KS1 and in the early years of KS2, and by Y5 and Y6 they can paragraph, write dialogue and use inverted commas correctly. The practice of planning and redrafting their work improves the quality and presentation of the final draft.

Shortcomings

- At both key stages the vocabulary and syntax of a significant number of pupils are limited and this impairs the quality of their oral, reading and written work.
- An inability to understand the text is a feature of the reading of a significant number of pupils.
- Syntax, mutation and spelling errors detract from the standards of work of a high percentage of pupils.
- At KS2, the pupils' oral work has not developed across a sufficiently wide range of structured situations. They are unable to defend a point of view at length.

English

At KS2, standards are satisfactory. Oral standards are good and reading and writing standards are satisfactory.

Good features

- At KS2, the majority of pupils listen well to their teachers' presentations and to each other during class discussions. They speak confidently in formal and informal situations. They respond well in a range of contexts. Increasingly, they offer spontaneous comments and ask questions which show understanding of the work being completed. The more able pupils can express and defend an opinion.
- The pupils' reading standards are satisfactory, with individuals reading to a good standard. These most able pupils read confidently, correctly and with clarity. All the pupils show good understanding of the content of the books they read. They use their reading skills to gain knowledge from books and other sources.

- Pupils produce an appropriate variety of written work for different purposes across the curriculum. The vast majority complete comprehension exercises correctly. When following definite models and firm guidelines, the youngest pupils write fairly confidently and correctly. Individuals write interesting and imaginative extended pieces. Given a specific stimulus, these individuals write interesting poems with effective rhyme and imagery.
- Handwriting is satisfactory, with individual examples of neat, clear handwriting.

Shortcomings

- A substantial number of pupils do not read with the expected fluency. Some individuals read carelessly and do not pay sufficient attention to punctuation.
- Errors of syntax, spelling and punctuation detract from the work of a small number of pupils and their ability to write extended, imaginative pieces has not developed fully.
- A small number of pupils have untidy handwriting and presentation is not always of the required standard,

Mathematics

Standards are good at both key stages.

Good features

- At KS1, standards in mental arithmetic are good. Pupils respond appropriately to problems and are able to explain their logic clearly. They use mathematical terms correctly.
- Pupils possess a good understanding of number; they count backwards and forwards in different steps. They recognise patterns in number sequences, including even and odd numbers.
- They possess appropriate knowledge of money. They are able to give correct change. Their knowledge of time, in half and one hour blocks, is sound, and the most able pupils understand a quarter of an hour.
- They recognise simple two dimensional (2D) and 3D shapes by name and can describe their characteristics correctly.
- Pupils gather and analyse simple data; graphs are used for recording.
- At KS2, the knowledge and understanding of the majority of the pupils is secure. They use addition, subtraction, multiplication and division processes successfully with two and three digit numbers.
- Pupils' understanding of the characteristics of 2D and 3D shapes is good; they know how to discover the area and perimeter of shapes and their knowledge of angles is good.
- The older pupils possess good understanding of the relationship between tens, fractions and percentages, and they are able to estimate fairly correctly and logically.
- Pupils' understanding of measurements of length, weight and time is good. They interpret data appropriately for a number of specific purposes. The most able pupils can apply their mathematical knowledge well in practical contexts.

- By the end of KS2, pupils complete a substantial body of work of good standard in a number of aspects of mathematics.

Shortcomings

- At both key stages, the data work has not been developed sufficiently and some individuals are unsure of number work.

Science

Standards are good throughout the school.

Good features

- KS1 pupils conduct experiments, make simple predictions, compare events they observe and draw sensible conclusions. They record their findings orally, in picture, text and simple graph form.
- They are familiar with the life cycle of plants and animals and understand that light and water are needed. They can name and label the main external parts of the human body.
- They have good ideas about what constitutes healthy food and what is detrimental to health.
- At KS2, pupils are involved in a satisfactory range of investigations and possess good awareness of the need for a fair test. Older pupils know that observations and detailed measurements must be repeated in order to ensure reliability. They predict intelligently and offer mature reasons when carrying out investigations.
- They record their findings in graph or tabular form, in words or diagram, and come to recognise patterns in their findings. They draw sensible conclusions based on their findings.
- At times, pupils collate and record scientific information from different sources. They possess good knowledge of parts and characteristics of the body and what is harmful to health. They classify materials according to their characteristics and know about electrical circuits and the properties of light.

Shortcomings

- Older KS2 pupils do not devise their own experiments.
- Pupils are not able to produce sufficiently clear and detailed diagrams and illustrations.

Design and Technology

Standards are satisfactory throughout the school

No design and technology lesson was observed at KS1. The conclusion reached about the standard of work at that key stage is based on discussions with pupils, the end products and pupils' records.

Good features

- KS1 pupils complete a satisfactory range of design and make assignments in a variety of media.
- They record the designing process on sheets designed for the purpose. They use sketches as a basis for their work. They mark, cut out and join materials skilfully.
- In making a model of a teddy with moving arms and legs, they begin to understand how mechanical models are made.
- The standard of the products is good and they are decorated appropriately and in a variety of ways.
- Pupils at KS1, can control the floor turtle satisfactorily.
- At KS2, pupils carry out investigations into their projects, using a satisfactory range of different sources.
- At times, they use the computer to design an object, such as a box for a child's first tooth.
- Pupils are aware of the characteristics of a variety of different materials and their suitability for purpose.
- At KS2, pupils select materials, equipment and appropriate ways of completing the task in hand fairly independently. At times, they do so with a measure of ingenuity.

Shortcomings

- Throughout the school, a good number of pupils move too quickly from consideration of the brief to making the object, without paying sufficient attention to the design process.
- Throughout the school, pupils' evaluation of their work and suggestions made for improving their projects are superficial.
- At KS2, pupils do not work in the safest manner when using tools.

Information Technology

Standards are satisfactory at both key stages.

Good Features

- Pupils occasionally use computers for word processing in order to present information at both key stages.
- Pupils have good understanding of the use of computers in society at large. Pupils at KS2 can name some of the possible dangers with ICT.

- At KS1, pupils make effective use of a drawing program to produce good quality pictures to accompany the class topic.
- They make appropriate use of a simple data management program for collating, organising and recording results in block graph form.
- They use subject specific programs for modelling.
- KS2 pupils record data, using different kinds of graphs in the process.
- KS2 pupils use subject specific software, such as mathematics, for modelling the world and for simple prediction.
- By the end of KS2, pupils create presentations to a satisfactory standard which combine picture and text

Shortcomings

- The ability of KS1 and KS2 pupils to use and interpret data is superficial.
- The modelling skills of KS2 pupils are elementary.

History

Standards are good at KS1 and satisfactory at KS2.

Good features

- At KS1, pupils develop an understanding that objects and artefacts, such as toys from in the past, are evidence of change over time. They begin to evaluate different types of evidence.
- Pupils can place events in their historical sequence.
- Y2 pupils have a good understanding of the passage of time and of different periods in history. They know of famous people in Welsh history.
- At KS2, pupils display their understanding of chronology by placing historical periods correctly. They know about the contribution famous people made to the period they are studying.
- They can discuss the circumstances and living conditions of peoples in the past. At times, they possess good factual knowledge, in particular when they have visited places of historical interest.
- Pupils are aware of different types of historical evidence, and are able to investigate them satisfactorily.
- They record their findings simply in different forms.

Shortcomings

- At KS2, pupils describe rather than evaluate historical facts.

- With a few exceptions, KS2 pupils' empathy skills are limited.
- KS2 pupils' investigative skills are elementary.

Geography

Standards are good at both key stages.

Good features

- At KS1, pupils possess appropriate knowledge of their local area. They can name the main buildings in the village and the jobs of individuals within the community. They can name nearby villages and towns further afield. They can locate Wales on a map of the United Kingdom, noting approximately where they live, the capital of Wales and some places they have visited.
- On looking at an imaginary plan of a classroom, they use geographical terms as they move from one place to another. They estimate distance in steps fairly correctly. They also do this practically in school. They use simple co-ordinates to note locations on a grid and have a fairly good understanding of compass points.
- They discuss the weather daily, with understanding; they know the correct terminology and the link between weather and the seasons. They discuss weather forecasts intelligently.
- By means of pictures and descriptions, they describe simply the differences between their environment and weather with that of an area in Lesotho.
- At KS2, pupils are able to name the main physical and human characteristics of their local area. The eldest pupils have begun to develop an awareness of the problems of preservation and the effect of waste on our daily lives. They discuss this appropriately and with understanding.
- At KS2, pupils' mapping skills are further developed and they use simple co-ordinates satisfactorily.
- KS2 pupils have a good awareness of the comparative distances of nearby villages. They can locate the main towns of Wales on a map. They have a good knowledge of the countries of the world and their capital cities, of continents, seas and oceans. They understand compass points and the purpose of keys on maps.
- Through their study of life in a town in Greece, pupils are aware that life in Greece is different from theirs. They collate and record comparative statistics effectively and make appropriate comparisons between the weather in four different locations in Greece and that in their area and note the differences.
- In studying an economically developing country, pupils possess very good direct knowledge of that country's characteristics. They appreciate that life in Lesotho is very different from their own lives and they can describe the differences in detail and with empathy.

Shortcomings

- KS1 and KS2 pupils' investigative skills are underdeveloped.

Art

Standards are good at both key stages.

Good features

- At KS1, pupils use a good range of resources and media and respond effectively to the variety of experiences offered them.
- They produce interesting drawings and paintings based on direct observation, memory and imagination.
- They work carefully and experiment with clay to create products relevant to their class work.
- When discussing an interesting collage created by the class, pupils can provide an explanation of how they worked and describe, in a simple way, characteristics such as texture, colour and pattern.
- They use IT effectively to create interesting and colourful patterns.

- There is further development at KS2 as the pupils observe, experiment and create in different media.
- Pupils' understanding and use of line, texture and tone are good. They use sketchbooks effectively. They apply their knowledge to their work.
- Following observation of special pots, pupils sketch and plan effectively before creating different shaped pots with wire and a variety of materials. They use a variety of techniques and produce interesting finished products of good standard.
- In response to a stimulus, they produced colourful paintings by combining shape and form effectively.
- Following a visit to a local arts centre, pupils made interesting masks and effective projects using natural materials. They discuss their work enthusiastically, and use the appropriate terminology. They link art effectively with other aspects of the curriculum.

Shortcomings

- At both key stages, pupils have little knowledge of famous artists, including Welsh artists.

Music

Standards are satisfactory at both key stages.

Good features

- Pupils at KS1 learn a variety of songs appropriate to their age. The quality of the singing is satisfactory. They show some control over enunciation and an ability to maintain their singing.
- Most pupils can name tuned and untuned instruments. They accompany their singing, keeping a regular beat. They use the instruments to compare simple rhythms and they perform their compositions correctly to music.
- In response to a stimulus, they compose music to convey mood. They use an appropriate range of instruments, they follow the conductor correctly and perform their work enthusiastically.
- At KS2, pupils continue to sing a variety of appropriate songs to a good standard. At times, they sing in two voices and pay attention to dynamics, pitch and note duration.
- Pupils understand some musical elements, such as high and low pitch and dynamics.
- Pupils investigate different sound sources in order to decide which one would be best to convey rhythm and beat. They perform simple rhythms in groups, following a conductor correctly as they join in group by group.
- Pupils recognise the instruments of an orchestra and other tuned and untuned instruments. They investigate different ways of playing instruments.
- In the final stages of KS2, some pupils have appropriate knowledge of famous composers and the type of music they composed.
- KS2 pupils play the recorder effectively and show satisfactory development in their awareness of notes, rhythm and time.
- Some individuals take advantage of the opportunity to learn to play other instruments. This makes a substantial contribution to the development of their musical skills.

Shortcomings

- At KS1 and KS2, pupils' ability to evaluate their own compositions, and those of others, has not been sufficiently developed. They do not select their own instruments.
- At both key stages, pupils' work on evaluating a wide variety of music in order to differentiate between different elements has not been sufficiently developed. Their knowledge of famous composers, including Welsh composers, is superficial.
- At both key stages, pupils' use of IT in music is underdeveloped.

Physical education

Two gymnastics lessons were observed, one at KS1 and one at KS2. One games lesson was also observed at KS2. Standards are satisfactory at both key stages. The scheme of work includes a full programme of activities.

Good features

- At both key stages, pupils are aware of the need to warm up before starting an activity.
- At KS1, pupils follow instructions correctly. They move in different ways, stepping, hopping, skipping, jumping and landing. They show increasing control over their bodies. They use space effectively as they work individually.
- At KS2, pupils create a sequence which displays changes in shape, level and direction. Individuals display appropriate body tension when moving smoothly from one sequence to the next. They balance their bodies with increasing control.
- At KS2, pupils can throw and catch a ball in different ways. They are becoming accustomed to combining skills such as throwing, catching and moving with a ball. They co-operate satisfactorily in pairs and in groups.
- The school competes regularly against other schools in sports and games. Occasionally, they are successful.

Shortcomings

- At both key stages, pupils do not evaluate the performance of other pupils sufficiently.
- Individuals do not concentrate or respond with sufficient energy and discipline during lessons.
- At KS2, the long trousers worn by some pupils in lessons are not safe and do not allow freedom of movement. This has a bearing on standards of performance.

Religious education

Standards are good at KS1 and KS2.

Good features

- Throughout the school, pupils' understanding of principles such as friendship, care for others and sharing with others are good. Pupils discuss these effectively.
- They write good quality personal prayers.
- The vast majority of pupils are aware of the main church festivals and of the significance of special days.
- At KS1, pupils have appropriate knowledge of Bible stories; they can explain their significance.
- They are aware of the living conditions of people less fortunate than them.
- At KS1, they are aware of some of life's important questions; they marvel at the birth of a chick.
- At KS2, pupils have a satisfactory knowledge of saints and of some benefactors.
- They realise the importance of religious symbols.

- They appreciate the importance of safeguarding the environment and they understand the significance of families, community, homes and buildings.
- They are familiar with elements of other religions, such as Judaism and are able to discuss their significant characteristics simply.
- At KS2, they have personal ideas about religion's important questions.

Shortcomings

- At times, KS2 pupils have difficulty recalling religious facts and using technical terms appropriately.

8. IMPROVING THE SCHOOL

8.1 Progress since the last inspection

The school was inspected during the autumn term 1998. The report identified nine key issues for action.

The school needs to:

- *maintain the good standards which exist in much of the school's work;*
- *attend to subjects in which pupils are achieving satisfactory standards;*
- *complete and adapt, where appropriate, whole-school curricular schemes of work;*
- *improve standards further by improving the monitoring of the quality of teaching and learning as outlined in the SDP, and set short term targets in the action plans;*
- *implement the policy of 'responding to pupils' work' consistently across the school;*
- *ensure that annual reports to parents consistently pay attention to pupils' achievement and the next steps in the learning;*
- *draw up a policy for protecting children;*
- *provide a water supply in the infants' class;*
- *ensure that the governors' annual report to parents fully meets with the requirements in Welsh Office circular 22/96.*

The school has responded to the Key Issues noted in the 1998 report. It is difficult to compare standards in this report and the previous report as there have been changes in the manner of reporting and in the content of the curriculum.

- Standards in every subject are satisfactory or better.
- The school has co-operated with other catchment schools to complete schemes of work, but they still need to be adapted to meet the specific needs of the school.
- By now, the monitoring scheme is in place and the SDP includes short term targets.
- The school implements its policy of 'responding to pupils' work' effectively.
- Reports to parents pay attention to pupils' achievements and the next steps in their learning.
- The school has drawn up a child protection policy.
- By now, the school has provided a water supply in the infants' class.
- Nevertheless, there are still shortcomings in the governors' annual report to parents.

8.2 Key Issues for Action

The school needs to:

- maintain the standards in the subjects and key skills where they are already good;
- raise the satisfactory standards to good by paying attention to the shortcomings noted;
- further develop recent initiatives in assessing pupils' work and in evaluating learning and teaching methodology;
- ensure a more positive link between long term curricular plans and day to day plans by relating them more specifically to the needs of individual classes with their different cohorts of pupils;
- develop an effective whole school system of self-evaluation for monitoring work standards through direct classroom observation and formal evaluations of pupils' work;
- ensure, within available resources, sufficient non-contact time for the head to perform her leadership and managerial role;
- ensure that the content of the school prospectus and governors' report to parents conform with current statutory requirements;
- give appropriate attention to the few health and safety issues noted in the body of the report.

APPENDIX

School Data

A. Background knowledge about the school

Name of school	Ysgol Gynradd Gymunedol Llanddewi Brefi
Type	Maintained by the LEA/Community, category 'A'
Age range of pupils	4 – 11
Address of school	Llanddewi Brefi Tregaron Ceredigion
Postcode	SY25 6RW
Telephone	01974 298514

Name of Head	Mrs Helen Hopkins
Date of appointment	01/06/2000
Chair of Governors	Mr Gwynne Davies c/o the school / Ceredigion Education Authority
Registered Inspector	Mr Gareth Wyn Roberts
Date of inspection	14/06/04 – 16/06/04

B. Data and school 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	4	5	8	5	7	4	41

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil:teacher ratio (fte), (apart from nursery and special classes)	20:1
Size of classes on average, apart from nursery and special classes	20
Teacher (fte):class ratio	1:1

<i>Percentage of attendance for three terms before the inspection</i>				
	Reception	KS1	KS2	Whole School
Summer 2003	93.2	94.5	92.1	92.5
Autumn 2003	94.5	95.5	95.4	93.2
Spring 2004	91.7	93.8	95.5	93.1

Number of pupils suspended for the previous 12 months	0
---	---

C. Results of NC assessments and public examinations

END OF KEY STAGE 1: 2003

Results of National Curriculum Assessments KS1: 2003	Total number of pupils Y2: 8
As the number of pupils eligible to be assessed at the end of KS1 was more than four but less than 10, performance indicators only are included	

Percentage of pupils reaching at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	71	In Wales:	80

END OF KEY STAGE 2: 2003

Results of National Curriculum Assessments KS2: 2003	Total number of pupils Y6: 6
As the number of pupils eligible to be assessed at the end of KS2 was more than four but less than 10, performance indicators only are included	

Percentage of pupils who reached at least level 4 in mathematics, science and either Welsh (first language) or English	
Through Teacher Assessment	Through Test

In the school:	72	In the school:	68
In Wales:	68	In Wales:	68

D. Basis of evidence for the inspection

The school was inspected for three days by a team of two team inspectors and one lay inspector.

During the period:

- 39 sessions were observed, endeavouring to share the time fairly equally between classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils' knowledge and understanding of the work done by them were tested;
- inspectors listened to a cross-section of pupils reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of the school policy documents and plans, teachers' short and long term planning and schemes of work;
- attendance registers, pupils' records and teachers' assessment notes were inspected;
- suitable attention was given to the school's budgetary information;
- formal meetings were held with the governors before and after the inspection;
- a parents' meeting was held, which was attended by six parents and five questionnaires were received for analysis. No letters were received.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects
Gareth W. Roberts	Registered Inspector	1, 2, 3.1, 3.2, 5.3, 6.2, contribution to 6.3, 8.2, Appendix	Welsh, science, design and technology, information technology, history, religious education
John Roberts	Lay	4.2, 4.3, 5.4, 5.6, 5.7, contribution to 6.3	
Rhianwen H. Roberts	Team Inspector	4.1, 5.1, 5.2, 5.5, 6.1, 8.1	Children under five, English, mathematics, music, art, geography, physical education

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.