

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

**Ysgol Gynradd Llangwryfon
Llangwryfon
CEREDIGION
SY23 4HA**

School Number : 667 / 2310

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CURRICULUM AND KEY STAGES NOMENCLATURE

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

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

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ysgol Llangwryfon is a community school that is maintained by Ceredigion Unitary Authority [AU]. It is situated in a rural area some eight miles to the south of Aberystwyth. The pupils who attend the school come from the villages of Llangwryfon and Trefenter and surrounding districts. Children are first admitted to school on a full-time basis at the beginning of the term following their fourth birthday.

The school admits pupils from the full range of abilities. The school describes their background as one that is neither advantaged nor disadvantaged. Notwithstanding the current recession affecting the agricultural community, the area is neither prosperous nor economically disadvantaged. 10% of the pupils are entitled to receive free school meals; this percentage is lower than county and national averages. Numbers on the school roll have decreased from 44 in 1998 to 37 at the present time. Approximately 75% of the pupils come from homes where Welsh is spoken. The AU has placed the school in Category A which means that Welsh is the main medium of instruction. Nevertheless, the school aims to ensure that the pupils are proficient in both languages by the time they are ready to transfer to the secondary school. Approximately 95% of the pupils have received pre-school education. 13 pupils have been placed on the special educational needs [SEN] register, a percentage that is significantly higher than the county and national averages. No pupil has a statement of SEN.

The School Development Plan [SDP] notes the following as its main priorities:

- to develop information technology [IT];
- to maintain present levels of support staff;
- to invite reading volunteers into the school to co-operate with the teachers;
- to create a scheme of work for personal and social education [PSE];
- to raise literacy standards.

2. MAIN FINDINGS

The main findings of the report

- The educational provision for children under five is appropriate. They achieve good or satisfactory standards in every aspect of the work. Standards of achievement are as follows:

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

- The curriculum includes all the subjects of the National Curriculum [NC] and religious education. It is enriched by a good range of extra-curricular activities, including numerous visits, inviting visitors into the school and some competitive games. The pupils compete successfully in activities such as sports, cross-country running, swimming and football.

- With the exception of IT, the quality of the planning is satisfactory in the vast majority of the subjects. Insufficient attention is given to planning the development of skills and concepts in the various subjects taking into account the age and ability of the pupils.
- The results of the statutory assessments are better than the county and national norms in KS1 and KS2. There is no significant difference between the performance of boys and girls in the various subjects.
- In KS1 and KS2, standards of achievement are as follows:

	KS1	KS2
Welsh	Oracy – good Reading – good Writing – good	Oracy – good Reading – good Writing – good
English	-	Oracy- good Reading – good Writing – good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Religious education	Good	Good
Design and technology	Good	Good
IT	Unsatisfactory	Unsatisfactory
Art	Satisfactory	Satisfactory
Physical education	Satisfactory	No judgement formed
Music	Good	Good

- There are no specific plans in place to ensure the development of literacy, numeracy and information technology and communication [ITC] skills across the curriculum. In KS1 and KS2, standards in speaking and reading across the curriculum are good and they are satisfactory in writing and numeracy skills. ITC is unsatisfactory in KS1 and KS2.
- The provision made for pupils with SEN is satisfactory.
- The quality of the teaching in both key stages is evenly balanced between satisfactory and good.
- Pupils' behaviour and attitudes are very good. The behaviour policy is comprehensive and full details of the school rules are included in the prospectus.
- The assessment and recording work is satisfactory; the records kept in the foundation subjects are very brief and there are some gaps in the science records. The accuracy of the assessments is good and the quality of the annual reports that are prepared for parents is good; they are much appreciated by the parents.
- Pupils' spiritual development is good. Their moral, social and cultural development is very good.
- The school is led satisfactorily and managed effectively by an industrious and enthusiastic head. The ethos and sense of purpose that pervade the school are good. Day-to-day arrangements are effective and resources are managed carefully. Responsibilities have been distributed evenly between staff members.

- The SDP is a useful management tool but contains too many priorities. The financial details included are not sufficiently clear and staff members are not sufficiently aware of its contents.
- The school budget is administered effectively by the governing body. Appropriate steps have been taken to evaluate the effects of spending decisions in order to secure the best value for money. The school has £6,700 in its reserves this year, a sum that represents approximately 5% of its total budget. It is intended to use most of this sum to employ an assistant in the future. No funds have been set aside to finance non-contact time for the head.
- There are gaps in the school prospectus and the governors' annual report to parents does not fully conform with the statutory requirements.
- Steps have been taken recently to monitor the quality of the educational provision. These arrangements have not yet had an effect on the quality and standard of the school's work.
- The school has responded satisfactorily to the key issues noted in the previous inspection report that was carried out in 1996. The need to raise standards in IT remains and the development of the school's planning and assessment procedures needs to be continued.
- The conscientious staff provide a stimulating environment and the ethos created for the pupils is caring, safe and homely. The relationships between the pupils and all members of the school staff are good. The school is very conscious of its responsibility to serve its community. The people of the area, and the parents in particular, are very supportive of all their efforts.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

- Standards across the school divide equally between satisfactory and good.
- In four of the areas studied by the children under-five, standards are good; their creative and physical development is satisfactory.
- In Welsh, KS1 pupils' standards in the skills of speaking, reading and writing are good. The vast majority are able to read with considerable fluency. Correct syntax characterises the spoken and written language of a good number of pupils.
- In KS2, the pupils' standards in the skills of speaking, reading and writing in Welsh are good. They speak confidently and read fluently; their grasp of syntax and spelling is developing well.
- In KS2, the standard of pupils' skills in speaking, reading and writing in English are good. They express themselves confidently and use a wide vocabulary. They read challenging texts with fluency and discuss books effectively. The written work of the vast majority of the pupils is correct in terms of syntax and spelling.
- Standards in mathematics are good in KS1 and KS2. All the pupils deal confidently with mental tasks that are appropriate to their age and level of development. The work undertaken is appropriately varied.

- Standards in science are satisfactory in KS1 and KS2. Insufficient attention is given to the experimental and investigative aspects of the subject.
- Standards in history are good in KS1 and KS2. The pupils have a firm grasp of the chronology of events and a very secure understanding of every period studied.
- Standards in geography are also satisfactory in KS1 and KS2. There are gaps in the pupils' knowledge and understanding.
- In KS1 and KS2, standards in religious education are good. The pupils have a good understanding of other religions.
- Standards in design and technology are good in KS1 and KS2. The work undertaken is challenging and the final products are of a good quality.
- Standards in IT are unsatisfactory in KS1 and KS2. Although the school has developed some aspects of the subject recently, no obvious progress can be observed from year to year. There are deficiencies in data handling and modelling.
- Standards in art are satisfactory in KS1 and KS2. There is an appropriate emphasis on experimenting with various techniques. Observational skills are satisfactory but the subject's specialist vocabulary has not been sufficiently developed.
- Standards in music are good in KS1 and KS2. The pupils perform and compose with confidence.
- In KS1, standards in physical education are satisfactory. Insufficient evidence was seen to enable a judgement to be made about standards in KS2.
- The results of the statutory assessments are better than the county and national norms in KS1 and KS2. There is no significant difference between the performance of boys and girls in the various subjects.
- Adequate provision is made for pupils of all abilities. At times, the pupils are not challenged sufficiently.
- The standard of presentation of work and handwriting varies from satisfactory to good, but is generally satisfactory.

3.2 Standards achieved in the key skills across the curriculum

- The children under-five make good progress in the literacy skills in Welsh and in numeracy. They can identify letters and words and deal confidently with simple numbers; their mathematical language is developing well. Their reading work is good.
- In KS1, standards in the skills of speaking and reading in Welsh are good across the curriculum and satisfactory in writing. The practice of discussing across the curriculum extends the pupils' vocabulary and enables them to respond in different situations. Examples of extended writing across the curriculum are rare.
- In KS2, standards in the skills of speaking and reading in Welsh are good across the curriculum and satisfactory in writing. When given the opportunity the pupils use a variety

of sources to gather information. They do not produce a sufficient amount of extended writing.

- In KS1, full advantage is taken of every available opportunity to introduce the mathematical vocabulary required to discuss shapes and to carry out simple calculations across the curriculum. Standards are satisfactory.
- In KS2, numeracy skills are satisfactory. In geography, pupils create simple graphs, use co-ordinates and measure rainfall and temperatures. Use is made of simple number work when a time line is used in history lessons.
- The use pupils make of ITC skills across the curriculum is unsatisfactory throughout the school. The pupils do not use a range of programmes to reinforce their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The daily act of worship is based on the Christian faith. The pupils contribute effectively to these services through singing, playing instruments and reciting the verses that they have memorised. Nevertheless, the pupils are not given sufficient opportunities to meditate quietly or to present their own prayers.
- Staff members promote values and attitudes of a high standard. The pupils are encouraged to respect others, both within the school and in a wider context.
- The school successfully creates a family-like community that is both caring and welcoming.
- Pupils of all ages are given responsibilities. They collect money for charities of their own choosing.
- Parents and other members of the community are invited into the school to give talks and to co-operate with the pupils. This, along with the pupils' contribution to the Cwrdd y Mynydd and the Cwrdd Bach [local cultural meetings], makes a substantial contribution to their social and cultural development.
- The pupils' cultural and social development is also fostered by competing in the Urdd Eisteddfod and performing in public in local functions.
- The Cwricwlwm Cymreig features prominently in the school's activities and this fosters the pupils' cultural development.
- Considerable attention is paid to other cultures and religions through the themes that are studied.

4.2 Behaviour and attitudes

The quality of pupils' behaviour is very good and their attitude towards work is also very good.

- The pupils treat their peers, their teachers and other staff members with courtesy. They are welcoming to visitors and respond maturely to adults.
- The pupils understand and appreciate the school rules.
- The pupils are interested in their work. They pay attention to the teachers' instructions and are ready to co-operate.
- The parents support all the school's procedures and the response to the home-school contract has been wholly positive.
- No instances of bullying, sexism, racism or any other kind of discrimination were observed during the period of the inspection. Clear strategies have been established for identifying and dealing with any instances of such discrimination, should they arise.

4.3 Attendance

Over the past year, the pupils average attendance was 96%. This is good.

- Pupils are very keen to attend school and enjoy the experience.
- The parents are aware of the school's expectations and furnish prompt explanations for absences.
- The school adheres to the statutory requirements for recording and presenting reports on attendance. The registers are monitored on a regular basis.
- No instances of unauthorised absences have been recorded.
- Punctuality at the beginning of the school day is generally good. Appropriate attention is given to punctuality throughout the school day.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching of children under five is satisfactory. In KS1 and KS2, the quality of the teaching is evenly balanced between satisfactory and good in both classes.

- The lessons include a variety of stimulating activities that capture and retain the interest of the pupils.
- The good teaching is characterised by clear expectations, energetic and enthusiastic presentations, appropriate pace and effective organisation. Time is allocated at the end of lessons for pupils to reflect on what has been learnt.
- In the lessons where the teaching is satisfactory, although many of the above features are present, there are deficiencies. At times, introductions to lessons are too protracted and expectations, in relation to some of the pupils, are inadequate. Best use is not made of the time available.

- The quality of the teachers' questioning is good. There is an appropriate emphasis on asking open-ended questions that enable pupils to provide extended answers.
- With the exception of tasks that are undertaken as homework, the pupils are not sufficiently encouraged to investigate independently. An over-dependence on worksheets inhibits the creative development and independence of the pupils. Investigative work is only rarely seen in lessons such as science, mathematics, history, geography and religious education.
- The pupils do not play a prominent enough role in ensuring the correctness of their work. They are given few opportunities to re-draft their work.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessing and recording are satisfactory.

- The quality of the baseline assessment, carried out shortly after the children have moved into the reception class, is good.
- In KS1 and KS2, the quality of the assessment records relating to mathematics and language is good; there are some gaps in those relating to science.
- In the foundation subjects, records are retained in the form of brief notes in the teachers' planning books. There are no formal records. The annual reports show that the teachers are well acquainted with the pupils' achievements.
- Detailed records in science and mathematics are discussed with parents during the open evenings that are held twice a year. The parents are also presented with details of the pupils' response to their homework tasks; the progress of pupils with SEN is also discussed. In addition, a meeting is arranged in order to explain to parents the nature and organisation of external tests. The parents praise these arrangements.
- Although there are no records that contain targets for individual pupils, following a discussion with their teacher, the pupils know what they need to do in order to improve their work.
- A start has been made on the creation of a portfolio of work that has been assessed in Welsh and English. The assessments made are accurate.
- The quality of the annual reports to parents is good in KS1 and KS2; the parents appreciate them.
- Classwork and homework is regularly marked and teacher comments are generally positive. This has a beneficial effect on the linguistic accuracy of the pupils' work.

5.3 Curriculum

The school provides a broad and balanced curriculum that is interesting and stimulating.

- The general quality of the curriculum provided for the children under five is good and it meets the requirements of the desirable outcomes for children's learning in the six areas of learning.

- Sufficient time is allocated for all the NC subjects and religious education and an appropriate linguistic balance has been achieved in the use of Welsh and English as teaching media in lessons across the curriculum. The school successfully implements the language policy of the Unitary Authority. The non-Welsh speaking pupils learn the language rapidly and parents praise the sensitive manner in which this is achieved.
- Mathematics, science, music and physical education are taught as separate subjects. The school successfully integrates the remaining subjects into integrated cross-curricular themes.
- Insufficient use is made of IT across the curriculum.
- The curriculum is reinforced by educational visits and by the contributions of adults and specialists who are invited to the school. These aspects contribute significantly to the experiences and development of pupils and to standards of work, most especially in English, history and religious education.
- The school has adopted effective policies relating to sex education and health education. There is no detailed policy on racial equality, but the personal education policy places a strong emphasis on other cultures and on understanding the differences between peoples. By discussing these issues, including multiculturalism, the school ensures that pupils are encouraged to be tolerant of different cultures and peoples.
- The pupils' awareness of local history and traditions is fostered well.
- The homework provided effectively reinforces the work undertaken in the classes. The pupils also benefit from the project work they undertake at home.
- The lack of a school hall and an unsuitable playground restrict the development of certain aspects of physical education.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided for pupils is very good.

- All members of staff care for the safety of pupils; the school is a close-knit, happy community. The teachers know the pupils well and take great interest in their welfare and progress. The parents are full of praise for this aspect of the school's provision.
- The teachers are very aware of the steps that need to be taken to ensure the protection of children.
- All the pupils are given equal opportunities in all the school's activities.
- The school's personal and social education policy is implemented and contributes well to pupils' personal welfare. Effective consideration is given to every aspect of the guidance provided in the ACCAC framework.
- Sex education is not taught as a separate subject but the children's questions are answered honestly. The area nurse visits the school to show a video to the boys and the girls; separate sessions are organised for this purpose.
- The fire extinguishers are inspected on a regular basis and fire drills are held regularly.
- The cabin is very cold during the winter months.

- Good care is taken of the pupils when they are escorted in and out of school at the beginning and end of the day.
- The nursery assistant possesses a current first-aid qualification.

5.5 Provision for pupils with special educational needs [SEN]

The current provision for pupils with SEN is satisfactory.

- Thirteen pupils have been placed on Stages 1-3 of the SEN Code of Practice; no pupil has a statement of SEN.
- The school conforms in full to the statutory requirements and its policy and procedures for dealing with pupils with SEN are clear and appropriate.
- The school has a suitable procedure for identifying pupils with SEN.
- Appropriate and detailed Individual Education Plans, that contain suitable targets, are prepared for pupils with SEN.
- The member of the Governing Body with responsibility for SEN is the SEN teacher. Regular discussions are held between the SEN teacher, the other teachers and the parents.
- The pupils with SEN are fully integrated into normal class activities and the sensitive manner in which they are dealt with develops their confidence.
- Although the procedure for removing the pupils with SEN from their class for short periods is generally effective, these withdrawal sessions are not always used well. A substantial majority of Y5 pupils receive assistance with their handwriting, which is not good use of the teacher's time, and other pupils spend their time on inappropriate activities.
- The relationship between the work done in the withdrawal periods and the work done in the classes is not always close enough. At times, there is excessive use of worksheet exercises that are not linked closely enough to the work done in the classes.

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

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

- The response of parents, as reflected in the questionnaires, shows that the school's links with parents are very good. The parents are very supportive of the school's aims and of the education and values that are fostered by it. The links are maintained through a number of activities, including ones that are social and educational.
- An 'open door' policy is implemented that allows parents to discuss any matter relating to their children at any time. The parents praise this provision and take full advantage of it.

- The Friends of the School Association provides very good support for the school; the members raise between £1,500 and £2,000, a substantial sum, for the school fund every year. The accounts are audited regularly.
- Thirteen parents, a comparatively good number, attended the last meeting held by the governing body to discuss the year's work.
- Close links are maintained with parents by sending them numerous letters and by holding regular meetings. The parents are very appreciative of these links.
- The school takes advantage of specialisms offered by parents and others to contribute to the pupils' education both during and outside school hours. These activities have a positive effect on the pupils' education.
- Effective links have been established with the various services provided by the UA.
- The school has good links with the local nursery school.
- In-service training sessions are arranged with a cluster of local schools.
- The arrangements for transferring pupils to the secondary school are effective; the pastoral and curricular links are good.
- The governing body's report to parents does not fully conform with the statutory requirements. It does not provide details of the SEN policy. No details are provided about the manner in which the school could cater for the admission of disabled pupils.
- There are gaps in the school handbook. It does not contain information about the arrangements made for pupils with disabilities, protecting the school site, attendance data, or a sentence explaining why it is inappropriate for a small school to publish the NC results in full.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school's policy refers to establishing constructive links with local businesses and industry. Despite this, there is no clear strategy for ensuring that the policy is implemented.
- From time to time, visits are arranged to local businesses and industries that are relevant to the school's current thematic work. The contribution made by these visits to the pupils' standards of achievement is limited.
- The pupils' awareness of the world of work and of economic activity in the area is developing satisfactorily. Nevertheless, when the older pupils are arranging fund raising activities, advantage is not taken of opportunities to discuss issues such as costs, profit and retail prices.

- Following a visit by a staff member to a local electricity generating company, the school has received sponsorship, in the form of equipment.
- To date, the school has not taken advantage of Education and Learning Wales [ELWa] initiatives in order to secure short-term placements in industry for members of its staff.

6. MANAGEMENT

6.1 Quality of the self-evaluation and planning for improvement

The school's self-evaluation arrangements are satisfactory.

- By holding discussion sessions themselves, the teachers have monitored Welsh, English, history and mathematics and the arrangements for pupils with SEN. The comments are mainly descriptive and tend to focus on provision and resources. Insufficient attention is given to evaluating the standard of pupils' work and to analysing its strengths and weaknesses.
- Members of the governing body have observed lessons on an informal basis. The head formally monitors the quality of the teaching and learning on one occasion during the school year.
- No written reports which detail the outcomes of monitoring arrangements are made available to members of the governing body and the link between the self-evaluation process and the SDP are inadequate.
- The school ensures that suitable resources are available to meet the needs of the curriculum.
- The evaluations made of the results of national tasks and tests are of good quality. Consideration is given to the errors made by pupils when units of work are being planned. In addition, the parents are informed about the targets set for their children and are encouraged to participate in the process of raising standards.
- Although there are references to some specific aspects in the SDP, the school has no formal strategies for raising standards in numeracy, literacy and ITC.

6.2 Leadership and efficiency

The school is satisfactorily led and effectively managed.

- The head provides satisfactory leadership for the school; she works hard and enthusiastically.
- The day-to-day organisation and administration of the school are good.
- The SDP is a useful management tool but contains too many priorities. Financial details are not sufficiently clear; inadequate attention is given to monitoring procedures and to the effect of expenditure on standards. Members of the governing body are not sufficiently aware of its contents.

- The members of the governing body administer the budget in an efficient manner. Appropriate steps have been taken to evaluate the effect of expenditure decisions in order to achieve value for money. The school has £6,700 in its reserves this year, which is approximately 5% of its budget. These funds have been set aside to employ support staff in the future.
- No non-contact time has been made available for the head, and with the exception of one lesson period per fortnight, she has a full teaching commitment. This limits her ability to monitor the educational provision on a regular basis or to ensure that schemes of work are being implemented fully.
- A number of new members were appointed to the governing body in 1999. The school is managed satisfactorily by a governing body that undertakes its duties conscientiously. The chairman provides an effective link between the staff and the Governing body.
- The good relationships that exist between the governing body, the head, the support staff and other members of staff lead to the creation of a homely and caring ethos. The nursery assistant also contributes significantly to the work of the school.
- A good number of curriculum and management policies have been produced, but they have not been signed or dated by the chairman of the governors. The curriculum plans do not provide sufficient detail about the development of skills and concepts; this deficiency has a harmful effect on standards in subjects such as science, geography, art and IT.
- Insufficient attention has been paid to the raising of standards in geography and IT; these subjects were identified as needing attention in the previous inspection report.
- Job descriptions which detail duties and responsibilities, have been prepared for each teacher.
- Neither the head nor members of the teaching staff have been appraised recently.
- The school provides value for money.

6.3 Staffing, accommodation and learning resources

Resources are managed efficiently.

- Staffing is at an adequate level and the teachers' qualifications are appropriate for the age ranges they teach.
- Teachers' specialisms are used for the teaching of music, mathematics, geography, language and physical education.
- The teachers have attended a good range of training courses, but too few courses relating to geography, design and technology and IT; these are subjects in which deficiencies were highlighted in the previous inspection.
- The displays in the classrooms and corridors are of good quality and contribute to the effectiveness of the teaching and learning.

- The general condition of the building is good and the condition of the cabin is satisfactory. Much of the recent internal decoration work was done by the parents.
- Locks have not been fitted to control the school entrances but arrangements are in hand to do so.
- The school does not make the best use of its three computers.
- The school has no playing field and on the playground slopes; this has a detrimental effect on the provision in physical education. The yard has been marked for formal and informal games. Standards of hygiene, both inside and outside the building, are good.
- The school library needs a set of comprehensive encyclopaedias.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the children under five

The children under five form part of a class that contains Y1 and Y2 pupils.

The provision for the under fives is appropriate and fosters the desirable outcomes for children's learning. Standards of achievement are satisfactory or good in all areas of learning.

Good features

Reception children [4-5 years]

- The children make good progress in their personal and social development, sharing with friends and showing a caring relationship with them. They concentrate for periods of time and play games together independently. They understand that they have to wait their turn and are anxious to help each other.
- Standards are good in language, literacy and communication skills. Children listen well to a story or presentation and the vast majority respond and show understanding. The 'learners' make good progress in Welsh and soon come to talk confidently. The arrangements made for books to be taken home and the attention given to this aspect of their development fosters the children's initial reading skills.
- Standards in mathematics are good. The children can identify and handle numbers up to at least ten, can place numbers in order and can complete simple addition and subtraction tasks practically and orally. They use simple mathematical language in appropriate contexts.
- Children's knowledge and understanding of the world is developing well. They can discuss which objects are likely to sink or float in water, have a basic level of knowledge of their area and homes and can discuss the weather with confidence.
- Their creative development is satisfactory. The children sing a variety of songs with enthusiasm and enjoy creating rhythms with their bodies and with instruments.

- The children's physical development is satisfactory. Their manipulative skills are developed appropriately, they move confidently and follow instructions.

Shortcomings

- During whole class presentations, the needs of the reception-age group are not given sufficient consideration and at times the presentations are too extended for them. They tend to sit for over-long periods of time.
- Although the standard of the children's language is good, too much time is spent copying letters and words without this process being used to reinforce their ability to recognise letters correctly or to develop their independence as writers.
- The pupils' knowledge of a variety of art techniques is under-developed.

Welsh

In KS1 and KS2, standards in oracy, reading and writing are good.

Good features

- In KS1, the pupils listen intently and respond well to the teacher's instructions. They can express themselves clearly and talk confidently to adults.
- KS1 pupils are given a range of reading experiences that include taking books home to read and reading on a daily basis with the nursery assistant. They use a variety of reading strategies successfully.
- The standard of KS1 pupils' writing is good. They use a variety of sentence patterns and a wide vocabulary. They have an appropriate understanding of basic punctuation.
- In KS2, the pupils talk freely and possess a good vocabulary. They make consistent progress throughout the key stage.
- There is marked progress in the pupils' reading throughout KS2. They read accurately and meaningfully, can discuss the content of books and express intelligent opinions about them. Their knowledge of authors is satisfactory. The pupils' ability to gather information from different sources is developing well.
- In KS2, the pupils successfully vary the style and register of their writing in keeping with the context and show an awareness of punctuation, spelling and paragraphing. Their grasp of verb forms is secure.
- The pupils write across the curriculum and for a variety of purposes. They are increasingly aware of language variation and a small number make good use of standard forms of writing.

Shortcomings

- In KS1, Y1 and Y2 pupils do not produce extended pieces of writing frequently enough; they continue to be engaged in copying activity on a regular basis.

- KS2 pupils do not evaluate, look critically at their work or improve the content and correctness of their work often enough through redrafting.

English

English is not taught formally in KS1. In KS2, standards are good in oracy, reading and writing.

Good features

- In KS2, the pupils listen appropriately and courteously to each other and to adults. They use extended utterances when talking and are confident in formal and informal situations. They use vocabulary purposively when using language persuasively during group discussions.
- The pupils make rapid progress with their reading in Y3 and a number come to read fluently in a short period of time. All the pupils in Y4 – Y6 read fluently with appropriate intonation. They have a satisfactory knowledge of authors.
- In writing, a large majority of pupils use sentence patterns and punctuation correctly. The older pupils produce coherent paragraphs and well organised, coherent pieces of writing. They make good use of standard forms of English.

Shortcomings

- The pupils do not evaluate and improve the content and accuracy of their own work regularly enough.

Mathematics

Standards in mathematics are good in KS1 and KS2.

Good features

- In KS1, the standard of pupils' mental work is good and their grasp of number bonds and tables is also good.
- In KS1, the pupils can handle money with confidence and the most able of them can calculate totals and correctly work out the change from 20p, 30p and 50p.
- The pupils use non-standard measures well. They can identify two dimensional [2D] and 3D shapes and can use them effectively to create sets with similar characteristics. They are very familiar with the calendar.
- In Y3 and Y4, the pupils use a satisfactory range of strategies for mental calculations and with encouragement they can explain the strategies that they have employed.

- Y3 and Y4 pupil demonstrate a satisfactory understanding of place value and deal confidently with simple fractions. They can add 10 and 100 and round up to the nearest 100 well. They discuss the attributes of 2D and 3D shapes.
- In Y5 and Y6, the pupils use a good range of strategies for mental calculation and can explain the strategies they have used with confidence.
- Y5 and Y6 pupils have a good understanding of percentages, fractions and decimals and apply their knowledge well. Their understanding of perimeters, angles and area is good. They are familiar with the attributes of 2D and 3D shapes and produce detailed nets for some shapes. They deal well with time.

Shortcomings

- Pupils' investigative skills in mathematics have not been sufficiently developed.

Science

Standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils observe carefully and describe the experiments they undertake to a satisfactory standard.
- KS1 pupils have a good knowledge of devices that use electricity and know about the dangers of electricity. They have a good understanding of the need for a circuit to be complete before a bulb can be lit with a battery.
- In KS1, when experimenting with transparent materials and when shaking an instrument in order to produce sounds, the pupils' ability to predict and to come to a conclusion is developing satisfactorily.
- In KS2, pupils' knowledge and understanding is good and their scientific vocabulary is developing well. With the support of their teacher they experiment effectively to identify the nature of the sound that is produced by blowing across the neck of a bottle or by striking bottles which contain varying amounts of water.
- In KS2, the pupils can explain the meaning of terms like 'transparent', 'translucent' and 'opaque'. Y6 pupils have a good understanding of vibration and know how the human ear registers sounds.

Shortcomings

- In KS1, the pupils' excessive use of worksheets has a negative effect on their investigative skills and on their ability to work independently.
- In KS2, the pupils' ability to measure accurately, to produce a variety of graphs and to use evidence to come to a conclusion, is inadequate.
- The ability of the older pupils to produce tables and to select and use accurate measuring instruments has not been sufficiently developed.

Design and technology

Standards are good in KS1 and KS2.

Good features

- The pupils can construct moving puppets using cardboard, soft toys by sewing together textile materials and a moving vehicle by using an axle and wheels, all to a good standard.
- They produce simple designs and evaluate their products satisfactorily. Their knowledge of measuring, marking and cutting techniques is satisfactory.
- In KS2, the pupils use a sewing machine and stitching techniques to design and make a bag for carrying physical education clothing. They are aware of the need to work safely.
- KS2 pupils design, make and evaluate their products to a satisfactory standard as they produce a model house that contains electrical components. Their knowledge of gluing and joining techniques is good. The standard of their finished products is good.

Shortcomings

- KS2 pupils do not control devices by using a computer.

Information technology

Standards are unsatisfactory in KS1 and KS2.

Good features

- In KS1, use is made of skill reinforcing software and of a word processing programme.
- With support, Y2 pupils use a word processor and produce graphs to a satisfactory standard.
- Satisfactory use is made of word processing programmes in Y3 and Y4.
- With support, Y5 and Y6 pupils import pictures in order to combine them with text and experiment with graphics to enhance their work in order to present it to an audience.
- With support, the pupils use electronic mail. The older pupils use the Internet, without support, to gather information.

Shortcomings

- KS1 pupils are unable to save and retrieve information that has been stored.
- The pupils do not have sufficient experience of handling data.
- KS2 pupils do not use modelling software.
- There is no apparent progression in pupils' skills as they proceed through the school.

History

Standards are good in KS1 and KS2.

Good features

- KS1 pupils' understanding of chronology develops well as they study the development of lamps from various historical periods and the development of electricity supplies.
- The ability of pupils to recall information about historical figures is good. They can explain why people acted in a particular way and what happened as a result of their actions.
- Pupils in KS1 understand the significance of old and new artefacts and can name them and explain their function.
- In KS2, the pupils' understanding of life in the Victorian Age is good. They can recall and date the main events of the period, list the changes and compare the conditions of life that existed then with their own lives in the present day.
- They have a secure awareness of chronology and can place a number of historical periods in the correct order. They use time lines confidently with appropriate use of the relevant vocabulary.
- Educational visits enrich the pupils' experiences and develop their sense of empathy in relation to people who lived during specific historical periods.

Shortcomings

- The pupils do not investigate independently; neither do they form their own conclusions.

Geography

Standards are satisfactory in KS1 and KS2.

Good features

- In KS1, the pupils have a good understanding of various kinds of weather. They use the correct terminology and correctly use the symbols that denote different kinds of weather on a map.
- They have a satisfactory understanding of some of the features of their locality and can locate Llangwryfon on a map of Wales.
- In KS2, the pupils' mapping skills develop satisfactorily and they can use co-ordinates to find specific locations on a map.
- The pupils use geographical terms appropriately and with developing accuracy and detail throughout the key stage.
- Y5 and Y6 pupils have a satisfactory understanding of a country that is economically less well developed and can compare some of its features with Wales.

Shortcomings

- In KS1, the pupils' ability to compare their own area with a contrasting area has not been developed sufficiently.
- In KS2, the pupils are not able to explain the beneficial and destructive effects of human beings on the environment.

- The use made of secondary sources to search for information is under-developed. The pupils do not use ITC consistently enough.
- The pupils do not discuss cause and effect in the context of geographical processes.

Art

Standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils' mastery of art techniques is satisfactory. They benefit from a range of experiences to produce work of a satisfactory standard using a variety of media. They can experiment successfully with colour and produce a variety of shades.
- When emulating the work of a famous artist, KS1 pupils produce paintings of a good quality.
- In KS2, the pupils draw and experiment successfully with a range of media. They produce pictures of a good standard by using tessellation techniques.
- The vast majority of pupils produce portraits of a satisfactory standard. The pupils' sketching skills are generally satisfactory.
- Y5 and Y6 pupils discuss their intentions, and make reference to shape and tone.

Shortcomings

- As they move through the school, the pupils do not build sufficiently on their prior experiences.
- In KS1 and KS2, when they discuss their work or explain their intentions, their knowledge of the specialist vocabulary of art is limited.
- KS2 pupils do not apply their knowledge about artists and their styles when considering their own work.

Music

Standards are good in KS1 and KS2.

Good features

- In KS1, performing and composition activities are well integrated and the pupils evaluate at a simple level.
- When creating music and when experimenting with rhythm, they achieve good standards.

- The pupils listen intently to music and can note and describe musical elements. They can name the different musical instruments with confidence.
- In KS2, the pupils investigate the sources of sound and can select, combine and order sounds effectively; this work is done with considerable imagination and skilful musical expression.
- A substantial number of the pupils receive tuition on a variety of instruments and every pupil in KS2 learns to play the recorder. They perform skilfully during the morning services and in concerts. All these elements, provide pupils with opportunities to acquire knowledge and to develop their musical skills and understanding as they participate directly in practical; activities.
- The pupils have a good understanding of tempo, the value of notes, the use of the stave and of key.

Shortcomings

- The pupils have little awareness of different composers and their music and their self-evaluation skills are undeveloped.
- The pupils make too little use if ITC to develop their work in music.

Physical education

One gymnastics lesson was observed in KS1. Standards are satisfactory. There was insufficient evidence in KS2 to allow a judgement to be made.

Good features

- In KS1, the pupils respond well to instructions and use space successfully when working individually.
- They successfully combine a number of movements to produce a sequence.
- The quality of the shapes produce by the pupils is satisfactory.

Shortcomings

- The pupils do not regularly evaluate the work of their fellow-pupils when observing them.
- A small number of pupils do not concentrate well on the tasks set.

Religious education

Standards are good in KS1 and KS2. The content of the Agreed Syllabus is well presented.

Good features

- Throughout both key stages, the pupils make good progress in their knowledge about the rituals of Christianity and other religions.
- In KS1, the pupils are well informed about the Bible as a holy book. The vast majority are able to retell stories about Jesus Christ in their own words and discuss stories that are relevant to other religions. They can produce good descriptions of how people demonstrate care and concern for others.
- In KS2, the pupils have a good knowledge of different religions and can intelligently discuss their characteristics, including festivals and ways of life,.
- The pupils can recall a large number of facts about the Bible and can retell, in detail, some of the stories that it contains.
- The pupils have a good knowledge of the use that is made of symbols in religion.
- By Y6, the pupils have firm opinions about religious and moral ideas and can discuss them confidently.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has responded satisfactorily to the key issues noted in the previous report.

- An action plan, noting the school's response to the key issues, was prepared. A satisfactory number of the report's recommendations has been achieved.
- In 1996, standards were satisfactory in a majority of the subjects, with standards in three subjects being judged as unsatisfactory; there has since been good progress in standards. By now, standards in design and technology are good and standards in geography are satisfactory. Standards in IT continue to be unsatisfactory.
- The quality of planning is now satisfactory but there is no clear progression or development in skills and concepts in relation to pupils' age and ability. This has a negative effect on standards in some subjects, especially in investigative science, art, geography and IT.
- By now, some opportunities are provided for pupils to develop their investigative skills. KS2 pupils use reference books and computer-based sources satisfactorily. Insufficient investigative work is undertaken in mathematics, science, history and geography.
- A marking system has been established and the pupils are shown clearly how their work can be improved. In the vast majority of lessons, the educational aims are not shared with the pupils.
- The assessment system is satisfactory. No specific, analytical records are kept of pupil progress in the foundation subjects. There are some gaps in the science records. The records kept are accurate and the reports to parents are of good quality.

- Although it contains too many priorities, the forward planning in the SDP is of a satisfactory quality. Insufficient attention is given to monitoring methods and to the effect of expenditure on standards. The links between the self-evaluation processes and the contents of the SDP are tenuous.

8.2 Key issues for action

The school needs to:

- raise standards in IT throughout the school [*], as well as standards in the subjects that were judged to be satisfactory by eliminating the shortcomings noted;
- ensure progression and development in the skills and concepts that are introduced in the various subjects across the school in accordance with pupils' age and ability;
- develop the assessment system by dating each record in every subject on an annual basis;
- plan specifically for the development of the key skills across the school.
- ensure that the annual report of the governing body to parents and the school handbook conform with the statutory requirements.

[*] There is a reference to this in the current SDP.

APPENDIX

School Data

A. Basic information about the school

Name of school	Ysgol Llangwryfon
School type	Community Primary
Age range of pupils	4-11
Address of school	Ysgol Gynradd Llangwryfon CEREDIGION
Post-code	SY23 4HA
Telephone number	01974 241319

Headteacher	Mrs Susan E. Rees-Butterworth
Date of appointment	January 1990
Chair of governors	Mr Ifor Lewis
Registered Inspector	Mr Phil Mostert
Dates of inspection	26-28 November, 2001

B. School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	3	3	7	4	6	5	37

Staffing information			
	Full-time	Part-time	Full-time equivalent
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher ratio, excluding nursery and special classes	16.8: 1
Average class size, excluding nursery and special classes	18
Teacher: class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection				
	Reception	KS1	KS2	Whole school
Summer term 2001	96.3	92.7	97	96
Spring Term 2001	97.5	92.7	97.4	95.8
Autumn term 2000	94.4	95.6	95.8	95.3

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of NC assessments and public examinations

END OF KEY STAGE 1: 2001

National curriculum assessment results End of key stage 1: 2000	Number of pupils in Y2 : 8
As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than ten, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and either Welsh (first language) or English				
	By teacher assessment		By test	
In the school	87.5		In the school	87.5
In Wales	80%		In Wales	80%

END OF KEY STAGE 2: 2001

National curriculum assessment results End of key stage 2: 2000	Number of pupils in Y6 : 8
As the number of pupils eligible for assessment at the end of KS2 was greater than four but fewer than ten, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and either Welsh (first language) or English
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language) or English			
By teacher assessment		By test	
In the school	100%	In the school	100%
In Wales	63%	In Wales	63%

D. Evidence base of the inspection

The school was inspected over a period of two and a half days by a team of two professional inspectors and one lay inspector. During this period:

- 28 lessons or parts thereof were attended, with the time being distributed fairly equally between the classes;
- discussions were held with the pupils, the head and all the teaching and support staff;
- the pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils was heard reading in Welsh and in English;
- samples of pupils' work, completed during the term and during previous terms, including video tapes of work in music, were inspected;
- all the school's documentation was inspected including its long, medium and short-term plans;
- the School Development Plan was examined in detail;
- attendance registers and pupils' assessment records were examined;
- detailed attention was given to the school budget;
- inspectors were present in the service on three mornings;
- a parents' meeting was attended at which 18 parents were present and 18 parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects [section 7]
Phil Mostert	Registered Inspector	1,2,3.1,3.2, 4.1, 5.1,5.2,6.1,6.2, 8.1, 8.2, Appendix	Mathematics, science, design and technology, IT, art and physical education
Gwenan Williams	Professional Inspector	5.3, 5.4, 5.5, 5.7, 6.3	Welsh, English, history, geography, religious education, music. Children under five
Griff C. Morris	Lay Inspector	4.2, 4.3, 5.6, 5.7 jointly	

The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection