

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Llandysul  
Heol Llyn y Frân  
Llandysul  
Ceredigion  
SA44 4HP**

**School Number: 667/2339**

**Date of Inspection: 18 – 21 October 2004**

**by**

**Gareth Wyn Roberts  
W019/17166**

**Date: 17 December 2004**

**Under Estyn contract number: T/33/04P**

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Ysgol Gynradd Llandysul was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd Llandysul took place between 18 – 21 October 2004. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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<b>Context</b>	

### **The nature of the provider**

1. Ysgol Gynradd Llandysul serves the small, rural town of Llandysul and the surrounding area. There are 164 pupils on the register, including 20 children in the reception class. Ninety six point seven per cent of pupils belong to the white ethnic group. No pupil is given extra learning support in English as an additional language and one pupil is cared for by the local education authority.
2. Over the past five years, there has been a reduction of around twenty five per cent in the number of pupils attending the school.
3. The area the school serves is neither economically advantaged nor disadvantaged. The school receives pupils from the full ability range. Twenty seven point four per cent of pupils are entitled to free school meals (13.3% in the county). The school's free school meals percentage has doubled since January of this year when the school's cohort changed. Seven pupils (4.5%) have a statement of Special Educational Needs, a further 30 (18.3%) are on the special needs register. No pupil has been disapplied from the National Curriculum and it has not been adapted for any pupil. No pupil was excluded on a temporary or permanent basis during the twelve months preceding the inspection.
4. The vast majority of pupils have received pre-school education in the voluntary Welsh medium playschool (*Ysgol Feithrin*) situated on the school campus.
5. Since 2002/2003, the school has been designated as a 'category A' school according to local education authority policy; this means that it is a traditionally Welsh school where Welsh is the main medium of communication in the work and life of the school in general. Currently, 77% of pupils speak Welsh as a first language or to a corresponding standard. Forty two per cent of pupils come from homes where Welsh is not the first language.
6. The school was previously inspected in February 1999.

### **The school's priorities and targets**

7. The school's main priorities for 2004-2005 are to:
  - a) develop ways of marketing the school;
  - b) develop whole school awareness of current methods of learning and teaching;
  - c) monitor language, art, mathematics, history, science and physical education in all classes as part of the school's usual self evaluation process;

- d) review and improve the school's system for target setting;
- e) review the school's processes for assessing the basic subjects;
- f) further develop oral skills in Welsh, mainly at key stage 1;
- g) review and develop pupils' progress tracking files;
- h) review the system used for developing sustainable education.

8. The school's quantitative targets for 2005-2006 are as follows:

	KS1: % Level 2		KS2: % Level 4	
	2005	2006	2005	2006
Welsh	61	63	64	67
English	-	-	64	64
Mathematics	61	63	80	68
Science	83	68	96	76
Core Subjects' Indicators	61	63	64	68
Attendance	95%+	95%+	95%+	95%+

## Summary

9. Ysgol Gynradd Llandysul is a good school with some outstanding qualities. It has continued to improve standards at key stage 2 since the last inspection. The inspection team agreed with all but one of the grades the school awarded itself in its self evaluation document.

### Table of grades awarded

10. The grades the inspection team awarded the school are as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1

3	How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4	How well are learners cared for, guided and supported?	1
5	How effective are leadership and strategic management?	1
6	How well do leaders and managers evaluate and improve quality and standards?	1
7	How efficient are leaders and managers in using resources?	1

## Standards

11. Standards of achievement awarded in the teaching areas and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	41 %	59%	0%	0%	0%

12. The standards pupils achieve are much higher than the targets set by the Welsh National Assembly for the whole of Wales, namely that standards should be at least satisfactory in 95% of lessons and good or better in 50% or more.
13. The overall quality of provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
14. Children in the Early Years make very good progress in the key skills of listening, speaking, reading, writing, numeracy, and using information and communication technology.
15. At both key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	2	1
English	-	1
Science	2	1
Geography	1	1
Music	2	1
Religious Education	2	2

16. At key stage 1 and key stage 2, the standards and progress pupils make in the key skills of listening, speaking, reading and writing are good in every subject. The standards in numeracy and using information and communication technology are also good.
17. Pupils' bilingual abilities develop very well throughout the school.

18. Pupils with special educational needs make good progress and achieve the targets set for them.
19. Pupils make very good progress in their personal and social skills. They also display very good skills in problem solving and working together.
20. Throughout the school, pupils show very good development in creative skills.
21. At the end of key stage 1, in 2004, pupils' achievements in the National Curriculum core subjects of Welsh, mathematics and science, were just below the local Llandysul schools' cluster and the local education authority averages. The percentage of pupils achieving at least a level 2 in mathematics, science and Welsh, 78%, was very similar to national averages (79%). In previous years, they were below those averages. Compared with similar schools throughout Wales, averages in Welsh and science were slightly below those for the whole of Wales but they were higher in mathematics. Results over recent years place the school around or below the median for schools with a similar percentage of pupils entitled to free school meals.
22. At key stage 2, in 2004, pupils' achievements in the National Curriculum core subjects of English, Welsh, mathematics and science, were higher than the averages within the local Llandysul cluster of schools and the local education authority. A high percentage of pupils achieved level 5. There has been an increase in this tendency over the past three years. Compared with similar schools throughout Wales, results were well above the average. They are likely to place the school in the highest quartile of schools with similar percentages of pupils entitled to free school meals; this corresponds to its position over the previous three years.
23. Pupils' attitudes to their learning, the interest they show in their work and their ability to concentrate are excellent characteristics.
24. The behaviour of all pupils is very good, and by Y6, they develop into mature, young individuals.
25. Pupils' understanding of equal opportunity issues are developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
26. The vast majority of pupils attend school regularly and arrive punctually at the start of the school day.
27. Pupils have an understanding of the world of work, and play a full role in community activities.

### **The quality of education and training**

28. The following table shows the quality of teaching:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
55%	45%	0%	0%	0%

29. The percentage of good lessons is above the target set by the Welsh Assembly Government, namely that 95% of lessons should be satisfactory or better, and the percentage of very good lessons is well above the Welsh Assembly Government's target of 50% good or better lessons.
30. The pace of delivery in teaching is good and pupils concentrate clearly on learning objectives. Teachers have very good relationships with their pupils and have high expectations of them.
31. In over half the lessons observed, there were outstanding features. These included:
- stimulating presentations and clear explanations when setting tasks;
  - teachers engaging pupils' interest;
  - lively interaction between teacher and pupil which extends the pupils mentally and reinforces their grasp of concepts;
  - very effective questioning which provides each pupils with opportunities to investigate, develop ideas, form hypothesis and express and defend views;
  - effective and deliberate use of a wide range of resources, including information and communication technology, to arouse interest, to gather information and to develop other areas of investigation;
  - pupils' bilingual skills being nurtured very skilfully by teachers.
32. The quality of assessment is very good. Assessment is used constantly to guide the planning and to set targets; teachers keep comprehensive records of pupils' achievements. Annual reports to parents conform to statutory requirements and are of very good quality.
33. The school responds very well to the learning needs of the pupils and provides equal access to a broad and balanced curriculum.
34. Positive learning experiences promote the spiritual, moral, social and cultural development of pupils very well. The partnership between the school and the parents is very good. Good equal opportunities policies have been produced which reflect the school's strong commitment to ensuring access and opportunity for all.
35. The school is a happy, caring community where pupils feel that they are appreciated and supported. The provision for pupils with special educational needs is good and satisfies the requirements of the Code of Practice.

### **Leadership and management**

36. The school is very well led. The head teacher's management is purposeful and he provides a very clear sense of direction for the school's work. Shared aims and values which promote equality for all are very well reflected in the school's

work. The school operates within an atmosphere of trust and understanding which promotes team work.

37. Self evaluation and target setting have been developed to a very good standard. A good staff appraisal system exists; this effectively promotes the teachers' continuous professional development. The school has gained the "Investors in People" accolade twice.
38. The governing body is very supportive, well informed and extensively involved in school life. Governors help in the process of setting its strategic direction and they co-operate very well with professional staff in thoroughly monitoring the quality of the provision.
39. The school's long term development plan is a comprehensive document which clearly sets out the school's priorities. The self evaluation document is of a very high standard. It is clear and notes specific areas where improvements are needed. This is an outstanding feature as it is a true reflection of the school's strengths and shortcomings.
40. The school has made very good progress since the last inspection. The few key issues for action have been very well addressed.
41. The school has enough appropriately qualified teachers and support staff. Responsibilities are clearly allocated and the senior management team and subject leaders co-operate effectively as a team.
42. The school has sufficient resources for all age ranges and subjects. Many of these are of good quality. The school building and playground are very well maintained and there is sufficient space for the number of pupils on the school roll. Good use is made of the land surrounding the school. The local environment, the community, and local amenities such as the secondary school and neighbouring leisure centre, are very effectively used to enrich the pupils' learning experiences.
43. The school makes effective and efficient use of its financial resources.

## **Recommendations**

In order to improve, the school must:

- maintain the very good standards with outstanding features and further improve the areas which were deemed to be good.

*The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.*

## Standards

### Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features.

44. The inspection team's findings differ from the school's self evaluation in that the school judged this key question as Grade 2.
45. Standards of achievement in the areas of learning and subjects inspected are as follows:

Pupils' standard of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	41 %	59%	0%	0%	0%

46. Pupils' standards in lessons are way above the targets set for the whole of Wales by the Welsh Assembly Government, namely that standards should be satisfactory or better in at least ninety five per cent of lessons and good or better in fifty per cent of lessons.
47. The overall quality of provision for under fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.
48. Children in the Early Years make very good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communication technology.
49. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	2	1
English	-	1
Science	2	1
Geography	1	1
Music	2	1
Religious Education	2	2

50. At key stage 1 and key stage 2, the pupils' standards and progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communication technology are good. Pupils make very good use of their linguistic skills in every subject.
51. Pupils' bilingual skills show very good improvement throughout the school. One of the school's main aims and philosophy is the successful development of pupils' bilingual skills. Bilingualism is successfully integrated into school life and, by the end of key stage 2, pupils display very good standards when working in either language across the curriculum.

52. Pupils show very good development in their personal and social skills. They also have very good problem solving and working together skills.
53. Throughout the school, pupils show very good development in their creative skills.
54. At the end of key stage 1, in 2004, pupils' achievements in the National Curriculum core subjects of Welsh, mathematics and science, were similar to averages within the local cluster and the local education authority. In previous years, they were below those averages. Compared with similar schools throughout Wales, averages were slightly below those for Wales in Welsh and science but higher in mathematics. The percentage of pupils (78%) achieving at least level 2 in mathematics, science and Welsh were very similar to the national percentages (79%). Results over recent years, place the school around or below the median for schools with similar percentages of pupils entitled to free school meals.
55. At key stage 2, in 2004, pupils' achievements in the National Curriculum core subjects of English, Welsh, mathematics and science, were higher than the averages within the local cluster and the local education authority. A high percentage of pupils achieved level 5. There has been an increase in this tendency over the past three years. Compared with similar schools throughout Wales, results were well above the average. They are likely to place the school in the highest quartile of schools with similar numbers of pupils entitled to free school meals; this corresponds to its position over the previous three years.
56. Pupils' attitudes towards their learning, the interest they show in their work and their ability to maintain their concentration are all outstanding features. Every pupil works hard in lessons and is willing to participate in the range of activities provided, showing enthusiasm towards the work. From the reception class onwards, they show increasing ability to work independently.
57. All pupils behave very well and by Y6, they develop into young, but mature individuals. They move around the school in an organised manner and possess a good degree of self-discipline. This sensible attitude has a positive effect on the progress they make. Pupils understand clearly what is required of them and their manner is considerate and polite. They communicate well with each other and with adults.
58. Throughout the school, pupils' understanding of equal opportunity issues is developing well. They respect diversity of beliefs, attitudes and cultural traditions within society. Visits to places within the local community and places of interest linked to the world of work help to extend the pupils' understanding of their own community and the world of work.
59. Pupils are aware of their strengths and areas they need to improve and know how to do this. This promotes their independence and the ability to research into answers to questions. Pupils are aware of the targets set by teachers and they work hard to achieve them. By the end of key stage 2, the eldest pupils are

able to evaluate their work against set targets and note what they need to do to improve.

60. In the three terms prior to the inspection, the average attendance was 95%. Most pupils attend school regularly and are punctual at the start of the school day. There are very few unauthorised absences. A small minority of families take their children on holiday during the school term and this has an impact on the continuity of their education.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

61. The findings of the inspection team match the judgement made by the school in its self evaluation report.
62. The inspection team observed a full range of National Curriculum subjects.
63. In the lessons observed, the quality of teaching was judged as follows:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	55%	45%	0%	0%	0%

64. All teaching is well planned with a clear and consistent focus on learning objectives. Effective use is made of various strategies, and resources match learning activities. Teachers have a very good relationship with their pupils. Each pupil is given appropriate attention and an opportunity to respond to questions. A high level of support is available to all pupils.
65. In half the lessons observed, the teaching has outstanding features. These include:
  - stimulating introductory presentations and clear explanations in setting tasks;
  - teachers engaging pupils' interest;
  - a lively interchange between teacher and pupil which challenges pupils mentally and reinforces their grasp of concepts;
  - very effective questioning which gives every pupil an opportunity to investigate, to develop ideas, offer hypothesis, express a point of view and support it;
  - deliberate and effective use of a wide range of resources, including information communication technology, to create interest, to gather information and to develop other avenues of investigation;
  - teachers fostering pupils' bilingual abilities very skilfully in order to engage pupils' interest;
  - teachers availing themselves of every opportunity to develop the Welsh dimension within a good number of subjects.
66. The quality of assessment is very good. It is clear, detailed and correct. Assessment is used consistently to inform planning and for target setting. Written work is marked regularly and teachers' comments give pupils clear guidance on how to improve the quality of their work. Individual targets are set for each pupil and teachers ensure that pupils are given an active role in the assessment process. At Key stage 2, a system has been implemented whereby

pupils can self-assess their work and other aspects, and they carry this task out honestly. In future, the intention is that this will also be extended to key stage 1.

67. Teachers keep comprehensive records of pupils' achievements, including baseline assessments and performance in national tests and tasks and other standardised assessments. The results are analysed carefully in order to identify general weaknesses and aspects which need to be further developed. The best records also make reference to pupils' personal and social development.
68. The annual reports to parents conform to statutory requirements and are of very good quality. They include comments on pupils' achievements and skills in all subjects as well as their personal and social development. The targets noted are shared with parents who appreciate the opportunities they are given twice a year to discuss their children's development.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

Grade 2: Good features with no important shortcomings

69. The findings of the inspection team match the judgement made by the school in its self evaluation report.
70. The school responds well to pupils' learning needs and offers equal access to a broad and balanced curriculum. The curriculum caters well for the whole range of pupils' needs and is very well planned. This is an outstanding feature.
71. The school makes very good provision to ensure that all pupils acquire the necessary basic and key skills.

72. The school offers good out of school learning opportunities that complement and extend the curriculum. These include visits and joint projects with other local primary schools.
73. Pupils' learning experiences successfully promote their spiritual, moral, social and cultural development. As a result, pupils have a clear sense of ownership and responsibility towards the school and its environment. Collective worship makes a good contribution to pupils' understanding of spiritual, social and moral issues and helps them to respect truth and justice.
74. Links with parents and other partnerships with the school are very good. Parents are generous with their time and financial support. Very good community links are established through curricular visits and activities. The relationships with local junior schools, the secondary school and the Welsh language unit are very good.
75. Good links with local employers allow the school to develop learning activities.
76. Developing the pupils' bilingual skills successfully is at the core of the school's aims and philosophy. Bilingualism is effectively integrated into the work of the school and enables pupils to work in either language across the curriculum. The school offers a provision to help newcomers whose bilingual skills are not good enough. There is good emphasis on studying the heritage and culture of Wales. Much of this is developed through very effective planning which uses the local environment as a basis for investigating Welsh traditions and experiences of Wales.
77. The school has a very good equal opportunities policy that reflects strong commitment to equality of access and opportunity for all. Pupils feel that they are appreciated. School rules and a civilised ethos encourage pupils to show mutual respect.
78. There is good provision for teaching sustainable development in subjects such as geography and personal and social education. Pupils have started to study a range of issues linked to sustainability from local, national and global perspectives.
79. Pupils' learning experiences across the curriculum enable them to acquire a range of skills that are valuable in developing positive attitudes, independence and life long learning attitudes. These include bilingualism, good information and communication technology skills, good numeracy skills and very good personal and social education skills. Pupils also show very good skills in problem solving and working together. The strong emphasis on pupils becoming independent learners also enables many of them to plan and manage their own learning. This is an outstanding feature.
80. Older pupils gain awareness of business skills by running the school milk and fruit shop.

**Key question 4: How well are learners cared for, guided and supported?**

Grade 1: Good with outstanding features

81. The findings of the inspection team match the judgement made by the school in its self evaluation report.
82. The school is a happy, caring and well ordered community in which pupils feel valued and supported. There is a very good relationship between pupils and their peers, their teachers and other adults. While there was no evidence of bullying or aggressive behaviour, the school has policies and procedures in place to deal effectively with these problems, should they arise.
83. Teachers and support staff are fully aware of their responsibilities and carry them out well. They provide a secure and pleasant environment for pupils.
84. Teachers promote high values, such as respect and honesty. They know the pupils very well and are successful in promoting and developing strong moral values.
85. Registration periods are administered appropriately. Attendance and punctuality are carefully monitored. Policies for child protection, first aid, sex education, racial equality and fire prevention are in place and known to all.
86. There is a good relationship with parents, as seen in their positive responses to the questionnaires, and at the pre-inspection meeting.

87. Provision for pupils with special educational needs is very good and meets the requirements of the Code of Practice. Seven pupils have a statement of special educational needs, 21 are on the school action stage and three on the school plus action stage. The special needs co-ordinator has very good knowledge of the pupils' needs and she and the relevant member of the school governing body, who is very aware of her responsibilities, hold regular discussions. The special educational needs co-ordinator, class teachers and classroom assistants support these pupils very well and ensure that they are given full access to the curriculum and to all other school activities. Individual education plans have been prepared for pupils with special educational needs. They note specific targets which correspond to the needs of individual pupils. The pupils make good progress. The school co-operates with parents, external agencies and the neighbouring secondary school, when it reviews the progress made by pupils with special educational needs and when fulfilling individual requirements.
88. Pupils' behaviour is usually very good. Policies and procedures are in place to deal with any pupil should his behaviour have a detrimental effect on his own progress. The school ensures that bad behaviour does not disrupt the education of any pupil.

#### **Quality of provision for equal opportunities**

89. The school recognises divergence in pupils' background and takes appropriate and effective action on the basis of that information. In the six months prior to the inspection, there was a significant change in the percentage of pupils entitled to free school meals. The school ensures that each pupil, irrespective of financial circumstances, is treated fairly from an educational and social perspective. Newcomers to the school who do not speak Welsh are given extra linguistic support. Steps are taken to ensure that they understand lessons and participate fully in them. The school succeeds very well in providing for pupils with different abilities.
90. The school's policies and procedures promote equality between the sexes and ensure that there is no difference between them in terms of expectations or choices.
91. The school promotes good racial harmony as part of their daily activities, such as communal worship and personal and social education. In so doing, they ensure that pupils of different nationalities and religions are respected.
92. For a good few years, the school has had effective measures in place to eradicate oppressive behaviour, and this includes discrimination on the bases of race, bullying or any type of mistreatment.
93. The school has taken reasonable steps to ensure that physically disabled pupils do not suffer less favourable treatment than able bodied pupils in terms of the opportunities they receive or the support they are given. There is no lift to help a disabled child or adult to go up and down stairs; at present, such provision is not required.
94. Pupils have good opportunities to discuss citizenship issues, on a local level and in the worldwide context. They appreciate the opportunity to contribute to the election of the school council. The rich variety in the curriculum ensures

breadth in the pupils' spiritual, moral, social and cultural development. The work in a number of subjects, as well as communal worship, guide the pupils as they learn about the importance of respect and tolerance and to consider the dangers that arise in the absence of these qualities. As a result, pupils gain a good understanding of the need for respect towards others, including those who are different from themselves.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

95. The findings of the inspection team match the judgement made by the school in the self evaluation report.
96. The school is very well led by a head teacher who has a clear vision and definite strategies for raising standards within a work ethos where pupils are happy. Shared aims and values, which promote equality for all, are effectively reflected in the work of the school. All the school's partners share the same expectations which reflect dedicated support and guidance.
97. The school gives very good consideration to national priorities, local partnerships and cluster agreements. Recent initiatives, in partnership with four local schools, have helped to further develop the curriculum and social aspects. The contribution of the school council to initiatives such as healthy eating and the milk bar helps pupils to make a positive contribution towards decisions which affect them directly.
98. The school has developed a very effective system for self evaluation and target setting. The programme is implemented effectively by evaluating pupils' standards of work against specific criteria. Strengths and aspects requiring attention are noted. Findings are shared with colleagues and with the governing body. The school takes immediate action on the basis of monitoring outcomes.
99. The findings of the self evaluation process are fed into the school development plan.
100. The school development plan paves the way clearly for the school to develop in the coming year and in the long term. This is a very good document which sets realistic targets and aims.
101. The staff appraisal system is appropriate and promotes the teachers' continuous professional development; it contributes well towards improving the school's provision. Courses which teachers attend have a positive impact on the school's provision and standards.
102. Teachers new to the profession receive very good support from the head teacher and other teachers and the mentoring system is effective.

103. The governing body is very supportive and well informed and becomes extremely involved in the life of the school. The governors help to set a strategic direction and they co-operate with the professional staff to monitor the provision thoroughly.
104. The governing body meets regularly and fulfils all its regulatory and legal requirements.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

Grade 1: Good with outstanding features

105. The findings of the inspection team match the judgement made by the school in its self evaluation report.
106. The head teacher, governors and staff are committed to improving standards. A positive culture of self evaluation has been developed. All staff and governors are involved in this process. In some areas, the views of pupils and parents have also been taken into account. The outcomes of the self evaluation process are used to inform the priorities in the school development plan.
107. The three year school development plan is a comprehensive planning document which clearly sets out the school's priorities. The plan includes time schedules, qualitative and quantitative targets for the future and also success criteria. Priorities are costed and supported with the allocation of adequate resources.
108. A detailed analysis is made of pupils' assessment test results, including the results of baseline tests in the Early Years, teacher assessments and National Curriculum tests in key stage 2. The school has made good use of this analysis to improve learning and teaching. Pupils are set challenging individual targets and there is a culture of high expectation.
109. Performance management is beginning to have a positive impact on the school. The head teacher is encouraging all to question what they do and what they need to do better. This makes a good contribution to identifying staff's professional needs. Staff training has had a positive impact on pupil standards.
110. The self evaluation report produced by the school before the inspection is of a very high standard. It is concise and clear and identifies strengths and areas where improvements are needed. This is an outstanding feature.
111. In most respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. The inspection team agreed with the judgements made by the school in six of the seven key questions. Where there was a difference in judgement, the inspection team has awarded a higher grade.
112. The school has made very good progress since the last inspection. The few key issues raised have been well addressed. The success the school has achieved in making progress on the key issues for action and the effect on pupil standards is an outstanding feature.

**Key question 7: How efficient are leaders and managers in using resources?**

Grade 1: Good with outstanding features

113. The findings of the inspection team match the judgement made by the school in its self evaluation report.
114. The school has enough suitably qualified teachers and support staff. Very good support is given to a newly qualified teacher on his first year and to a part time teacher who is on her second year of teaching.

115. Good procedures have been implemented to ensure that staff work well together and deploy support staff effectively. Very good use is made of the expertise of teachers who teach at the school for a few hours each week.
116. The school has a strong commitment to undertake continuous professional development, and this has had an influence on developments such as the use of the interactive whiteboard and contemporary methods of learning and teaching in the classroom.
117. Subject responsibilities are shared between all the teaching staff; when a responsibility is new, the senior management team provides support.
118. The school has enough resources for all age ranges and all subjects. Many are of good quality. Teachers produce their own materials, especially for differentiated activities and where there is little or no published material in Welsh. The significant investment in equipment and resources, including information technology equipment, has a positive impact on the learning and teaching. This enables the school to satisfy its aim of providing a broad, varied and balanced curriculum.
119. The school building and yard are very well maintained and comfortably accommodate the number of pupils on roll. Specialist facilities at the neighbouring leisure centre are used for physical education, as and when required. The *Mudiad Meithrin* class is situated on the school site and, as a result, the children's transfer to the primary school is facilitated. The imaginative displays of pupil's work and other learning materials create a stimulating educational environment.
120. The school plans appropriately and acquires resources in line with its educational priorities and targets. The head teacher and governors review and evaluate resource needs and their use.
121. Very effective use is made of the local environment, the community and educational sites to enrich pupils' learning. This is further enhanced by the contributions visitors make to the school; this includes using specialist services such as peripatetic teachers and the library service.
122. The school provides very good value for money. By valid use of monies held in reserve, the school has been successful in retaining a teacher for each class despite the reduction in numbers. Maintaining staff levels can be justified as it is envisaged that there will be an increase in numbers from this year onwards.

## Standards achieved in subjects and areas of learning

### Welsh

**Key Stage 1** – Grade 2: Good and no important shortcomings

**Key Stage 2** – Grade 1: Good with outstanding features

#### **Good and outstanding features**

123. At key stage 1, pupils listen well. Pupils in Y1, in particular, speak fluently of their experiences and participate confidently in group and class activities, giving explanations and expanding on their ideas. Individuals have good vocabulary and a firm grasp of a range of basic constructions.
124. Reading standards are good. Some individuals achieve very good standards. Pupils read a wide range of books appropriate to their age, and have an awareness of the importance of intonation and expression when reading aloud. The youngest and less able pupils can decompose the majority of unfamiliar words successfully into their component parts. Pupils enjoy reading.

125. At key stage 1, the standard of pupils' writing is good, and they show marked progress throughout the key stage. Some individuals write very well. The youngest pupils form letters correctly and write sentences and short paragraphs independently. By Y2, pupils write cohesive paragraphs, using a number of sentence patterns. Content is often interesting and they can spell and punctuate with a good degree of accuracy.
126. Throughout key stage 2, pupils listen and respond very well to work across the curriculum. The vast majority can discuss maturely and their vocabulary and phrases are developing well; as they progress through school, they use extended sentences. By Y5 and Y6, a good number of pupils respond intelligently and offer extended and spontaneous comments.
127. Key stage 2 pupils read a wide range of books and display positive attitudes towards reading. They discuss character and express opinions about the books they read. They make good use of their reading skills to gather information from books and other sources.
128. Pupils at this key stage produce a wide and varied range of written work for different purposes. Their punctuating and paragraphing skills are usually appropriate, and they succeed in varying their sentences in order to create different effects. By Y5 and Y6, they compose stories and interesting portraits, letters, scripts and interesting poems. Frequently, they write at great length, structure the work carefully and use rich language.

### **Shortcomings**

129. There are no important shortcomings at key stage 2 but the oral responses of some Y2 pupils are brief. Good Welsh learners in this school year make minor errors of syntax and mutations when they respond orally.

<b>English</b>
----------------

English is not taught formally at key stage 1.

**Key Stage 2** – Grade 1: Good with outstanding features

**Good and outstanding features**

130. Pupils listen very well to teachers' presentations and to each other during class and group discussions. The vast majority describe and express an opinion very well. They are eager to participate in oral discussions. By Y5 and Y6, they express and defend a point of view and contribute to discussions in a reasoned manner. They use appropriate linguistic registers.
131. Reading standards are very good, with some individuals achieving a very high standard. The majority read fluently and use appropriate intonation and expression when reading aloud. They are able to discuss a number of authors and express their personal reading preferences confidently. The most able pupils cope with challenging texts and when they analyse texts they compare from the point of view of content, style and linguistic expression. They gather information from a range of books and electronic sources. They use dictionaries and thesauri confidently.
132. Pupils write in an increasing range of forms and for different purposes. The majority vary their sentence patterns and paragraphs effectively. They can create different effects and spell and punctuate with a good degree of accuracy. The most able write at length; their writing is organised and, at times, imaginative. They can expand upon their ideas and use more complex sentence patterns to express and justify their opinion. Individuals produce work of a very high standard. By Y6, they are beginning to use language more consciously in order to create special effects. The use of similes and metaphors enriches their style. Their factual writing is clear and cohesive. The vast majority of pupils have developed neat handwriting.

## Shortcomings

133. There are no significant shortcomings.

<b>Science</b>
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**Key Stage 1** – Grade 2: Good and no important shortcomings

**Key Stage 2** – Grade 1: Good with outstanding features

### Good and outstanding features

134. At key stage 1, pupils conduct investigations and compare events that they witness. They record their findings in an organised way using drawings, text and block graphs. They discuss their findings using informal language.
135. Pupils are familiar with the characteristics of different animals and the life cycle of plants and understand their need for light and water. They are also familiar with the properties of different materials.
136. At key stage 2, pupils experience a good range of investigations, and possess a very good understanding of the need for a fair test. Senior pupils take advantage of opportunities to design their own experiments. They repeat observations and measurements in order to ensure reliability. They predict intelligently and draw mature conclusions when they carry out investigations.
137. Pupils record their results in detail using tables, graphs, diagrams or text. They draw sensible conclusions based on their results.
138. Pupils gather scientific information from a number of sources and then record it. They possess very good knowledge about parts of the body and their characteristics. They are well aware of what is damaging to health. They classify materials according to their properties very well and are familiar with conventional electrical circuits.
139. The most senior pupils at key stage 2 use subject specific terms with ease when they discuss their work and understand scientific concepts very well.

## Shortcomings

140. There are no important shortcomings at key stage 2, but Y2 pupils are unable to summarise facts in a scientific manner.

<b>Geography</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

**Good and outstanding features**

141. At key stage 1, pupils possess very good knowledge of their own locality. They describe its main geographical characteristics and express a simple point of view about the environment.
142. They understand the difference between a drawing and a plan and draw rough sketches of familiar places. They draw simple maps of the village, pinpointing some of the important geographic features.
143. Pupils keep records of the weather and know the correct terms and how weather and seasons are linked. By Y2, when they discuss another country, they compare the weather and some other features of that country with their own, and do so appropriately.
144. They recognise Wales on a map of the United Kingdom and point out places within their locality on a map of Wales very well.
145. They compare a neighbouring village with their own, noting similarities and differences, and express a simple view.
146. At key stage 2, pupils' knowledge and understanding of their own locality is very good. They describe its geographical features in detail. They are very aware of how land is used, and when discussing the proposed by-pass, they express clear views for and against the development.
147. They read maps and use grid references on ordnance survey maps. They understand compass points and why maps have keys.
148. They have very good factual knowledge of the countries of the world, capital cities, seas and oceans.
149. Pupils' understanding of the need to care for the environment and for sustainability is very good. They are aware of the need to reduce waste by recycling and to control pollution.
150. Field work helps develop their understanding of rivers. They use geographical terms correctly.
151. Pupils compare local weather data which they collate with other neighbourhoods and draw appropriate conclusions.

152. When they study an economically less well developed country, older pupils draw detailed comparisons between the economy, the way of life and the weather of that country and those of Wales.
153. They use information and communication technology regularly when seeking information linked to their work.

### **Shortcomings**

154. There are no significant shortcomings.

<b>Music</b>
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**Key Stage 1** – Grade 2: Good and no important shortcomings

**Key Stage 2** – Grade 1: Good with outstanding features

### **Good and outstanding features**

155. At key stage 1, pupils perform a variety of songs enthusiastically and use instruments effectively as accompaniment. The standard of singing is good.
156. Pupils recognise tuned and untuned instruments and use them to compose spontaneous music and for accompaniment.
157. They can keep a regular beat and experiment vocally; they respond rhythmically, using their bodies. Their rhythm work is good.
158. Given a stimulus, they compose simple music and record their composition using graphic scores. They show good understanding of some musical elements when performing their simple compositions.
159. At key stage 2, pupils sing very well. The songs are appropriate and include simple part songs. They show increasing control over breathing, phrasing and dynamics.
160. Pupils listen to different types of music and compare different styles. They express a simple opinion.
161. When they listen to contrasting pieces of music, pupils convey their response appropriately. They recognise instruments as they listen and describe the images and the atmosphere created by the music well.
162. Pupils compose interesting musical sequences, using tuned and untuned instruments. They use graphic score to record their compositions. They record their compositions, evaluate their work and suggest ways to improve their composition and performance.
163. All key stage 2 pupils play the recorder with enthusiasm and show very good understanding in their recognition of notes, rhythm and time keeping.
164. A good number of pupils take advantage of instrumental lessons and are given an opportunity to perform in the school orchestra. This also contributes to improved standards in the subject.

### **Shortcomings**

165. There are no significant shortcomings at key stage 2, but, at key stage 1, pupils' use of information and communication technology in music has not been developed and they do not pay sufficient attention to some techniques when they sing.

## Religious Education

**Key Stage 1 – Grade 2:** Good and no important shortcomings

**Key Stage 2 – Grade 2:** Good and no important shortcomings

### Good and outstanding features

166. At key stage 1, pupils have good knowledge of familiar stories from the Bible; they explain their religious significance.
167. Pupils at key stage 1 write good personal prayers. They understand the significance of worship.
168. Pupils in Y2 benefit greatly from the presence of a young Moslem in their class and this enhances their understanding of religion.
169. At key stage 2, pupils have a more extended knowledge of the Bible, and relate a number of stories. They can associate a good number of the main events in the New Testament with Christian festivals.
170. They are aware of the significance of religious symbols in several religions and explain the significance and purpose of religious artefacts.
171. They are familiar with elements of other religions, namely Judaism, Islam and Hinduism. They discuss their characteristics well and respect religious traditions which differ from their own.
172. At both key stages, pupils are aware of the importance of preserving the environment and understand the significance of families, communities, homes and buildings.
173. Pupils' understanding of social and moral principles, such as friendship and care for others, is very good at both key stages.
174. Pupils' response to the 'important' religious questions has developed well.

### Shortcomings

175. Pupils do not always use the appropriate terminology when discussing the subject and are also unable to recall all the details they have learnt.

### **School's response to the inspection**

Ysgol Gynradd Llandysul's head teacher, staff and governors have reflected carefully on the contents of the inspectors' report and wish to make the following points.

The inspection, conducted according to ESTYN's 'New Inspection Framework', has been a valuable and constructive experience for all concerned in the school's work and life. We believe that the inspectors have recognised the school's strengths and have noted areas where further development is required.

We appreciate the thorough, fair and professional manner in which the inspection was conducted, and we wish to thank the inspectors for constructive discussions and comments which will allow us to make progress as a school.

The Self Evaluation Document was discussed in detail, before and during the inspection, and the inspection team agreed with most of the grades the school awarded itself for the seven key questions.

Action will be taken on the issues noted in the report so that the school can make progress, in order to maintain the 'very good standards with exceptional features and improve in the areas judged to be good'.

The head teacher, staff and governors take pride in this report. We celebrate the success of the whole team of persons linked to the school's work and life. These include:

- pupils for showing positive attitudes to their work;
- staff for their professional attitude and commitment to ensuring the best education for the children and pupils;
- the governors for their support and willing assistance;
- parents for supporting all aspects of school life;
- local education authority advisors for supporting and challenging staff to move the school forward.

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Llandysul
School type	Community, 'category A'
Age-range of pupils	4 - 11
Address of school	Heol Llyn y Frân Llandysul Ceredigion
Post-code	SA44 4HP
Telephone number	01559 362449

Headteacher	Mr David Watkin Bundock, MBE
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mr Phil Ainsworth
Registered inspector	Mr Gareth Wyn Roberts
Dates of inspection	18 – 21 October 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		29	18	24	16	23	25	29	164

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2 (1.4)	8.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.2:1
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	21.8
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 03	92.2	93.3	94.3	93.8
Spring 04	92.7	94.7	94.8	94.7
Summer 04	91.7	95.2	95.2	95.2

Percentage of pupils entitled to free school meals	27.4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		24			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	17	57	26	0
		National	1	2	11	64	56	0
Welsh: oracy	Teacher Assessment	School	0	0	17	57	26	0
		National	1	2	12	63	22	0
Welsh: reading	Teacher Assessment	School	0	4	13	61	22	0
		National	1	3	17	59	22	0
Welsh: writing	Teacher Assessment	School	0	4	17	61	17	0
		National	1	3	20	65	11	0
Mathematics	Teacher Assessment	School	0	0	9	61	30	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	13	61	26	0
		National	0	2	10	66	22	0

#### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	78%	In Wales	79%
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004										Number of pupils in Y6:		29	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	1	3	17	6	1	
		National	1	1	0	0	1	5	16	46	30	0	
	Test/Task	School	0	0	0	0	0	0	0	16	12	0	
		National	1	1	0	0	1	5	16	46	30	0	
Welsh	Teacher assessment	School	0	0	0	0	0	1	5	17	5	0	
		National	1	1	1	0	1	3	17	49	28	0	
	Test/Task	School	1	0	0	0	0	0	3	10	14	0	
		National	1	1	0	1	0	2	15	49	30	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	14	10	1	
		National	0	0	0	0	0	3	17	46	31	0	
	Test/Task	School	0	0	0	0	0	0	1	7	20	0	
		National	0	1	1	0	0	3	15	43	36	0	
Science	Teacher assessment	School	0	0	0	0	0	0	3	14	10	1	
		National	0	0	0	0	0	1	11	50	37	0	
	Test/Task	School	0	0	0	0	0	0	0	15	13	0	
		National	0	1	0	0	0	1	8	51	39	0	

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	85.7%	In the school	96.4%
In Wales	71.9%	In Wales	72.3%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

- The inspection was carried out by three inspectors who were present at the school for eight inspector days.
- Pre-inspection meetings with the parents and the governing body were held to discuss the life and work of the school.
- Thirty one questionnaires were completed by the parents and these were analysed carefully. The contents of two letters and comments added to five questionnaires were noted.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation and samples of pupils' work were inspected.
- A total of 22 lessons or part lessons in the subjects being formally inspected and six lessons in other subjects were observed.
- Samples of the work of pupils from the full ability range in each year group were inspected.
- The inspectors listened to a sample of pupils from each year group read.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour during break times, lunchtime and at the start and end of school sessions was observed.
- Inspectors attended communal worship and extra-curricular activities.
- Post-inspection meetings were held with staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Wyn Roberts	Context, Summary and Recommendations Appendix Key Questions 1, 3, 4 (piece), 5 (piece), 6, 7
Mrs Marian Donovan Lay Inspector	Contributing to Key Questions 1, 3, 4, 7
Mrs Rhianwen Huws Roberts	Key Questions 2, 4, 5
Mr D W Bundock	School's nominee

### Acknowledgement

The inspection team would like to thank the governors, the headteacher, the staff and pupils of Ysgol Gynradd Llandysul for their co-operation and courtesy during the inspection.

# **SUMMARY REPORT FOR PARENTS**

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gynradd Llandysul  
Heol Llyn y Frân  
Llandysul  
Ceredigion  
SA44 4HP**

**School Number: 667/2339**

**Date of Inspection: 18 – 21 October 2004**

**by**

**Gareth Wyn Roberts  
W019/17166**

**Date: 17 December 2004**

**Under Estyn contract number: T/33/04P**

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Ysgol Gynradd Llandysul was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd Llandysul took place between 18 – 21 October 2004. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Context

### The nature of the provider

1. Ysgol Gynradd Llandysul serves the small, rural town of Llandysul and the surrounding area. It has 164 pupils on the register, including 20 children in the reception class. Ninety six point seven per cent of pupils belong to the white ethnic group. No pupil is given extra learning support in English as an additional language and one pupil is cared for by the local education authority.
2. Over the past five years, there has been a reduction of around twenty five per cent in the number of pupils attending the school.
3. The area the school serves is neither economically advantaged nor disadvantaged. The school has pupils from the full ability range. Twenty seven point four per cent of pupils are entitled to free school meals (13.3% in the county). The school's free school meals percentage has doubled since January of this year when the school's cohort changed. Seven pupils (4.5%) have a statement of Special Educational Needs, a further 30 (18.3%) are on the special needs register. No pupil has been disapplied from the National Curriculum and it has not been modified for any pupil. No pupil was excluded on a temporary or permanent basis during the twelve months preceding the inspection.
4. The vast majority of pupils have received pre-school education in the voluntary Welsh medium play group (*Ysgol Feithrin*) situated on the school campus.
5. Since 2002/2003, the school has been designated as a 'category A' school according to local education authority policy; this means that it is a traditionally Welsh school where Welsh is the main medium of communication in the work and life of the school in general. Currently, 77% of pupils speak Welsh as a first language or to a corresponding standard. Forty two per cent of pupils come from homes where Welsh is not the first language.
6. The school was previously inspected in February 1999.

### The school's priorities and targets

7. The school's main priorities for 2004-2005 are to:
  - a) develop ways of marketing the school;
  - b) develop whole school awareness of current methods of learning and teaching;

- c) monitor language, art, mathematics, history, science and physical education in all classes as part of the school's normal self evaluation process;
- d) review and improve the school's system for target setting;
- e) review the school's processes for assessing the basic subjects;
- f) further develop oral skills in Welsh, mainly at key stage 1;
- g) review and develop pupils' progress tracking files;
- h) review the system used for developing sustainable education.

8. The school's quantitative targets for 2005-2006 are as follows:

	KS1: % Level 2		KS2: % Level 4	
	2005	2006	2005	2006
Welsh	61	63	64	67
English	-	-	64	64
Mathematics	61	63	80	68
Science	83	68	96	76
Core Subjects' Indicators	61	63	64	68
Attendance	95%+	95%+	95%+	95%+

## Summary

9. Ysgol Gynradd Llandysul is a good school with some outstanding qualities. It has continued to improve standards at key stage 2 since the last inspection. The inspection team agreed with all but one of the grades the school awarded itself in its self evaluation document.

### Table of grades awarded

10. The grades the inspection team awarded the school are as follows:

<b>Key question</b>	<b>Inspection grade</b>
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

## Standards

11. Standards of achievement awarded in the teaching areas and subjects inspected are as follows:

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	41 %	59%	0%	0%	0%

12. The standards pupils achieve are much higher than the targets set by the Welsh National Assembly for the whole of Wales, namely that standards should be at least satisfactory in 95% of lessons and good or better in 50% or more.
13. The overall quality of provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
14. Children in the Early Years make very good progress in the key skills of listening, speaking, reading, writing, numeracy, and using information and communication technology.
15. At both key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	2	1
English	-	1
Science	2	1
Geography	1	1
Music	2	1
Religious Education	2	2

16. At key stage 1 and key stage 2, the standards and progress pupils make in the key skills of listening, speaking, reading and writing are good in every subject.

The standards in numeracy and using information and communication technology are also good.

17. Pupils' bilingual abilities develop very well throughout the school.
18. Pupils with special educational needs make good progress and achieve the targets set for them.
19. Pupils make very good progress in their personal and social skills. They also display very good skills in problem solving and working together.
20. Throughout the school, pupils' creative skills develop very well.
21. At the end of key stage 1, in 2004, pupils' achievements in the National Curriculum core subjects of Welsh, mathematics and science, were just below local Llandysul schools' cluster and local education authority averages. The percentage of pupils achieving at least a level 2 in mathematics, science and Welsh, 78%, was very similar to national averages (79%). In previous years, they were below those averages. Compared with similar schools throughout Wales, the school's averages in Welsh and science were slightly below those for the whole of Wales but they were higher in mathematics. Results over recent years place the school around or below the median for schools with a similar percentage of pupils entitled to free school meals.
22. At key stage 2, in 2004, pupils' achievements in the National Curriculum core subjects of English, Welsh, mathematics and science, were higher than the averages within the local Llandysul cluster of schools and the local education authority. A high percentage of pupils achieved level 5. There has been an increase in this tendency over the past three years. Compared with similar schools throughout Wales, results were well above the average. They are likely to place the school in the highest quartile of schools with similar percentages of pupils entitled to free school meals; this corresponds to its position over the previous three years.
23. Pupils' attitudes to their learning, the interest they show in their work and their ability to concentrate are excellent characteristics.
24. The behaviour of all pupils is very good, and by Y6, they develop into mature, young individuals.
25. Pupils' understanding of equal opportunity issues are developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
26. The vast majority of pupils attend school regularly and arrive punctually at the start of the school day.
27. Pupils have an understanding of the world of work, and play a full role in community activities.

## The quality of education and training

28. The following table shows the quality of teaching:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
55%	45%	0%	0%	0%

29. The percentage of good lessons is above the target set by the Welsh Assembly Government, namely that 95% of lessons should be satisfactory or better, and the percentage of very good lessons is well above the Welsh Assembly Government's target of 50% lessons which are good or better.
30. The pace of delivery of lessons is good and pupils concentrate clearly on learning objectives. Teachers have very good relationships with their pupils and have high expectations of them.
31. In over half the lessons observed, there were outstanding features. These included:
- stimulating presentations and clear explanations when setting tasks;
  - teachers engaging pupils' interest;
  - lively interaction between teacher and pupil which stretches the pupils mentally and reinforces their grasp of concepts;
  - very effective questioning which provides each pupil with opportunities to investigate, develop ideas, form hypotheses and express and defend views;
  - effective and deliberate use of a wide range of resources, including information and communication technology, to arouse interest, to gather information and to develop other areas of investigation;
  - pupils' bilingual skills being nurtured very skilfully by teachers.
32. The quality of assessment is very good. Assessment is used constantly to guide the planning and to set targets; teachers keep comprehensive records of pupils' achievements. Annual reports to parents conform to statutory requirements and are of very good quality.
33. The school responds very well to the learning needs of the pupils and provides equal access to a broad and balanced curriculum.
34. Positive learning experiences promote the spiritual, moral, social and cultural development of pupils very well. The partnership between the school and the parents is very good. Good equal opportunities' policies have been produced which reflect the school's strong commitment to ensuring access and opportunity for all.
35. The school is a happy, caring community where pupils feel that they are appreciated and supported. The provision for pupils with special educational needs is good and satisfies the requirements of the Code of Practice.

## **Leadership and management**

36. The school is very well led. The head teacher's management is purposeful and he provides a very clear sense of direction for the school's work. Shared aims and values which promote equality for all are very well reflected in the school's work. The school operates within an atmosphere of trust and understanding which promotes team work.
37. Self evaluation and target setting have been developed to a very good standard. A good staff appraisal system exists; this effectively promotes the teachers' continuous professional development. The school has gained the "Investors in People" accolade twice.
38. The governing body is very supportive, well informed and extensively involved in school life. Governors help in the process of setting its strategic direction and they co-operate very well with professional staff in thoroughly monitoring the quality of the provision.
39. The school's long term development plan is a comprehensive document which clearly sets out the school's priorities. The self evaluation document is of a very high standard. It is clear and notes specific areas where improvements are needed. This is an outstanding feature as it is a true reflection of the school's strengths and shortcomings.
40. The school has made very good progress since the last inspection. The few key issues for action have been very well addressed.
41. The school has enough appropriately qualified teachers and support staff. Responsibilities are clearly allocated and the senior management team and subject leaders co-operate effectively as a team.
42. The school has sufficient resources for all age ranges and subjects. Many of these are of good quality. The school building and playground are very well maintained and there is sufficient space for the number of pupils on the school roll. Good use is made of the land surrounding the school. The local environment, the community, and local amenities such as the secondary school and neighbouring leisure centre, are very effectively used to enrich the pupils' learning experiences.
43. The school makes effective and efficient use of its financial resources.

## Recommendations

In order to improve, the school must:

- maintain the very good standards with outstanding features and further improve the areas which were deemed to be good.

*The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.*

**The inspection team wish to thank the staff, pupils, governors and parents for their co-operation during the inspection.**