

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

**YSGOL GYNRADD GYMUNEDOL LLANFARIAN  
LLANFARIAN  
ABERYSTWYTH  
CEREDIGION  
SY23 4DA**

**SCHOOL NUMBER: 617/2308**

**DATE OF INSPECTION: 16-18 JUNE 2003**

**BY**

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REGISTERED INSPECTOR: W248/17717**

**DATE: 18 AUGUST 2003**

**UNDER ESTYN CONTRACT NUMBER: C/T/220/02P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

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

## **GRADE DESCRIPTIONS**

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

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

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CD-ROM	-	Compact Disk Read Only Memory
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
WAG	-	Welsh Assembly Government
Y	-	Year

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## PART 2: THE INSPECTION SCHEDULE

### 1. CONTEXT

#### **The school and its priorities**

Ysgol Gynradd Llanfarian is located on the outskirts of the village of Llanfarian on the main road between Aberystwyth and Aberaeron. The LEA is Ceredigion. The school is identified as an A category school, which means that the vast majority of the teaching is through the medium of Welsh. Pupils come from the village of Llanfarian itself and the surrounding rural area. The residential area is described as neither advantaged nor economically disadvantaged.

There are 40 pupils from 4-11 years of age on roll who are taught in the confined space of two classrooms. The school has no nursery provision; the local cylch meithrin occupies the third classroom for part of the week. The school states that pupils represent the full range of ability. Around 72% come from homes where English is the main language spoken; there is no one from an ethnic background. About 7.5% are eligible for free school meals. Eight pupils are on the SEN register; one has a statement.

The school's aims are:

- to look after each pupil as an individual;
- to teach children to the limits of their abilities;
- to promote lively and enquiring minds;
- to teach understanding, knowledge and skills relevant to adult life;
- to promote and develop bilingualism;
- to use language and number effectively;
- to offer equal opportunities to each pupil;
- to promote moral values and respect for other people and property;
- to establish awareness of the importance of health education;
- to create a warm, disciplined family environment;
- to create responsible and worthy citizens
- to maintain a close link between home and school;
- to stimulate links with the community.

The school's priorities for this year are:

- to establish strategies for performance management;
- to improve quality of writing in Welsh and English in Y6;
- to improve standards in reading English in Y3 and Y4;
- to improve standards in information technology in KS2;
- to improve opportunities for play and practical experiences for under fives and pupils in KS1.

During the inspection one of the two teachers was on maternity leave so a supply teacher was in place; the other class was taught by the head.

The school was last inspected in March 1998

## 2. MAIN FINDINGS

### The main findings of the report

Ysgol Gynradd Llanfarian is a close and happy community where a special emphasis is placed on relationships. The quality of pupils' social development and standard of behaviour is very good; the environment of the school is caring and supportive.

- The quality of the educational provision for under fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- Standards in the six areas of learning for the under-fives are as follows:

#### Reception

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

- Standards of achievement across the school are satisfactory or better in all work seen including around 68 % that is good.
- Standards in NC subjects and religious education are as follows;

	KS1	KS2
Welsh	Good	Good
English	Not applicable	Good
Mathematics	Good	Satisfactory
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Satisfactory	Satisfactory

- In key skills, standards are very good in listening and good in speaking and reading; in writing, numeracy and ICT they are satisfactory. At present, whole school planning to develop key skills across the curriculum is insufficiently detailed.
- Pupils' moral and social development is very good and their spiritual and cultural development is good. The school has a special ethos. Pupils show a very good awareness of the difference between right and wrong; they display respect towards adults and are

welcoming towards visitors. Older pupils accept responsibility for a number of elements in relation to everyday life in the school and carry their duties out effectively. They provide very good leadership for younger pupils and are caring towards them. Effective use is made of the beauty of the local school environment for spiritual development and experiences in collective worship and lessons contribute to this understanding. Pupils develop a very good appreciation of Welsh culture and have a growing awareness of other cultures and racist issues.

- Pupils' behaviour and attitudes are very good. A civilised and friendly environment exists within classrooms and less formal situations. Behaviour within lessons provides a sound foundation for learning. The school has appropriate policies that support a high standard of discipline and pupils are aware of what is expected of them.
- Attendance is satisfactory. The school has a policy and sound procedures for looking into reasons for absences. Pupils' punctuality is good.
- Across the school teaching is at least satisfactory or better in all lessons seen, including around 63% that is good and approximately 11% that is very good. Where teaching is very good specialist teaching and subject expertise stimulate pupils' learning. Lessons are well planned and the pace of teaching is appropriate. A range of teaching methods is used and pupils work well as individuals and in pairs and groups. However, there are examples of a lack of challenge and opportunities for pupils to be independent thinkers at times. For the under-fives, class discussions are sometimes too ambitious and children have to listen for extended periods. Relationships between teachers and pupils are good.
- Assessment, recording and reporting are satisfactory. Teachers know pupils very well. The school has a specific timetable for termly assessment of core subjects; foundation subjects are assessed once every two years. Summative assessment is detailed but strategies for formative assessment are not yet soundly established. Although individual targets are set for pupils, marking gives insufficient attention to these and is inconsistent within and across both key stages; it gives insufficient attention to handwriting, presentation of work and showing the way ahead. Procedures for reporting to parents conform with statutory guidelines and reports include appropriate comments.
- The curriculum is broad and relevant. For the under-fives it is appropriate but often it is not possible to provide appropriate activities because of limitations of space. Provision for the NC and religious education is appropriate but some practical subjects suffer from limited space. The school has made a start on responding to ACCAC guidelines for PSE. Good opportunities are provided for educational visits to enrich the curriculum.
- Support, guidance and pupils' welfare is good. Pupils feel secure in a caring, friendly and welcoming environment; equal opportunities are provided for all. Pupils have good guidance and instructions and can easily turn to teachers and support staff for help.
- The quality of provision for pupils with SEN is satisfactory. Systems for early identification are good. Procedures are in place and the school is responding to the requirements of the new CoP. Until recently, no specialist help was available. Each pupil with SEN has an IEP that is reviewed termly. However, procedures for keeping records of pupils on School Action and School Action Plus are insufficiently developed.

- The school's partnerships with parents, community, schools and other institutions are good. A good range of information is provided for parents, who displayed keen support for the school. The PTA raises valuable sums of money to help pupils' education. The school plays a prominent part in the community and is one of a cluster of local schools. Strategies for transition to the two local secondary schools are sound and consist of appropriate visits and good transition opportunities.
- Partnership with industry is good and includes receiving patronage from local businesses, including large contributions from a local trust to improve the school environment.
- The quality of self-evaluation and planning for improvement is good. A detailed analysis of strengths and areas for the school's improvement has been produced recently; to a great extent these correspond with the findings of the current inspection.
- Leadership and efficiency are good overall. The strength of the leadership is reflected in the team spirit that prevails among staff and readiness to recognise where specialist help is needed. Curriculum responsibilities are clear and INSET is appropriate for professional development. The head has monitored some subjects and aspects but because of staff changes it has been difficult recently to monitor specific aspects of subjects. Although teachers and support staff hold regular discussions, no staff meetings are held and no minutes of decisions are kept. Procedures for performance management are in place and the GB is supportive and protective of the school and is developing an awareness of the curriculum.
- Staffing is good. The wide age range in both classes is challenging. Teachers are suitably qualified and the contribution of support staff to school life is valuable. Good use is made of specialist teachers, peripatetic teachers and an athrawes fro to raise standards.
- Accommodation is satisfactory overall. Inside the building is pleasant and colourful but space in both classrooms is limited. This has an adverse effect on standards for under fives and on standards in some subjects. The school has no appropriate library and there is no discrete area where the head can carry out school administration duties. The school makes very good use of space available but limitations on the use of the third room creates difficulties. A special effort has been made to create attractive play areas behind the school for younger pupils and under fives.
- Resources are good. Attention has been given to obtaining resources of good quality and though there are some shortcomings for example in religious education, provision across the curriculum are good.
- Safety matters, which are a cause for concern, were discussed with the head and GB.
- Progress since the last inspection is generally good and the school provides good value for money.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Across the school standards in NC subjects and religious education are satisfactory or better in all work seen, including 68% that are good.

- For under fives, standards in the work seen are satisfactory or better in all work seen including around 57% that is good. In KS1 standards are satisfactory or better in all the work seen including around 71% that is good; in KS2 they are satisfactory or better, including around 71% that is good.
- Children under five years of age make good progress in language, literacy and communication skills, mathematical development, knowledge and understanding of the world and physical development. Progress in personal and social education and creative development is satisfactory, mainly because a lack of space inhibits learning in these areas.
- In KS1 standards are good in Welsh, mathematics, science, history, art, music and physical education. They are satisfactory in design and technology, information technology, geography and religious education.
- In KS2 standards are good in Welsh, English, science, history, geography, art, music and physical education. They are satisfactory in mathematics, design and technology, information technology and religious education.
- Results of teacher assessments in KS1 for the year 2002 show that all pupils achieved at least Level two in mathematics, science and Welsh, which is higher than the national figure of 83%.
- Results for KS2 in the national tests for 2002 show that 60% of pupils achieved at least level four in mathematics, science, Welsh and English. This percentage was lower than the national figure of 70%.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

In key skills standards are very good in listening and good in speaking and reading. In writing and the use of numeracy and ICT across the curriculum they are satisfactory.

- Pupils' listening skills have a positive effect on their progress, their application to their work and their attitudes.
- Pupils make good use of their speaking skills. They answer questions appropriately and offer comments and share experiences very effectively. The majority of older pupils in KS2 make extended contributions to discussions in a variety of subjects in both languages.
- For the majority of pupils, skills in reading for information in subjects across the curriculum are good and their research skills develop effectively.

- The majority of pupils make satisfactory progress when writing creatively and for recording purposes beyond language lessons. Planning for the development of writing skills in different forms and for a variety of purposes is not sufficiently effective.
- Although some opportunities are provided, especially in KS2, in subjects for consolidating numeracy, the use of reasoning skills and analysing information when handling data in different subjects is limited.
- Pupils use the internet and CD-ROMs to collect information in a number of subjects. However, their skills in presenting information through word processing and in creating data bases and graphs are limited.
- At present, whole school planning for the development of key skills across the curriculum is insufficiently detailed.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' moral, spiritual and social development is very good and spiritual and cultural development is good.

- The school has a special ethos; a feeling of belonging pervades all activities.
- Pupils show a very good awareness of the difference between right and wrong. They display respect towards adults and peers and for other people's and the school's property. They are very courteous and welcoming to visitors.
- Awareness of citizenship develops effectively. Pupils develop a very good understanding of their relationship with the community and their responsibility towards the environment. They are very aware of those less fortunate than themselves in the area and the wider world and contribute well towards charitable causes.
- Older pupils accept responsibilities and carry their duties out attentively in a number of aspects related to the everyday life of the school. They give very good support to younger pupils and are very caring towards them.
- The school meets statutory requirements for collective worship. Assemblies make a very good contribution to pupils' moral and social development. They focus effectively on Christian values and moral aspects and pupils receive opportunities to play key roles.
- The contribution of collective worship to pupils' spiritual development is good and across the curriculum pupils have a variety of experiences that fires their imagination. Effective use is made of the attractive environment of the school grounds.
- Pupils develop a very good knowledge and understanding of the culture and heritage of Wales and have a growing awareness of other cultures and beliefs and racist issues, particularly through their studies in religious education and geography.

## **4.2 Behaviour and Attitudes**

Behaviour and attitudes are very good.

- Pupils behave very well and a civilised and friendly atmosphere exists within the classroom and in less formal situations.
- The good behaviour and positive attitudes displayed towards school work provides a sound foundation for learning. Pupils are eager to proceed with their tasks and are anxious to please and succeed.; they work and play together contentedly.
- The school has appropriate policies that ensure a high standard of discipline; pupils are aware of what is expected of them.
- No evidence was seen that bullying causes concern and no pupil has been excluded from the school.

## **4.3 Attendance**

Attendance is satisfactory.

- Percentages for the last three terms average 92.74%. The majority of absences and all unauthorised absences can be traced to one case dealt with by the LEA's welfare officer; this is no longer a cause for concern.
- Attendance at the upper end of the school is good.
- The school has a policy and sound procedures for looking into reasons for absences.
- Full information is provided for parents about the school's rules in relation to lack of attendance.
- Pupils arrive at school punctually in the morning and the school day starts promptly.
- Registers are completed correctly and comply with WAG requirements.

# **5. QUALITY OF EDUCATION**

## **5.1 Teaching**

Across the school, teaching is at least satisfactory or better in all lessons seen, including around 63% that is good and approximately 11% that is very good.

- For under-fives, teaching is least satisfactory or better in all lessons seen including around 25% that is good.

- In KS1 teaching is at least satisfactory or better in all lessons seen, including around 79% that is good and about 7% that is very good.
- In KS2 teaching is at least satisfactory or better in all lessons seen, including around 67% that is good and about 19% that is very good.
- Where teaching is very good, specialist teaching and subject expertise helps to stimulate pupils' learning and very good development in skills.
- When teaching is good, an effective relationship exists between teachers and pupils and mutual respect is apparent. Although sessions are long, they are well planned and pace of lessons is appropriate. The gathering of pupils together in the plenary at the end of sessions, where pupils share the outcomes of their activities with others, is a good feature. A range of teaching methods are used to enable pupils to work in groups, in pairs and individually as required.
- Very good use is made of classroom support assistants who, like the teachers support pupils well in their activities.
- Where teaching is only satisfactory, there are examples of lack of challenge and limited opportunities for independent thinking, especially in tasks set for older pupils. For the under-fives class discussions are often too ambitious and children have to listen for too long. Across the school, learning objectives are not always introduced clearly to pupils.

## **5.2 Assessment, Recording and Reporting**

Assessment, recording and reporting are satisfactory overall.

- As numbers are small, teachers know pupils very well and are sound in their knowledge of the standards they achieve and the progress they are likely to make.
- The school receives valuable information from the Cylch Meithrin on children when they are admitted to school. A formal assessment based on the LEA baseline is made after they have settled in the school after a short time.
- The school has a specific termly timetable for assessing core subjects and assessing foundation subjects every two years. Summative assessment is detailed and tasks assessed in subjects are annotated and levelled and the way ahead is identified. Procedures for formative assessment are, however, not soundly established.
- There are no subject portfolios giving guidance to teachers on the range and levels of work linked to the NC.
- Although individual targets are set for pupils following a formal assessment, the targets do not inform the marking process, for example, targets are not identified in pupils' books. Marking is not consistent within nor across both classes; it does not give sufficient attention to improving handwriting and presentation of work and indicating the way forward.

- Detailed reading records for pupils are kept by a support assistant who has responsibility for this.
- Each pupil has an individual file which includes annotated formal assessments and school and national tests. It is a good record for tracking individual progress across the school.
- Procedures for reporting to parents conform with requirements; meetings are held twice a year with parents and guardians to discuss their children's progress and reports are produced giving appropriate comments on all NC subjects or areas of learning for the under-fives.

### **5.3 Curriculum**

The curriculum is broad and relevant.

- For the under-fives the curriculum provided is appropriate and based on the six areas of learning and Desirable Outcomes for Children's Learning. However it is not always possible to give the full provision because of limitations of space.
- Provision for the NC and religious education presented through six termly themes is appropriate across both key stages; however, practical activities cause difficulties due to constraints on space.
- Mid-term plans are in place and are being reviewed and refined. Differentiated work is not sufficiently identified in planning or provided in classrooms.
- The school has made a start in responding to the ACCAC guidelines on PSE, as it is part of the Healthy Schools Network. Teachers are currently receiving INSET on PSE but the provision for it is not yet identified in planning.
- Pupils are aware of the European dimension through links with a school in Austria and become familiar with the concepts of diversity and racism when they respond to a well publicised football incident. They become aware of the importance of sustainable development when learning about caring for and respecting the natural environment surrounding the school.
- Good opportunities are provided for educational visits which stimulate activities in classes. Older pupils attend an open air residential course and visitors to school often share their expertise with pupils of all ages.
- Pupils have regular opportunities to undertake extra-curricular activities weekly after school and occasionally with other schools and they participate in the community and village.
- Homework complements curriculum provision.

## **5.4 Support, Guidance and Pupils' Welfare**

Support, guidance and pupils' welfare is good.

- A range of policies make an important contribution in these areas and the respect shown to each pupil is a notable feature of this school. Pupils feel at ease in a caring, friendly and welcoming environment.
- As teachers and support staff know pupils well, individuals find it easy to turn to adults for help.
- Pupils receive very good support and guidance in relation to class work.
- Equal opportunities are provided for pupils in all school activities. The building presents no difficulties for disabled access.
- Good attention is given to health education and sex education is dealt with sensitively within the curriculum.
- Staff promote pupils' personal and social skills through the experiences they provide and the good example they set.
- The school policy for child protection conforms with statutory requirements; the head is the co-ordinator and staff are aware of the processes involved.
- The head is responsible for first aid and her qualifications, as well as those of the rest of the staff, have been updated.
- There is a close link between school and home and arrangements for communicating with parents during the day when necessary are good.

## **5.5 Provision for Pupils with SEN**

The quality of provision for pupils with SEN is satisfactory.

- A number of aspects of SEN provision have been reviewed very recently and the guidelines now operated by the school conform with the requirements of the new CoP.
- The head is the SENCO. She is supported by a teacher who visits the school for three hours a week. This provision was restarted at the start of this term after a period of over a term when no one was available to fill the post. The governor in charge of SEN is the KS1 teacher, who is at present on maternity leave.
- There are nine pupils on the SEN register. One pupil has a statement and a full-time classroom support assistant works effectively with him on a one to one basis. He makes good progress on the whole, although there is a lack of guidance by staff to maximise the support.

- Another pupil has only recently been assessed and the school is hoping for more assistance. In addition, the register identifies four pupils on School Action and three on School Action Plus. They are withdrawn to work with the support teacher and have appropriate help within classes; the majority make appropriate progress.
- Although class teachers provide differentiated work for pupils on the register within classes, teachers' planning makes no reference to this provision.
- Strategies for early identification of pupils with SEN are good. Effective use is made of the baseline assessment, a number of other tests and teachers' expertise to contribute information.
- Each pupil with SEN has an IEP which is reviewed termly. At present procedures for keeping records for pupils on School Action and School Action Plus are insufficiently developed.
- To a great extent, every pupil with SEN receives a broad and relevant curriculum including experiences linked with information technology.
- Parents of pupils with SEN have opportunities to receive information but this is not formalised. No formal record is kept of meetings with parents who do not provide enough input into the process of drawing up IEPs.
- Links with relevant outside agencies are appropriate. The school makes good use of specialist support available, in relation to assessment and advice.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school's partnerships with parents, community, schools and other institutions are good.

- The school provides a good range of information for parents through the parent's handbook, annual reports and regular correspondence.
- Parents are keen to support the school and teachers, as indicated in their responses to the questionnaires and their attitude and responses in the meeting prior to the inspection.
- Parents are very willing to help support activities in curriculum areas. They are also keen to organise transport for sports and extra curricular activities.
- The PTA raises valuable sums of money for pupils' education; for example recently it has provided equipment for younger pupils and the under-fives.
- The home-school agreement is currently being implemented and evidence suggests that parents respond well.
- The school plays a prominent role in the community and joins in celebrations and local events. Members of the public are invited to concerts and termly assemblies. The school

supports the village show and Eisteddfod and is involved in charitable causes. Clerics occasionally conduct collective worship in school.

- The school is a member of a cluster group of five primary schools and headteachers' meetings are held twice a term. It joins with other local primary schools for games and cultural events such as the Urdd and pupils are successful in games competitions organised for these schools.
- The majority of pupils transfer to Ysgol Uwchradd Penweddig and some to Penglais Secondary School. Transition arrangements with both schools are sound and include visits by Y7 teachers to the school and opportunities for Y6 pupils to visit the secondary schools. Work packs are prepared by both Secondary schools for their prospective pupils.
- The school receives students on work experience from Ysgol Penweddig and teacher training students on school experience from Aberystwyth University. Assistants are also received from Coleg Ceredigion.
- The school makes full use of all appropriate agencies offered by the LEA and officials and advisers visit regularly. Members from the police force and fire service advise pupils on safety.

## **5.7 Partnership with Industry**

Partnership with industry is good.

- The school has made a commendable effort to create links with the world of business.
- A local electrician has sponsored the school football kit.
- A local trust has contributed extensively to the environment and school resources and a forestry company has provided funding which enriches curriculum provision.
- A national bank sponsors a stand at the summer fair and the school receives sponsorship in the form of prizes from local companies and businesses for money raising events.
- Y6 attend a course on business awareness organised by Careers Wales.
- Teachers have not as yet taken advantage of opportunities to gain experience in industry.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- The school responded positively to the outcomes of the last inspection through an effective action plan.

- A culture of self-evaluation has been effectively established at the school and the self-evaluation process developed by the head in particular, is progressing effectively. The head knows the school well and ensures that the GB are well informed.
- A detailed analysis has recently been made of the school's strengths and areas for improvement, with the conclusion that a lack of staff expertise was having an adverse effect on standards. This is now being addressed in a number of subjects. To a great extent, the self-evaluation document matches the findings of this inspection.
- The SDP identifies appropriate priorities and strategies for implementation. The process of monitoring progress made towards achieving targets are beginning to develop.
- A start has been made on using national and county data to compare aspects of the schools' performance against other schools. Information on pupils' standards is also used to identify targets in core subjects; this is not sufficiently detailed at present.

## **6.2 Leadership and Efficiency**

Leadership and efficiency are good overall.

- The strength of leadership is reflected in the effective working relationship, agreed values and team spirit which includes all adults who are part of the school's every day life. It is also seen in the willingness to recognise the need for specialist help to ensure consistent provision across the curriculum and to raise standards.
- The responsibility for school management and administration and teaching all pupils in KS2 places a great deal of pressure on the head.
- The school has a wide range of appropriate management policies. General responsibilities are distributed evenly. Subject responsibilities are shared appropriately, with some subjects being co-ordinated and taught by one teacher across the school; for others responsibility is shared according to key stage. In the context of this school, this arrangement is successful. Teachers are clear of their responsibilities as co-ordinators and recent INSET is appropriate for their professional development.
- The head has monitored a number of subjects and aspects but because of staff changes, it has been difficult recently to monitor specific aspects of subjects.
- Although the school has no administrative help, appropriate procedures are in place and the school day operates in an orderly manner. Although staff and support assistants hold regular discussions, no regular staff meetings are held and no minutes of discussions are kept.
- Strategies for performance management are in place and targets have been set for the head.
- The GB is supportive and protective of the school. Finance is managed well and appropriate decisions are made for prioritising spending. Individual members are

developing a good awareness of the school's curriculum and the majority of subjects have a nominated governor.

- The school gives good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing and resources are good; accommodation is satisfactory overall.

- The number of teachers for pupils on roll is appropriate. However, the wide age range in both classes is challenging. Teachers are suitably qualified.
- Three support assistants are employed, two of whom are full-time. Their contribution to the life of the school is distinctive and good use is generally made of their time, although on rare occasions, they could be better deployed in supervising pupils.
- Part time specialists are used well in order to teach aspects of music, physical education, information technology and design and technology at specific times. Good use is made of the athrawes fro and a number of peripatetic music teachers to enrich pupils' experiences.
- All other adults involved in the daily life of the school make a good contribution.
- The building is pleasant and colourful inside. Pupils' work, which is central to displays, makes classrooms attractive.
- However, space within the building is limited for providing all curriculum subjects, for example, the classroom for older pupils is small for the wide age range and for practical activities. The classroom for younger pupils is limited for all pupils in KS1 and the under-fives and this has an inhibiting effect on the provision for the latter.
- There is no appropriate place for a central library in the school that would provide opportunity for pupils to browse through books and search for information; there is no room either for the head to conduct school administration. Although the school makes very good use of the space available, such as using part of a cloakroom for a computer corner, limitations on the use of the third room causes great difficulties in relation to providing a balanced curriculum.
- The pleasant environment surrounding the school adds to the beauty of its location. A great attempt has been made to create adventure places and play areas for pupils within the school grounds. Murals painted on the school's outside walls and the colourful figures of favourite characters in their stories mounted on the school's perimeter fence enrich the environment. Recently an attractive play area behind the school for younger pupils and the under-fives was created. The yard and extensive playing fields around the school enable pupils to take part in team games.
- Safety matters which are a cause for concern, were discussed with the head and GB during the inspection.

- The school has given a great deal of attention to purchasing resources of quality. Very good resources are available in physical education and outside equipment for physical development for the under-fives. Other resources across the curriculum are good except for religious education where there are insufficient artefacts for the study of other religions and cultures.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

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

#### **Reception**

##### **Language, literacy and communication skills**

Standards are good.

##### **Good features**

- Children under five listen very well for periods that correspond with their age and ability. They are eager to listen to older pupils and are prepared to join conversations when able to do this. They make correct and sensible answers when working with peers. Their vocabulary develops well as they respond to comments, instructions and when using positional language. They handle books like readers showing an interest in colourful and popular characters in Welsh stories. They make good associations between the written form of words and their sound and can underwrite correctly showing a sound knowledge of letters; they can list objects starting with the letter 't'.

##### **Shortcomings**

- There are no major shortcomings, but in long teacher presentations, some children become passive listeners.

##### **Personal and social development**

Standards are satisfactory.

##### **Good features**

- Children under five years of age are very aware of the school's daily routines and the need to conform. They do this well in whole school collective worship, for example, where they emulate older pupils well. They co-operate well in small groups and are eager to communicate with adults, visitors and those older than themselves. They understand

the need for hygiene and caring for their property. They understand that there are high expectations of them and they behave well at lunch times.

### **Shortcomings**

- Lack of space inhibits children's ability to make choices and to learn how to do this sensibly. Their activities are too prescriptive and they have few opportunities to take turns, to learn about sharing and to experience conflict.

### **Mathematical development**

Standards are good.

### **Good features**

- The majority of children recognise numbers from one to ten and can count objects up to ten confidently. They can order these numbers correctly on a number line identifying those that are missing in a sequence. They can match numbers correctly in a snap game. They begin to understand basic concepts of adding and taking away. They can identify two dimensional shapes using correct terminology to describe them. Mathematical language develops further when they learn vocabulary related to measurement, weight and money. They can sort objects according to colour and size when playing with small blocks.

### **Shortcomings**

- There are no major shortcomings but lack of space for daily practical activities such as playing with sand and water, limits development of mathematical concepts, for example in volume and capacity.

### **Knowledge and understanding of the world**

Standards are good.

### **Good features**

- Children understand that toys and clothes have changed from the time of their grandparents; they have a good awareness of toys that were popular long ago. They comprehend when creating and listening to simple prayers that prayer is a way of saying thanks. They begin to wonder at the beautiful world around them. They understand that there are many different plants and a great many kinds of leaves. They realise that a park has various features and that it is necessary to look after the environment. They know that animals have different needs and that their eating habits and habitats vary.

## **Physical development**

Standards are good.

### **Good features**

- Children develop good skills in pushing, climbing, sliding and running in the small playground provided for them and on a variety of large equipment. In formal physical education lessons, they demonstrate good skills in throwing, receiving, aiming and balancing. They have a good awareness of space. Within the class they develop appropriate skills when building towers with small blocks. They show good skills when controlling writing, gluing and cutting equipment.

### **Shortcomings**

- There are no major shortcomings, but children lack experiences in handling a variety of objects such as blocks and toys of different sizes and large equipment within the classroom.

## **Creative development**

Standards are satisfactory.

### **Good features**

- Children know and can recall a variety of language and number songs and traditional nursery rhymes; they begin to remember words of more complicated tunes in whole school collective worship. They handle untuned instruments correctly and know that many are played in different ways and the sounds they produce are different. When playing together in the Marian Veterinary Surgery they role play realistically.

### **Shortcomings**

- Due mainly to the limitations of space, children do not receive regular opportunities to dress up for a variety of roles; individual creativity is thus inhibited.

## **Welsh**

Standards are good in both key stages.

### **Good features**

- In KS1 pupils listen well and are eager to contribute in group and class discussions. They respond well when discussing visits they make over the weekend or on holidays. They can give good oral explanations to some difficult words and they ask confidently for the definitions of words that are less familiar to them.
- Pupils in KS1 respond well to the stories they read and they relate to the characters in them. They understand the terminology of books and can predict a story from clues on the

cover. In their regular reading sessions, they show an understanding of texts as they express dialogue and narrative sensibly. They show enjoyment in their stories and can refer back to their favourites.

- In KS1 pupils begin to understand how to use comparisons in their work in order to encourage interest. The variety in their writing includes composing simple prayers to be read aloud, posters, strip cartoons, menus, descriptions of characters in stories and passports.
- Pupils in KS1 develop a good knowledge of language as they identify words that rhyme; they understand the endings of verb short forms, rearrange sentences and use punctuation accurately.
- In KS2 pupils respond confidently to class discussions showing a willingness to listen and respond to the comments of others. Some have a very good vocabulary; for example, they can name birds and plants found in the local area. They respond well when sharing childhood memories and work sensibly when composing poetry in pairs. They speak clearly in performances for the public.
- Pupils in KS2 read fluently; they show good understanding of what they read. They start examining information books and understand that they are not read in the same way as fiction. They read aloud confidently in collective worship. As a result of a visit by T. Llew Jones to school, they are eager to read his books.
- In KS2 pupils write in different registers and for a variety of purposes, for example, they write factually as well as composing a letter to local residents, portraits of favourite characters and diaries. Their awareness of poetic forms develops well as they learn about different kinds of poems such as tribannau and weather rhymes. They write effective acrostic poetry on the wonders of the world and handle words well when composing lines which suggest cynghanedd.
- Pupils in KS2 make progress in their knowledge of language; they show a good awareness of paragraphs, punctuation, question and answer forms justify the use of some mutations and the effect of using idioms on their work. They use dictionaries and thesaurus appropriately to correct their work.

### **Shortcomings**

- There are no major shortcomings, but pupils do not give enough attention to neat handwriting and presentation of work and do not always speak Welsh voluntarily in class.

### **English**

Standards are good in KS2. English is not taught to pupils in KS1.

### **Good features**

- Pupils listen well and respond appropriately. They speak effectively in English lessons describing, explaining appropriately and expressing opinions clearly. They make comments confidently in the language when working together to write a poem.
- The vast majority of pupils in KS2 read fluently and meaningfully. When dealing with unfamiliar words, they use a number of appropriate strategies. They read a variety of books including some by authors from Wales. When reading a book by Catherine Fisher, for example, they learn facts about the author and read extracts from the web giving information on aspects of the book well. They review some books they read and give their opinions about the plot and characters. They read poetry aloud confidently.
- Pupils write in different forms with a good measure of accuracy. They write descriptions of Ceredigion, letters to friends and factual pieces. They compose poetry following criteria carefully and use adjectives appropriately; they write good examples of haiku poems. They compare poems well.
- Across the key stage, pupils develop well in their knowledge of language. They have a good understanding of punctuation, proper nouns, common nouns and other parts of speech.
- Pupils use dictionaries well when looking for the definition of unfamiliar words in a novel. They develop good spelling skills when engaged in exercises to consolidate spelling patterns.

### **Shortcomings**

- There are no major shortcomings, but pupils give insufficient attention to the quality of handwriting and presentation of their work and no evidence was seen of persuasive writing.

### **Mathematics**

Standards are good in KS1 and satisfactory in KS2.

#### **Good features**

- Across the key stage pupils in KS1 develop a good mathematical vocabulary.
- In KS1 pupils achieve good standards in their understanding of number and money values. They differentiate effectively between odd and even numbers and add and subtract correctly counting forwards and backwards in steps of different sizes. Across the key stage, the skills of the majority of pupils in solving simple problems related to number and money are effective.
- By the end of the key stage pupils in Y2 have a good grasp of the two, five and ten times tables.

- Pupils in KS1 can sort objects according to size and shape effectively and they develop a good understanding of size, length and weight. Their skills in estimation begin to develop well.
- Across KS1 pupils discuss the features of two dimensional shapes well and develop an awareness of three dimension shapes.
- Pupils in KS1 develop skills in creating simple graphs when recording information and begin to analyse information skilfully.
- Across KS1, the majority of pupils develop a good knowledge of simple fractions and of time in quarter hour intervals.
- In KS2 pupils develop a good knowledge of money and number and a good grasp of number, weight and volume.
- Pupils at the lower end of KS2 generally develop satisfactory skills in mental mathematics. They discuss a variety of facts related to different numbers, including identifying place value of different digits in large numbers.
- Pupils at the lower end of KS2 develop a good knowledge of fractions and decimals and older ones have a satisfactory grasp of the link between fractions, percentages and decimals.
- Across KS2 pupils' understanding of angles is good.
- Pupils in KS2 measure the perimeter and area of different shapes effectively and have a good grasp of three dimensional shapes and their features. Older ones have a sound understanding of six digit co-ordinates and make use of these in their map work.
- The majority of pupils in Y3 and Y4 read the time to five minute intervals and older pupils identify the equivalent times in a 12 and 24 hour clock.

### **Shortcomings**

- Pupils in KS2 have limited skills in using and applying mathematics.
- Across KS2 skills in creating graphs to present findings and to discuss results are limited.
- In KS2 the majority of pupils do not have a sound grasp of multiplication tables and strategies in relation to mental work are insufficiently developed.

### **Science**

Standards are good in both key stages.

## **Good features**

- Across both key stages, pupils have a good awareness of science around them in relation to the world of nature and they develop a good scientific vocabulary.
- Pupils in KS1 can identify different parts of the body and they begin to develop an awareness of healthy living.
- In KS1 pupils sort different kinds of objects including living and non-living things and have a good knowledge of the needs of living things.
- Pupils in KS1 understand the function of different parts of plants. They become aware that they grow better under some conditions than others.
- The majority in KS1 begin to develop an awareness of the importance of a fair test when they realise that vehicles travel faster on different kinds of surfaces and when experimenting with the friction levels of different shoes and the force of gravity of different weights. They present their findings effectively in graphs.
- Pupils in Y3 and Y4 develop a good grasp of different kinds of teeth and the importance of healthy eating.
- Pupils in Y5 and Y6 have a good knowledge of parts of the body, including the heart and its function.
- Pupils across KS2 have a good understanding of how seeds are dispersed and conduct effective investigations to discover what is needed for them to germinate. With help they make good use of a light sensor in their work.
- As part of their work on habitats, pupils in Y3 and Y4 investigate effectively to discover the kinds of earth small creatures like while pupils in Y5 and Y6 show good observation skills when comparing different kinds of earth. They make good use of reference books and the internet to support their work.
- Pupils in KS2 investigate forces effectively, for example, they measure the force of objects under water; they develop a good awareness of balanced and unbalanced forces.
- Pupils in Y3 and Y4 investigate effectively to see that the size of a parachute affects the time it takes to fall.
- Pupils in KS2 have a good knowledge of the planets and a good understanding of the influence of the sun and moon on their lives.
- Across KS2 pupils' skills in planning investigations develops well and results are well recorded. They show effective development in predicting skills and their understanding of the concept of a fair test.

### **Shortcomings**

- There are no major shortcomings but use made of information technology and graphs when presenting the results of investigations is limited.

### **Design and technology**

Standards are satisfactory in both key stages.

#### **Good features**

- Pupils across both key stages are aware of health and safety aspects related to the subject.
- In KS1 pupils are aware of the planning, making and evaluating processes.
- In KS1 pupils plan hand-puppets of jungle animals. They choose an appropriate animal, plan the puppet, select suitable materials and sew the shape; they can recall the stages clearly. They use a variety of materials, such as ribbons, for decoration; they evaluate and, identify improvements.
- Pupils in Y1 create animal masks using a variety of media and show a good knowledge of terminology related to the subject.
- In KS1 pupils design their own vehicles, having looked at examples of some and plan how these can move on axles and wheels.
- Occasionally, pupils have opportunities in KS1 to use simple building kits.
- In KS2 pupils make pop-up cards. They look at examples before they make their own; they discuss their ideas appropriately. They develop skills in cutting and folding when creating moveable parts and use equipment effectively.
- Pupils in KS2 develop good skills when working alongside a specialist to create a fairground big wheel that is operated by battery. They use a planning sheet carefully before creating very attractive wheels. They can discuss the steps confidently and explain how the wheels move.
- In KS2 pupils create traffic lights that can be controlled as well as an interesting quiz game where light flashes if the answer is correct.
- Pupils across both key stages are provided with experiences in food technology, for example they plan a meal under the guidance of a parent who works as a local chef.

### **Shortcomings**

- Insufficient attention is given to the planning and making processes and lack of space has an adverse effect on the process related to the subject and standards achieved.

## **Information technology**

Standards are satisfactory in both key stages.

### **Good features**

- The majority of pupils in KS1 make effective progress in general keyboard skills.
- In KS1 the majority of pupils develop appropriate word processing skills. They produce written work in different subjects on the computer.
- Pupils in Y1 and Y2 make effective use of appropriate programmes to support their learning, especially in language, mathematics and art.
- Across KS2 the majority of pupils are developing confidence in word processing. Older pupils make good use of their skills when designing a poster related to the concept of propaganda.
- Pupils across KS2 demonstrate good skills in the use of the digital camera and the majority use art programmes to create different images and shapes effectively. They match pictures and texts effectively.
- In KS2 pupils' skills in using the internet and world wide web are developing effectively. The majority make effective use of their skills to collect information on various subjects; some older pupils show very good skills in this respect.
- In KS2 the skills of the majority of pupils in using e-mail are starting to develop.

### **Shortcomings**

- At the upper end of KS1, pupils' skills in working independently to load, save and print their work are not sufficiently developed.
- Across both key stages and on levels appropriate to their age and ability, pupils' skills in storing information on computer, using database and creating graphs are limited.
- In KS2 pupils' skills in using the computer for simulation work are insufficiently developed.
- In KS2 word processing skills to draft and redraft written work are limited.

## **History**

Standards are good in both key stages.

### **Good features**

- Across both key stages pupils develop an appropriate historical vocabulary.

- Pupils in KS1 make effective use of artefacts and pictures and a visit to an old mansion to extend their knowledge of a range of old toys. They begin to draw appropriate comparisons with their own toys.
- In KS1 pupils make effective use of historical stories, including the story of Twm Carnabwth to promote their awareness of the past. They show a good understanding of the contribution of poverty to the Rebecca Riots. They use pictures effectively to discover how modes of transport have changed and how holidays today are different from those in the past.
- Pupils in KS2 make good use of their visit to Celtica to extend their awareness of a number of elements related to life in the Celtic period.
- In KS2 pupils have a good knowledge of the history of Caradog and his reasons for fighting with the Romans. Some older pupils have a good understanding of the contribution of archeologists to our grasp of the period.
- Pupils across KS2 are aware of a number of features to do with the history of the Second World War and they have a good knowledge of the kinds of evidence that gives us information about the effect of the war on social life.
- In KS2 pupils make good use of artefacts, documents, posters and pictures to develop a good understanding of the effect of bombing on life and how people tried to defend themselves. They have a very good grasp of the impact of war on evacuees who came from the cities to the safety of rural areas. They develop a good knowledge of food rationing and clothes and the effect of the war on women's lives.
- When focusing on the concept of propaganda in relation to the war, pupils in Y6 develop a good understanding of the effectiveness of this as well the importance of needing to be careful when focusing on some documents, as they may contain bias.
- Pupils in KS2 develop their understanding of the cruelty of war when they study the memorial in the village and a copy of a message that came to one home to tell them of the death of their son who was a soldier in the war.

## **Geography**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- Pupils in KS1 make satisfactory use of stories related to geographical aspects and develop an appropriate geographical vocabulary.
- In KS1 pupils begin to understand the importance of plans as they focus on a diagram showing different parts of the school.

- Pupils in Y1 and Y2 have a satisfactory knowledge of the local area especially in relation to houses and other buildings. They are aware of jobs and services that support the community.
- In KS1 pupils have collected information about the weather, how pupils travel to school and the different kinds of vehicles that pass the school. They present their knowledge effectively in the form of graphs.
- Pupils in KS2 have a good knowledge of the local area, the county and Wales, including physical and human features.
- In KS2 pupils draw important comparisons between the local area and a part of the seaside town nearby. They focus effectively on describing locations, landscape, homes, services and vocations. They make comments on the positive and negative aspects of both locations.
- Across KS2 pupils make effective use of different maps. They use the points of the compass appropriately, when developing a good knowledge of places and features on maps of Wales, Britain and the world. Older pupils, especially, use keys and the eight points of the compass effectively.
- Pupils across KS2 are aware how people misuse the environment in the local area and the wider world.

### **Shortcomings**

- The majority of pupils in KS1 have limited skills in planning and mapping.
- Pupils in KS1 have insufficient knowledge of features related to a contrasting area.
- In both key stages pupils' skills in fieldwork are generally limited.

### **Art**

Standards are good in both key stages.

### **Good features**

- Pupils across both key stages have opportunities to use a variety of colours, media and techniques in their work. Care and prominence is given to displaying work in art and this enriches the learning environment.
- Pupils in KS1 mix colours and appreciate the effect that results from this. They produce attractive pictures when painting with a brush, fingers and hands.
- In KS1 pupils begin to understand texture and line in a picture as they mix flour, sawdust and paint to suggest waves in the sea.

- Pupils in KS1 use appropriate techniques when printing with fruit and ferns in appropriate colours.
- In KS1 pupils co-operate to produce a mural which is often linked to the class story and a collage of objects from the world of nature. As a result of a visit to the aquarium in Aberaeron they sketch shells well; they draw plants effectively as part of their science lesson.
- In their work in three dimension, pupils in KS1 make models of a garden from cardboard boxes. They use a variety of media such as paper, leaves, shells, cones and cotton wool to make attractive products. They evaluate them noting whether improvements can be made.
- In KS2 pupils work together to make collages of the village where they use a number of media such as perspex and foil, having sketched local buildings in their books; they develop correct technical vocabulary.
- Pupils in KS2 produce attractive mosaic pictures of sea creatures learning techniques of cutting and gluing; they develop a sensitivity to colour.
- In KS2 pupils look in detail at the style of L.S.Lowry and his unique figures of people. They emulate them by taking pictures with a digital camera of children moving, sketch them and produce a sequence of pictures.
- Pupils in KS2 weave different materials to make attractive products. They learn to match colours and develop folding, cutting and plaiting techniques.
- Pupils in KS2 develop an awareness of shades when mixing colours and adding white to bright colours. They mix colours to create light shades when producing self portraits and painting in water colours. They become aware of pattern when working in patchwork.

### **Shortcomings**

- There are no major shortcomings, but insufficient use is made of local artists and galleries to stimulate pupils.

### **Music**

Standards are good in both key stages.

### **Good features**

- In KS1 pupils sing enthusiastically. They can sing a number of traditional nursery rhymes, number songs and ones extending their language patterns. They realise the need to keep in tune and that some songs require dynamics to convey meaning. They recall the words and tunes of a number of hymns well. They show enjoyment when they do actions to convey the meaning of some songs.
- Pupils in KS1 can sing a sol-fa scale while doing correct sol-fa hand signs. Intonation develops well.

- Pupils in KS1 develop a good understanding of rhythm and beat. Their ability to beat the rhythm of a tune develops well when they do this for others to guess the tune.
- In KS1 pupils can name a number of untuned instruments and understand that there are different methods of handling and playing them. They can play them well when conveying a simple story. They concentrate on parts played by others while awaiting their turn; they act as musicians when performing their compositions. They begin to realise the importance of a conductor.
- A number of pupils at the upper end of KS1 take advantage of an opportunity to learn to play the violin. They understand how to care for the instrument and can hold the bow correctly; they can play a simple melody and use pizzicato technique well.
- In KS2 pupils sing a variety of songs tunefully giving correct attention to dynamics and intonation. They sing together, in small groups and as individuals.
- Pupils in KS2 have opportunities to listen to music as a stimulus for lessons in other subjects.
- Pupils understanding of sol-fa in KS2 builds on their work in KS1. They can imitate patterns in sol-fa, keeping the beat and intonation against another ostinato. They understand the importance of listening to each other when keeping their own part.
- Pupils in KS2 develop good musical terminology and begin to understand the musical elements associated with composing.
- In KS2 pupils' awareness of instruments develops effectively as they contribute ideas for a group composition based on a poem. They understand the purpose of a conductor.
- Pupils benefit greatly from peripatetic teachers who teach brass, violin, recorder and woodwind. They perform well on their instruments in whole school collective worship. Across both key stages they often perform successfully in the community.

### **Shortcomings**

- There are no major shortcomings but pupils' skills in evaluating their own performance and that of others are not fully developed in KS2.

### **Physical education**

Standards are good in both key stages. Two games lessons were observed during the inspection, one in KS1 and one in KS2.

### **Good features**

- Pupils in both key stages dress appropriately for lessons.

- In KS1 pupils understand the importance of warming up at the start of lessons. They exercise the muscles well through bending parts of the body, jumping and hopping.
- In KS1 pupils follow instructions well. They respond quickly, changing direction, finding a space and regrouping. They keep on task when working as individuals, pairs and groups.
- When responding to music pupils in KS1 show good stepping skills and an awareness of dance patterns; they move effectively to the beat and rhythm of well known music. They copy movements well.
- Pupils in KS1 can balance bean bags on parts of their body while travelling slowly, and when quickening speed. They can control large and small hoops. Their skills in sending and receiving develop well. When controlling balls and bean bags they keep an eye on the target and display good hand and eye co-ordination. They aim increasingly correctly.
- Pupils in KS1 work well in small teams; they are willing to wait their turn and applaud others. They are aware of the effect of playing a game on their breathing.
- Pupils in KS1 respond well to cooling down exercises at the end of lessons and are aware of the importance of this for their bodies.
- In KS2 pupils are aware of the need to give appropriate attention to health, fitness and safety. They take responsibility for putting equipment away after a game and are very aware of health and safety rules.
- When warming up for ball skill sessions and cricket pupils in KS2 respond well by exercising their neck, back and shoulder muscles. They control their bodies well.
- Pupils in KS2 show enjoyment when playing in small teams and they understand the need for fair play.
- Pupils in KS2 develop well when controlling a bouncing ball, sending a ball and catching it. They roll a ball towards a partner increasingly skilfully and catch a moving ball well.
- In Y5 and Y6 pupils' skills in fielding and batting develop very well as they keep a sharp eye on the ball in a game of cricket. They control the bat well and field increasingly effectively.
- Pupils in KS2 play football, rugby, cricket, rounders, netball and tennis and take part in tournaments with other schools.
- All pupils in the school learn to swim at the local swimming pool and teachers note that they achieve the standard required by the NC at eleven years of age. They develop appropriate skills in creative dancing and folk dancing.
- During the summer term, pupils across the school develop skills in athletics in the sports organised on the school grounds.

### **Shortcomings**

- There are no major shortcomings but pupils do not sufficiently evaluate each others' skills.

### **Religious education**

Standards are satisfactory in both key stages.

#### **Good features**

- Across both key stages the majority of pupils show good knowledge and understanding of Christian holidays and celebrations.
- Pupils in KS1 are aware of the story of creation and have a good appreciation of the beauty of nature as part of God's plan. On appropriate levels, they compose prayers of thanks for what God has created.
- Pupils in KS1 have a good knowledge of the content of Bible stories including some from the Old and New Testaments, for example the story of Moses and of Jesus calling his disciples.
- In KS1 pupils develop appropriate knowledge about life in a church, the work of a vicar and christening and wedding ceremonies.
- The majority of pupils in KS2 show a good understanding of the different features of the life and work of Jesus Christ including his way of teaching people through parables. They show a good understanding for example, of the parable of the sower. They begin to discuss the concept of a friend effectively.
- In KS2 they have a good understanding of the features of a Christian service and of the importance of prayer as part of worship; they write prayers of a good standard. They are aware of the importance of the communion service for Christians.
- Pupils in KS2 are aware of the story of the Ten Commandments and develop a good awareness of the importance of rules and leaders in life.
- In KS2 pupils develop their knowledge and understanding of the Jewish religion and Islam when focusing on holidays and celebrations.
- In KS2 pupils discuss a number of moral elements skilfully, including anti-racism and their awareness of belonging to a world wide family is good.
- The school follows the agreed syllabus of the LEA which has been adapted to the needs of the school.

### **Shortcomings**

- In both key stages pupils' knowledge of other religions is limited.

- Across the school pupils' skills in using artefacts to extend their understanding of other religions is not sufficiently developed.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school has made good progress generally since the last inspection.

Seven key issues were identified in the last report; the school produced a detailed action plan to respond to the shortcomings identified.

**Improve standards of achievement in information technology and aspects within subjects where standards of achievement are generally satisfactory;**

- Progress has been made in information technology. Standards in the subject are now satisfactory as teachers have received training and the school has employed a part time teacher recently with expertise in the subject. However, not all elements in the subject yet receive due attention. Standards in Welsh, English, science, history, physical education and music have risen from satisfactory to good in both key stages. It is judged that mathematics is now good in KS1 but still satisfactory in KS2 and that geography is still satisfactory in KS1 but good in KS2; religious education is still satisfactory in both key stages.

**Include targets in the SDP for the improvements predicted in pupils' standards of achievement;**

- The SDP now focuses on improving standards giving priority for this in mathematics, Welsh, English, design and technology and aspects of the curriculum for the under-fives.

**Consider further the teaching arrangements from the standpoint of grouping pupils, the length of some sessions and the range of techniques used;**

- The school now makes a good attempt at varying teaching techniques, but because of the difficulties resulting from the wide age range in the same class the school identifies that this is still a problem. In the current report it is judged that the length of sessions and teaching techniques remain limited because of constraints of space.

**Improve the quality of learning by further developing pupils' independent study skills and promote a more positive attitude towards learning amongst a minority of pupils in KS2;**

- It is judged during this inspection that pupils now have more opportunities to study independently, for example they browse independently for information from the internet. However there is no appropriate place in the building for a library to enable pupils to research in books and lack of space in classes militates against independent learning. All pupils in KS2 now have a positive attitude towards their learning.

**Complete and adapt, where appropriate, whole school schemes of work;**

- Schemes of work were completed across six themes and these are adapted according to need. However, they do not yet include sufficient information on key skills, PSE and differentiation for pupils.

**Strengthen the support for SEN pupils on Stages 2 and 3 of the CoP;**

- At one time there was no support for these pupils but now adequate assistance is provided for them.

**Ensure that daily collective worship conforms with statutory requirements;**

- Collective worship sessions now conform with statutory guidance,

## **8.2 Key Issues for Action**

In order to build on the generally good progress made since the last inspection, the school needs to:

- raise standards in mathematics in KS2, and address shortcomings identified in foundation subjects and aspects in the report;
- review the present use of the building in order to ensure appropriate provision for its under-fives and space for pupils across both key stages to carry out practical activities;
- improve the quality of marking and responding to pupils' work, giving particular attention to handwriting and presentation, indicating clearly to pupils the way ahead;
- develop further the procedures for monitoring the curriculum.

Matters of safety were discussed with the head and GB during the inspection.

Aspects of the second key issue are already identified in the SDP.

**The inspectors would like to thank the head, staff, pupils, parents and governors of the school for their welcome and co-operation during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Ysgol Gynradd Gymunedol Llanfarian
School type	LEA supported
Age -range of pupils	4-11
Address of school	Llanfarian Aberystwyth Ceredigion
Post-Code	SY23 4DA
Telephone Number	01970 612664

Headteacher	Delyth MacDonald
Date of appointment	September 1997
Chair of Governors	Alun Lloyd Jones
Registered Inspector	Eleri Betts
Dates of inspection	16-18 June 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	7	7	7	3	3	6	40

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Average class size, excluding nursery and special classes	20
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92.0	92.0	96.7	93.6
Term 2	96.6	88.7	95.6	93.6
Term 3	87.4	88.0	89.5	88.3

Number of pupils excluded during 12 months prior to inspection.	0
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## C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2002</b>	Number of pupils in Y2: 8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100%	In Wales:	83%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.  
 A Pupils who have failed to register a level due to absence  
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

<b>National Curriculum Assessment KS 2 Results: 2002</b>	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	80%	In the school:	63%
In Wales:	72%	In Wales:	70%

- 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  
 N Pupils who have failed to register a level for reasons other than absence  
 B Pupils not entered for tests because they are working outside the levels of the tests.  
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1  
 n tests do not cover these levels.  
 n/a not applicable.

## D. The Evidence Base of the Inspection

- The school was inspected over a period of three days by a team of three inspectors. The registered inspector was there for three days, the other professional inspector for two days and the lay inspector for one day.
- Detailed attention was given to school documentation prior to the inspection.
- Thirty-eight lessons or parts of lessons were seen.
- Discussions were held with pupils in classes and during break times.
- Formal interviews were held with staff members who had curriculum and management responsibilities.

- Detailed attention was given to pupils' work by looking at samples of books in both key stages and the class for the under-fives.
- Twelve parents were present at the pre-inspection meeting; 16 questionnaires were returned and 99.4% of responses were positive.

### **E. Composition and Responsibilities of the Inspection Team**

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