

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

**Ysgol Gymunedol Llanllwchaearn
Cross Inn
Llandysul
Ceredigion
SY44 6NG**

School Number: 667 / 2292

Date of Inspection: 8 – 10 March 2005

by

**Jean Marshall
W190/78668**

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Under Estyn contract number: T/127/04P

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

The inspection of Ysgol Gymunedol Llanllwchaearn took place between 8 and 10 March 2005. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

Nature of the provider

1. Llanllwchaearn Community School is located in the village of Cross Inn near New Quay in Ceredigion. Most of the pupils live in the rural village of Cross Inn or in close proximity, although a substantial percentage [36%] come from outside the school's catchment area. Children are admitted to school on a full-time basis at the beginning of the term following their fourth birthday. During the inspection, there were 33 pupils on the school register.
2. Although the vast majority of pupils (88%) come from homes where English is the main language of communication, according to the school, 78% speak Welsh fluently. The school is a designated bilingual school. Welsh is the main medium of teaching and learning in key stage 1 and Welsh and English in key stage 2.
3. Five of the pupils (15%) have been identified by the school as having special educational needs and two of them have statements of special educational needs. The percentage of pupils (3%) entitled to receive free school meals is significantly lower than the average for Ceredigion and Wales.
4. Key stage 2 pupils are taught by the head and key stage 1 pupils and the children under five by two assistant teachers who share a full-time post. The head was appointed to her post in 1989 and the school was last inspected in June 1999.

The school's priorities and targets
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5. According to the Development Plan, the school's priorities for the year 2004 - 2005 are:
- raising standards in science, with an emphasis on scientific enquiry;
 - developing pupils' ability to work independently;
 - improving assessment arrangements in the key subjects;
 - carrying out a review of the provision for Personal and Social Education;
 - monitoring the school's resources;
 - monitoring pupils' bilingual abilities.

Summary

6. The inspection team judged the school's work as follows:

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

Standards

7. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7%	74%	19%	0%	0%

8. The general quality of the provision for children under five is appropriate to their needs, and they make good progress in relation to the Desirable Outcomes for Children's Learning.

9. In key stage 1 and key stage 2, standards in the subjects inspected were judged to be as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	3	3
Mathematics	2	2
Information Technology	2	2
Geography	2	2
Music	2	2
Religious Education	1	1

10. The children under five make appropriate progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology.

11. The pupils with special educational needs make good progress both educationally and socially. They complete the tasks set for them.
12. In key stage 2, pupils' standards and progress in the key skills of speaking and listening, and in reading and writing across the curriculum in English are good. Although the large majority of pupils in both key stages make appropriate use of Welsh in a good range of areas across the curriculum, a significant number of them are not confident or fluent in their use of either oral or written Welsh.
13. In both key stages, pupils make consistent and effective use of their numeracy and information technology and communication skills in the various subjects.
14. Although pupils in both key stages make good progress in their knowledge and understanding of the Cwricwlwm Cymreig, pupils in key stage 2 are not familiar with a sufficiently wide range of the literature and poetry of Wales.
15. Pupils throughout the school behave well and they have a clear understanding of what is expected of them. Standards of behaviour and pupils' attitudes are an excellent feature of the school
16. Some parents' practice of removing their children from school to take them on holiday during term time has a negative effect on the school's attendance figures. The average attendance for the three terms preceding the inspection was 91%, which is slightly lower than the percentage for Ceredigion and Wales.

Quality of teaching and training

17. In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

18. The percentage of lessons where the standard of teaching is grade 3 or better is higher than the 95% target set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 75% set by the Welsh Assembly Government.
19. Teachers maintain a good working relationship with pupils in the classes, and their provision for ensuring that equal opportunities are offered to all pupils is excellent. Lessons are well planned and clear teaching objectives are identified and shared with pupils. Teachers' use of relevant artefacts in lessons is an excellent feature which enriches the pupils' learning.

20. The school's procedures for assessing and recording pupils' progress are good and conform in full with the statutory requirements. The annual reports to parents are of good quality.
21. The school responds well to pupils' learning needs. The curriculum is broad and balanced and meets the statutory requirements. The teachers' schemes of work give consideration to the requirements of every subject and ensure that there is continuity and progression in the experiences provided for pupils. These arrangements have a positive effect on standards of achievement.
22. The school's partnership with parents is good. The vast majority of parents are supportive of the work of school and the staff's efforts. The information provided in the school handbook does not conform in full with the statutory requirements. The Friends of the School committee works hard to raise substantial sums of money to support the work of the school and to promote community activity.
23. The school has a homely and positive atmosphere and a caring ethos. The quality of the care, the support and the guidance provided for pupils is excellent.
24. The provision for pupils with special educational needs is good and conforms with the requirements of the Code of Practice.

Leadership and management

25. The leadership provided by their head in terms of values and expectations is an excellent feature of the school.
26. Despite every effort, the school has not succeeded in appointing a full governing body. Although the governors appointed are very supportive of the school, their role in terms of setting a strategic direction for the school and monitoring the quality of its provision has not been adequately developed. Neither the governor's report to parents nor the school prospectus includes all the information required by statute.
27. Although a good number of procedures have been established for evaluating and improving quality and standards, as yet the school's self-evaluation process has not developed adequately enough to have a direct effect on the quality of the educational provision and pupils' standards of achievement. The links between the targets that arise from the self-evaluation process and the priorities identified in the School Development Plan are not sufficiently close.
28. Careful consideration has been given to the key issues identified in the last inspection of the school. The progress made is generally good.
29. The school's staffing is adequate and the teachers are qualified to teach every aspect of the curriculum. The special educational needs assistant and the specialist teachers who visit the school regularly do their work well in supporting the pupils and in co-operating with the teachers.

30. The pupils are taught in two classrooms. The school has no hall, staff room, office or room where an assembly can be held. Despite these difficulties, the teachers succeed well in fulfilling the vast majority of the requirements of the National Curriculum.
31. The toilets, which are of good quality, are located outside the main building and there is no separate toilet for the staff. This situation is unsatisfactory.

Recommendations

In order to improve, the school needs to:

- R1. continue to develop strategies to improve standards in Welsh in both key stages;
- R2. further develop its self-evaluation system so that the process leads to detailed school development plans and to improvements that can be measured;
- R3. continue with its efforts to appoint a full governing body and to develop its role in evaluating the quality of the school's work;
- R4. ensure that the school's documentation meets all the statutory requirements;
- R5. continue to hold discussions with the Local Education Authority in order to try to improve the buildings and facilities for the staff and pupils.

The governing body is responsible for modifying its current development plan to include all the steps that are to be taken to respond to the recommendations within a period of 45 working days from the day on which the school receives the report. This will need to show what action the school intends to take to deal with the recommendations. This plan, or a synopsis of it, will be distributed to all the school's parents.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

32. The inspection team's findings match the judgements made by the school in its self-evaluation report.

33. In the lessons observed, the quality of teaching was judged to be as follows:

Pupils' Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7%	74%	19%	0%	0%

34. The general quality of the educational provision for the children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

35. The children under five make good progress in the key skills of speaking and listening, reading and early writing, numeracy and the use of information technology and communication. Their bilingual skills are developing well; the learners understand and follow instructions correctly in Welsh and with encouragement ask questions and talk using simple sentences.

36. In key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	3	3
Mathematics	2	2
Information Technology	2	2
Geography	2	2
Music	2	2
Religious Education	1	1

37. The pupils with special educational needs make good progress both educationally and socially. They achieve the targets set for them.

38. In both key stages and in both languages, pupils listen intently to the teachers' presentations and to each other's contributions. In KS2, pupils' standards and progress in the key skills of speaking and listening, and reading and writing across the curriculum in English are good. In English medium lessons, they discuss their work fluently and confidently using appropriate terminology. They read with fluency to find information and write in a variety of different forms.

39. The vast majority of pupils in both key stages make appropriate use of Welsh in a good range of areas across the curriculum. The more able pupils discuss confidently, read fluently to find information and write in a number of different forms when recording their work. Nevertheless, a significant number of pupils in both key stages lack confidence when using Welsh orally. They do not always understand the material they have been reading and their written responses are limited in their scope.
40. Pupils' bilingual skills develop appropriately throughout the school. By Year 5 and Year 6, the more able pupils make good use of dictionaries and reading books when researching, read a text in English and make purposeful concurrent use of both languages to record their work in Welsh.
41. The pupils make good progress in their knowledge and understanding of the Cwricwlwm Cymreig. They have a good range of knowledge of Welsh legends and stories and have a good awareness of the features of their locality. Nevertheless, key stage 2 pupils are not familiar with a sufficiently wide range of Welsh poetry and literature.
42. Pupils in both key stages make regular and effective use of their mathematics skills in a variety of subjects. In Key Stage 1, they classify, order and count in a variety of contexts. In key stage 2, pupils use detailed measures in science and in design and technology and record data in an orderly manner, using a good range of tables and graphs across the curriculum.
43. In both key stages, the pupils use make good use of information technology and communication across the curriculum. They use computers confidently to draft and redraft their written work and use appropriate programmes to produce pictures and patterns and to experiment with composing simple music. They have a good understanding of how to use a digital camera to record their work and make effective use of programmes which reinforce their work in language and numeracy.
44. The vast maturity of pupils work independently when discussing in groups or in pairs and when investigating in the various subjects
45. Pupils' standards and progress in the creative skills in both key stages are developing well as they display their creativeness in their art and music and when improving and developing their models in design and technology. Nevertheless, pupils' creative skills when writing in Welsh are not sufficiently developed.
46. At the end of key stage 1, only four pupils were assessed in 2004. Over the last four years the school has maintained good standards in mathematics and science. The results in Welsh are not as good, but are good when consideration is given to pupils' ability in Welsh when they are admitted to school.

47. In key stage 2, only seven pupils were assessed in the National Curriculum tests and assessments in 2004. The percentage of pupils achieving Level 4 or higher in Welsh or English, mathematics and science was higher than the national percentages.
48. Pupils behave very well throughout the school and have a clear understanding of what is expected of them. They are always courteous in their dealings with adults and display a high-level of self-discipline and respect for others. At the upper end of the school, pupils have mature and caring attitudes in their dealings with the younger pupils. Standards of behaviour and pupils' attitudes are an excellent feature of this school.
49. Some parents' practice of removing their children from school to take them on holiday during term time has a negative effect on the school's attendance figures. The average attendance for the three terms preceding the inspection was 91%, which is slightly lower than the percentage for Ceredigion and Wales. There are no unauthorised absences.
50. All the pupils attend school regularly and arrive punctually at the beginning of the school day.
51. Pupils' personal and social development is good throughout the school. They have a good awareness of the various beliefs, practices and traditions of people from different countries and show that they respect the variety which is part of society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

52. The inspection team's findings match the judgements made by the school in its self-evaluation report.

53. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

54. The percentage of lessons where the quality of the teaching is grade 3 or better is higher than the target of a 95% set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 75% set by the Welsh Assembly Government.

55. The teachers maintain good working relationships in the classes. The mutual respect between teachers and pupils has a positive effect on pupils' attitudes to their tasks and on their willingness to work diligently and confidently during lessons.

56. Teachers' subject knowledge is good. They use their questioning skills effectively to maintain interest and to foster pupils' enthusiasm. Their preparations for providing equal opportunities for all pupils are excellent.

57. Lessons are well planned and clear learning objectives are identified and shared with the pupils. In general, the differentiated tasks set enable pupils across the ability range to achieve successfully. The tasks set for pupils with special educational needs promote their progress towards the targets which are identified in their individual learning plans.

58. The teachers use a range of techniques to extend pupils' bilingual skills. At times, however, the tasks set do not match the ability of some pupils in Welsh.

59. Good use is made of a range of appropriate teaching techniques, including whole class teaching, group work, pair work and individual work.

60. Teachers' use of relevant artefacts in the lessons is an excellent feature which enriches the pupils' learning.

61. The use made of the classroom assistant's time has a positive effect on the learning of the pupils for whom she provides support. Effective and purposeful use is made of volunteers, visitors and guest speakers and of educational visits to support the learning.
62. The teachers take full advantage of every opportunity to praise the pupils and to provide them with oral feedback. Pupils' work is marked regularly and conscientiously and the comments made draw attention to the good features of the work and to those aspects that can be improved. In general, insufficient use is made of recording pupils' personal targets in their books as part of the effort to improve their work.
63. The school's procedures for assessing and recording pupils' progress are good and conform in full with the statutory requirements.
64. Effective use is made of National Curriculum tests and evaluations to investigate and analyse the pupils' standards of achievement. In the core subjects, samples of pupils' work, which have been assessed and levelled correctly, are retained. Standardised assessments are recorded in language and mathematics, along with appropriate assessments for the foundation subjects. This information is effectively used to monitor pupils' progress.
65. The annual reports to parents are of good quality and conform with the statutory requirements. In general they provide useful information about pupils' achievements in all subjects and about their personal and social development. In addition, comments are included about how pupils can improve their work. The parents appreciate the readiness of teachers to discuss their pupils' work informally during the year in addition to the formal arrangements that are made annually.

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

Grade 2: Good features and no important shortcomings

66. The inspection team's findings match the judgements made by the school in its self-evaluation report.
67. The school responds well to the learning needs of its pupils.
68. The curriculum is broad and balanced and meets the statutory requirements.
69. A range of policies has been produced for each of the National Curriculum subjects, for religious education and personal and social education. These policies are consistent with the aims and objectives of the school and are a sound foundation for the effective management of the curriculum. The teachers' schemes of work consider the nature of the requirements of each subject and ensure that there is progression and continuity in the experiences provided for pupils. These arrangements have a positive effect on standards of achievement.
70. The provision for developing the pupils' key skills and basic skills across the curriculum is good and occasionally very good. In the best practice, the opportunities provided for developing the key skills are identified in the teachers' plans.
71. The school promotes the development of the pupils' bilingual skills appropriately by using Welsh as the main medium of teaching for the children under five and the pupils in Key Stage 1, and both Welsh and English in Key Stage 2.
72. The school takes good advantage of visits and field work to enrich pupils' curricular experiences. The out-of-hours activities such as the sports club and French club, along with the contribution of volunteers and visitors from the community, are a notable feature of the school's provision and contribute positively to the pupils' standards of achievement.
73. The attention given to the Welsh dimension in the curriculum is good and pupils' experiences are enriched by the visiting and studying their local area.
74. The school's curriculum provision promotes the pupils' spiritual, moral, social and cultural development. Regular opportunities are provided for pupils to take part in joint acts of worship and in all the school's activities they are encouraged to show respect and toleration towards others. The school effectively promotes pupils' awareness of other cultures.
75. Pupils' understanding of sustainable development is promoted appropriately by providing opportunities for them to discuss the advantages and disadvantages of erecting wind farms. Pupils' awareness of world citizenship is developed through discussion and by the arrangements made, through the School Council, to involve them in a range of money raising activities which contribute to humanitarian charities.

76. The school's partnership with the parents is good. The vast majority support the work of the school and the efforts of its staff. The home/school contract is an appropriate document which conforms with the statutory requirements. The information provided in the school handbook does not fully conform with the statutory requirements. The Friends of the School committee works hard to raise substantial funds to support the work of the school and to promote social activity.
77. The school's links with the community are good. The provision for pupils is enriched by organising fieldwork visits in the community and by inviting visitors and volunteers to support the learning. The links with local nursery schools, with the cluster of local primary schools and with the two secondary schools to which Year 6 pupils transfer are good.
78. The school has recently promoted pupils' enterprise skills through projects such as publishing a book of pupils' recipes.

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

Grade 1: Good with outstanding features

79. The inspection team's perceptions are not consistent with the Grade 2 judgement made by the school in its self-evaluation report. The school's self-evaluation arrangements have not yet developed to the extent that would enable it to identify the outstanding features in its provision.
80. The school has a homely and positive atmosphere and a caring ethos. The quality of the care, support and guidance provided for pupils is excellent.
81. The parents / guardians are happy with the care and guidance which the teachers provide for the children. They appreciate the school's 'open-door' policy which offers them sufficient opportunities to discuss any concerns they have with the staff.
82. The younger children settle down quickly as the staff create a happy and secure environment for them. Additional support is provided for new pupils in a Language Unit to develop their bilingual skills and to help them settle more easily at the school.
83. Providing for the individual needs of every pupil is a priority in the school. The teachers and support staff have a very good awareness and understanding of the guidelines available in personal and social education and implement them effectively.
84. A wide range of managerial policies relating to matters such as Sex Education, Pastoral Care and the Misuse of Drugs and Alcohol, have been produced. All the staff are familiar with their contents and they are implemented in the school. Visits to the school by officers from the care services, such as the fire service and the school nursing service, promote the pupils' health and safety.
85. Regular attention is given to matters of safety and the healthy development of pupils. Steps have been taken to provide a healthy lunchtime menu and the school policy stipulates that pupils are only allowed healthy snacks and drinking water during school breaks. The school adheres carefully to its rules concerning the use of equipment such as scissors and knives in art and technology lessons.
86. Following a recent health and safety assessment, the school has identified the need to have an additional fire exit in the key stage 2 classroom.
87. Appropriate procedures, including relevant training for permanent staff, have been established to ensure the protection of children. The head is responsible for the child protection arrangements.

88. The registration periods are well organised in both classes. The teachers monitor attendance and punctuality and take early and appropriate action where necessary.
89. Good behaviour and attitudes are promoted by praising pupils, on a regular basis, for their efforts, by encouraging them to respect others and by discussing any problems that arise with them during the 'circle time'. The success of these procedures is one of the excellent features of the school.
90. No evidence of bullying was seen during the inspection period. Appropriate procedures have been adopted were any such instances to arise.
91. The provision for pupils with special educational needs is good and conforms with the requirements of the Code of Practice.
92. The school's assessment arrangements identify the needs of individual pupils at an early stage. Individual learning plans of good quality are prepared and implemented for every pupil with special educational needs. The individual education plans are reviewed regularly and appropriate consultations are held with the pupils' parents.
93. Pupils with special educational needs are given good support by a part-time teacher and by the assistant who supports pupils who have a statement of special educational needs. The school communicates and co-operates with other agencies to provide additional support for the pupils.
94. The arrangements for pupils with special educational needs enable the school to provide equal opportunities for all pupils in every aspect of its work.
95. The school has established policies and procedures for promoting sexual equality and good race relations. Enriching experiences are provided which acknowledge and respect variety.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweighing shortcomings

96. The inspection team's judgement does not agree with the grade 2 judgement made by the school in its self- evaluation report. Although the leadership provided by the head is an excellent feature, the fact that the school has too few governors, and that there are important gaps in the governing body's report to parents and in the school handbook, are significant shortcomings.
97. The leadership provided by the head in terms of values and expectations is an excellent feature. All staff members work conscientiously as members of the team to ensure the success and development of the school.
98. There are close links between the aims and values of the school and the targets set for securing improvement.
99. Detailed consideration is given to local and national priorities. The school co-operates with the cluster of local schools in identifying priorities and in organising appropriate training to satisfy the professional needs of the teachers. The school has recently joined the Healthy Schools scheme and has established a School Council. These activities provide valuable opportunities for pupils to contribute to decisions which affect them.
100. Despite all efforts, the school has not been able to appoint a full body of governors. The governors who have been appointed are very supportive of the school. They meet regularly, approve policies and receive reports and information from the head about the school's performance data. Nevertheless, their role in setting a strategic direction for the school and monitoring the quality of its provision has not been sufficiently developed.
101. Neither the governor body's report to parents nor the school prospectus include all the requirements demanded by statute.
102. The head and chair of governors maintain careful scrutiny of the school budget and monitor any large sums of expenditure. The total remaining in the budget after staff salaries have been paid is very small. The school provides good value for money.

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

Grade 3: Good features outweighing shortcomings

103. The findings of the inspection team do not agree with the school's Grade 2 evaluation in its self-evaluation report. Although there are a number of good features to the process, as yet it has not developed sufficiently to promote the planning for improvement.
104. The school's teaching staff meets regularly to discuss and share information about matters relating to the school's performance. Detailed analyses are made of the results of statutory national tests and internal tests to compare the school's performance with that of other schools, both locally and nationally.
105. Appropriate use is made of data based on National Curriculum tests and on the teachers' assessments to set quantitative targets for improving standards in the key subjects. The targets set are realistic and appropriate.
106. Questionnaires have been sent to parents and to staff members to ascertain their opinions about matters relating to the school, and these have been used effectively to support the self-evaluation process. A School Council has been established which provides pupils with valuable opportunities to express opinions and to contribute to decisions about aspects of the school's work.
107. A start has been made on the task of structuring the self-evaluation arrangements by producing a detailed programme to identify which curriculum areas and whole school aspects are to receive attention over a period of nine terms. The arrangements include the observation of lessons to evaluate the quality of the teaching and learning. As yet, the process has not developed to the extent of providing evidence that it is having a direct effect on the quality of the educational provision or on the pupils' standards of achievement.
108. The staff has worked together to produce a comprehensive self-evaluation report. The document identifies the school's strengths and also identifies some aspects which require attention. The links between the targets that are identified in the self-evaluation process and the priorities in the School Development Plan are not close enough.
109. The School Development Plan lists appropriate priorities for development and identifies the tasks to be completed. The document does not contain sufficient detail about the criteria which are to be used to evaluate the degree of success achieved and to facilitate the monitoring process. The spending plans are not linked to the priorities.
110. Oral reports, based on the results of the monitoring activities, are presented to the governing body. They are aware of the content of the self-evaluation report and the grades awarded to the various aspects, but they do not have a sufficiently active role in the self-evaluation arrangements or in the process of deciding the steps required to secure improvement.

111. The perceptions of the inspection team are in agreement with those of the school in relation to four out of the seven key questions.
112. Careful attention has been given to the key issues identified in the last inspection report. The progress made is generally good. The school has raised standards in science, mathematics and English and improved the standards of handwriting and the presentation of work. There is a continuing need to improve standards in Welsh.
113. The school has communicated by letter and has reminded the authority about the improvements that could be made to the accommodation and facilities available for the children under five. As yet, the Local Education Authority has not taken action and the facilities continue to be inappropriate.
114. The parents' response in the pre-inspection meeting testified to the fact that the school has significantly improved its links with parents and has also improved the quality of the information provided about the various aspects the school's work. By now, the partnership with parents is good. A Friends of the School committee has been established which arranges social activities and raises funds. The parents appreciate the informal opportunities provided for them to discuss issues with the teachers and to offer feedback to homework and reports. Nevertheless, the information provided in the school handbook does not meet with statutory requirements.

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

Grade 2: Good features and no important shortcomings

115. The inspection team's findings match the judgements made by the school in its self-evaluation report.
116. The school's staffing is adequate for the number of pupils on the register. The teachers' specialisms and wide experience mean that they are qualified to teach every aspect of the curriculum. They update their skills regularly by attending a good range of training courses which are arranged in association with the local cluster of primary schools.
117. The special educational needs assistant works effectively with the two pupils in her care. The special educational needs teacher and the *athrawes fro*, who visit the school regularly, carry out their duties well as they support the pupils and co-operate with the teachers. The volunteers who come to school to help in the classrooms contribute well to the care and guidance provided for pupils.
118. The pupils are taught in two separate classrooms. There is no school hall, staff room, office or other assembly room in the school. The classroom in which the children under five and the key stage 1 pupils are accommodated is small, and at times this has a negative effect on the presentation of some aspects of the curriculum. Despite these difficulties, the teachers successfully implement the vast majority of the requirements of the National Curriculum.
119. The internal and external condition of the building is good. Standards of cleanliness, lighting and heating, including those in the small kitchen, are good. The toilets, which are of good quality, are located outside the main building, but there is no separate staff toilet. This situation is unsatisfactory. The perimeter fence is in good condition but the back wall is in need of maintenance work before it deteriorates into a dangerous condition.
120. The supply of resources is good across all areas of the curriculum; their condition is good and very good use is made of them in introducing the work. The interesting and tasteful displays contribute to the creation of a stimulating learning environment.

Standards achieved in the subject areas of learning

Welsh

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good and outstanding features

121. In key stage 1, the pupils listen well to presentations and respond appropriately to questions and to the teachers' instructions. A small number of them talk confidently with adults and are ready to contribute their own extended comments.
122. The reading standards of the vast majority of key stage 1 pupils are good. They read fluently, adapting their intonation to communicate meaning. They discuss their books well and express opinions about what they have read. The most able pupils understand the purpose of reference books, such as dictionaries, and make effective use of them.
123. The vast majority of pupils in Key Stage 1 write in sentences; they spell familiar words and punctuate correctly when recording. They use simple rhymes as a pattern when producing short poems and use comparisons and rhymes to create effect.
124. In key stage two, pupils listen very well to the teacher's presentations and to the contributions of other pupils. The vast majority talk confidently about aspects of their work, and make correct use of words and relevant terminology. They are familiar with a number of idioms and understand their meaning. They make intelligent comments when reasoning and discussing.
125. The most able pupils in key stage 2 read fluently and with good expression. When discussing specific novels and authors, a small minority make intelligent references to various characters and events in stories.
126. Pupils in key stage 2 record information and curricular knowledge and experiences accurately and effectively. They use a wide range of written forms, including portraits, questionnaires, lists, letters and pieces of writing in which they express opinions for or against wind farms. They make consistent and regular use of the concise form of the verb and the vast majority have a good awareness of the rules of spelling and punctuation when retelling a legend in their own words.

Shortcomings

127. A significant number of pupils, in both key stages, do not have sufficient mastery of the syntax and patterns of Welsh to enable them to communicate orally with ease.
128. There is a core of pupils in key stage 2 whose reading is stilted and insecure. They do not always understand what they read.
129. In neither of the key stages do pupils produce a sufficient number of extended, imaginative stories.
130. Key stage 2 pupils do not study a sufficiently wide range of poetry or write their own poems.

Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

131. Key stage 1 pupils develop a good understanding of number patterns. They are aware of odd and even numbers and can count on and back in a range steps.
132. Their understanding of place value is developing appropriately. They solve addition and subtraction problems confidently and use mathematical symbols correctly. In Year 2, they learn simple multiplication tables. They identify some coins and can match them with their monetary value.
133. Key Stage 1 pupils estimate length and use non-standard and standard measures correctly. They use the appropriate mathematical language. They identify and name of a variety of two and three-dimensional shapes.
134. They collect and convert data into graphic form by using information technology.
135. In key stage 2, pupils' understanding of place value, number patterns and number facts is good. They use these skills confidently to solve addition, subtraction, multiplication and division problems and to handle large numbers and decimals.
136. Their understanding of fractions is good, and they handle them with increasing accuracy. In Year 5 and Year 6, the more able pupils understand the relationship between fractions, decimals and percentages and can convert from one to another confidently.
137. Pupils in key stage 2 use appropriate standard measures of length, mass and capacity and succeed well in converting these measurements from one metric unit to another. They are familiar with a range of two and three-dimensional shapes and describe some of their attributes. They estimate the size of simple angles in degrees and calculate the perimeter area of rectangles correctly.
138. The pupils collect, analyse and interpret data confidently. By Year 5 and Year 6 they discuss and interpret their line graphs confidently, using the correct mathematical terminology.
139. Key stage 2 pupils explain their methods of working and estimate well in the context of everyday situations.

Shortcomings

140. In neither of the key stages do pupils of average ability carry out mental calculations appropriate to their ability.
141. In key stage 2, the use made of mathematical terminology by pupils of average and lower ability is inconsistent.

Information Technology

Key Stage 1 - Grade 2: Good features and no outstanding shortcomings

Key Stage 2 - Grade 2: Good features and no outstanding shortcomings

Good and outstanding features

142. In key stage 1, pupils' keyboard skills are developing and they make confident use of the mouse to make useful choices. The more able pupils print, save and retrieve their work confidently.
143. Key Stage 1 pupils compose simple sentences using a word processor and the large majority, with assistance, vary the size and colour of their work. They make effective use of drawing software to produce good quality pictures, changing the size of the images to meet their purposes.
144. Key Stage 1 pupils make appropriate use of data programs for collecting, organising and recording their results and producing a variety of graphs.
145. Year 2 pupils programme the 'Turtle' effectively. They predict its movements and estimate the distance it will travel accurately.
146. In key stage 2, pupils use a word processor to produce a poem and to edit it at a simple level. They combine clipart images and pieces of writing produced with a word processor effectively to improve the presentation of their work.
147. They make effective use of a computer to gather information before inputting it into a computer programme or prepared spreadsheet, to produce a variety of graphs. They analyse data and come to sensible conclusions.
148. Pupils at the upper end of key stage 2 have a good awareness of the use of sensors. They describe and analyse line graphs, which were produced by linking sensors with an appropriate computer programs, intelligently.
149. In key stage 2, pupils make good use of the internet to find information. Pupils at the upper end of key stage 2 are aware of the need to exercise care when making inquiries and to be specific when seeking particular kinds of information.
150. Key stage 2 pupils make effective use of control software to support their work across the curriculum.

Shortcomings

151. There are no important shortcomings.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

152. In key stage 1, pupils' knowledge of the location of their school and village is good. They use a plan of the school to place objects in their correct location, record their journey to school and compare distances effectively.
153. They have a good awareness of the main features of the town of Aberaeron and compare it with the village of Cross Inn.
154. The younger pupils can describe their location on a grid by using co-ordinates. In studying a park, they follow simple instructions such as right, left, forward and back, correctly. By Year 2, the pupils make effective use of the 'Turtle' to carry out similar tasks.
155. In key stage 2, the pupils correctly read Ordnance Survey maps using four figure co-ordinates. They interpret and understand the importance of symbols and a key on a map.
156. They sketch a map to describe a journey within Ceredigion denoting the location of towns and villages.
157. As part of their study of the Aberaeron area, key stage 2 pupils discuss the physical and human features they have observed. They have a good awareness of the availability of seasonal and permanent jobs, and understand the reasons for them. They compare some of the characteristics of Aberaeron with those of the village of Cross Inn.
158. They make effective use of a good range of secondary sources, such as Ordnance Survey maps, atlases and the internet, to support their work.
159. Photographic records, classroom displays and pupils' previous work in both key stages, show that educational visits to a farm, to the town of Aberaeron, to the seashore and to the site of a wind farm, have reinforced their understanding of the features and differences between the different locations.
160. As part of their study of a wind farm at Cwm Rheidol, key stage 2 pupils have been considering the environmental advantages and disadvantages of this development. The pupils' ability to come to conclusions and to form opinions is good.

Shortcomings

161. There are no significant shortcomings.

Music

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good and outstanding features

162. In key stage 1, pupils sing a variety of songs from memory and the quality of their singing is good.
163. They use a range of untuned instruments and identify a number of them by using their names. The vast majority maintain regular beat and repeat a musical pattern correctly.
164. They compose simple pieces of music using a suitable computer programme. The more able pupils evaluate their own work and discuss ways of improving their compositions.
165. They listen carefully to music by famous composers and respond effectively by producing pictures and patterns of good quality.
166. Key stage 2 pupils sing a wide repertoire of unison songs, including Welsh folk tunes and some tunes from other countries. They sing simple part songs, such two part songs and rounds, paying appropriate attention to dynamics and pitch. They maintain a rhythm very well and are disciplined and accurate when performing.
167. They use instruments effectively to produce a variety of sounds and to create a sense of atmosphere. They discuss their work confidently showing that they have a knowledge and understanding of musical elements.
168. Throughout the school, pupils make good progress in using computer programs to compose music. By key stage 2, they evaluate their own work, offering musical reasons, such as improving texture, tempo and dynamics to justify changes.
169. They listen to a wide range of well-known music and music by famous composers. When discussing these compositions they can identify the various instruments by the sounds they produce.

Shortcomings

170. There are no important shortcomings.

Religious Education

Key Stage 1 - Grade 1: Good with excellent features

Key Stage 2 - Grade 1: Good with excellent features

Good and outstanding features

171. In both key stages, pupils are familiar with a good range of Bible stories. They all understand that the Bible is the Holy Book of Christians and differentiate between the Old and New Testaments.
172. The younger pupils discuss the efforts and sacrifices made by Mari Jones as she walked to Bala to acquire a copy of the Bible in Welsh. Older pupils discuss and retell the story of William Morgan translating the Bible into Welsh.
173. When acting and retelling the parable of the Good Samaritan, the pupils intelligently discuss the characteristics of a good friend and show that they have a good understanding of Christ's teachings about loving each other and caring for others.
174. After visiting a church, a synagogue and a mosque, the pupils describe the features of these places of worship and understand that there are different methods of worshipping. They show respect and tolerance towards other religions.
175. Pupils across the school have a good understanding and knowledge of the customs and rituals of the Jewish religion. They intelligently discuss the significance and purpose of the numerous artefacts they study. This work has excellent features.
176. Throughout the school, pupils' understanding of principles such as friendship, caring for others and sharing, is very good. They discuss and record methodically their ideas about concepts such as 'forgiveness' and 'thanksgiving'. By contributing regularly to humanitarian charities, the pupils become familiar with the idea of belonging to a world wide community.

Shortcomings

177. There are no shortcomings.

The school's response to the report

178. The staff and governors have considered the results of the inspection and have come to the conclusion that they are a fair reflection of the school's work. The inspector's judgments and observations are largely consistent with the school's own judgments and observations. Further development and improvement will follow as we implement the recommendations made.
179. The inspection was thorough and expansive, and reflected the team's thoroughly professional approach. Care was taken to form balanced and consistent judgments, and time allocated to the gathering of further evidence to confirm judgments where necessary.
180. The inspection acknowledged extremely positive aspects relating to pupils' attitudes, behaviour and their involvement in their learning. In addition, the care provided to support the curricular provision is acknowledged. The skills and dedication of our staff and the care and skill of the support staff receive appropriate recognition.
181. The focus on standards and achievement clearly identifies the aspects in which we do well and those requiring further attention. Developing strategies for the Welsh language, developing a self-evaluation system and making further efforts to appoint a full governing body are some of the issues identified. They are all matters we feel we can deal with.
182. The staff and governors will ensure, wherever possible, that steps will be taken to implement the recommendations during the current academic year.
183. In Ysgol Gymunedol Llanllwchaearn we take pride in our children and in our achievements. We have sought to achieve an objective view of our school on the basis of our new self-evaluation procedures. The inspection has made a significant contribution in acknowledging our strengths and in clearly identifying the aspects which need to be improved.

Appendix A

Basic information about the school

Name of school	Ysgol Gymunedol Llanllwchhaearn
Type of school	Community
Age range of pupils	4 to 11 years
School address	Cross Inn Cei Newydd Ceredigion
Post code	SA 44 6NG
Phone Number	01545 560687

Head	Heather Kelly
Date of appointment	1989
Chair of Governors / Appropriate authority	Dafydd Ieuan Jones
Registered Inspector	Jean Marshall
Dates of inspection	8 - 10 March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	8	3	5	4	3	3	5	33

Total number of teachers			
	Full time	Part-time	Full time equivalent (fte)
Number of teachers	1	2	2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil : adult (fte) ratio in nursery classes	
Pupil : adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	16
Teacher (fte) : class ratio	16:1

Percentage attendance for three complete terms prior to inspection				
Term	D	KS1	KS2	Whole school
Autumn 2003	87%	93%	90%	90.0%
Spring 2004	90%	89%	90%	90.0%
Summer 2004	91%	92%	96%	93.0%

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to the inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Result	Number of pupils in Y2	4
Because the number of pupils eligible to be assessed at the end of Key Stage 1 was less than five, a synopsis of this information is not included		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results	Number of pupils in Y6	7
Because the number of pupils eligible to be assessed at the end of Key Stage 2 was more than four but less than 10, only general performance indicators 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	86%	In the school	85%
In Wales	71%	In Wales	72%

Appendix D

Evidence base of the inspection

The inspection was carried out over a period of two and a half days by a team of three inspectors, including the registered inspector, team inspector and lay inspector. The head of the school worked with the team in her role as nominee. During this period:

- 20 sessions were inspected, with the time being shared fairly equally between classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils' knowledge and understanding of the work they had completed was examined;
- the vast majority of the pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- an analysis of the school's policies and plans was carried out, including the teachers' long and short term planning;
- the attendance registers, pupils' records and the teachers' assessment notes were examined;
- detailed attention was given to the school's financial documentation;
- formal meetings were held with the governors before and after the inspection;
- a pre-inspection meeting was arranged for parents and was attended by 12 of them; 14 parents' questionnaires were received and analysed.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 Welsh, Music, Religious Education
Trebor Roberts (Team Inspector)	Key questions 2, 3 and sections of 4 Mathematics, Information Technology, Geography
Marian Donavan (Lay Inspector)	Contributing to questions 3, 4, and 7
Heather Kelly	School's nominee

Contractor Cwmni CYNNAL
Technology Centre
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

The inspection team would like to thank the governors, staff, pupils and parents of the school for their ready co-operation throughout the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Gymunedol Llanllwchaearn
Cross Inn
Llandysul
Ceredigion
SY44 6NG**

School Number: 667 / 2292

Date of Inspection: 8 – 10 March 2005

by

**Jean Marshall
W190/78668**

Date: 13 May 2005

Under Estyn contract number: T/127/04P

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

The inspection of Ysgol Gymunedol Llanllwchaearn took place between 8 and 10 March 2005. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

Nature of the provider

1. Llanllwchaearn Community School is located in the village of Cross Inn near New Quay in Ceredigion. Most of the pupils live in the rural village of Cross Inn or in close proximity, although a substantial percentage [36%] come from outside the school's catchment area. Children are admitted to school on a full-time basis at the beginning of the term following their fourth birthday. During the inspection, there were 33 pupils on the school register.
2. Although the vast majority of pupils (88%) come from homes where English is the main language of communication, according to the school, 78% speak Welsh fluently. The school is a designated bilingual school. Welsh is the main medium of teaching and learning in key stage 1 and Welsh and English in key stage 2.
3. Five of the pupils (15%) have been identified by the school as having special educational needs and two of them have statements of special educational needs. The percentage of pupils (3%) entitled to receive free school meals is significantly lower than the average for Ceredigion and Wales.
4. Key stage 2 pupils are taught by the head and key stage 1 pupils and the children under five by two assistant teachers who share a full-time post. The head was appointed to her post in 1989 and the school was last inspected in June 1999.

The school's priorities and targets
--

5. According to the Development Plan, the school's priorities for the year 2004 - 2005 are:
- raising standards in science, with an emphasis on scientific enquiry;
 - developing pupils' ability to work independently;
 - improving assessment arrangements in the key subjects;
 - carrying out a review of the provision for Personal and Social Education;
 - monitoring the school's resources;
 - monitoring pupils' bilingual abilities.

Summary

6. The inspection team judged the school's work as follows:

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

Standards

7. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7%	74%	19%	0%	0%

8. The general quality of the provision for children under five is appropriate to their needs, and they make good progress in relation to the Desirable Outcomes for Children's Learning.

9. In key stage 1 and key stage 2, standards in the subjects inspected were judged to be as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	3	3
Mathematics	2	2
Information Technology	2	2
Geography	2	2
Music	2	2
Religious Education	1	1

10. The children under five make appropriate progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology.

11. The pupils with special educational needs make good progress both educationally and socially. They complete the tasks set for them.
12. In key stage 2, pupils' standards and progress in the key skills of speaking and listening, and in reading and writing across the curriculum in English are good. Although the large majority of pupils in both key stages make appropriate use of Welsh in a good range of areas across the curriculum, a significant number of them are not confident or fluent in their use of either oral or written Welsh.
13. In both key stages, pupils make consistent and effective use of their numeracy and information technology and communication skills in the various subjects.
14. Although pupils in both key stages make good progress in their knowledge and understanding of the Cwricwlwm Cymreig, pupils in key stage 2 are not familiar with a sufficiently wide range of the literature and poetry of Wales.
15. Pupils throughout the school behave well and they have a clear understanding of what is expected of them. Standards of behaviour and pupils' attitudes are an excellent feature of the school
16. Some parents' practice of removing their children from school to take them on holiday during term time has a negative effect on the school's attendance figures. The average attendance for the three terms preceding the inspection was 91%, which is slightly lower than the percentage for Ceredigion and Wales.

Quality of teaching and training

17. In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

18. The percentage of lessons where the standard of teaching is grade 3 or better is higher than the 95% target set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 75% set by the Welsh Assembly Government.
19. Teachers maintain a good working relationship with pupils in the classes, and their provision for ensuring that equal opportunities are offered to all pupils is excellent. Lessons are well planned and clear teaching objectives are identified and shared with pupils. Teachers' use of relevant artefacts in lessons is an excellent feature which enriches the pupils' learning.

20. The school's procedures for assessing and recording pupils' progress are good and conform in full with the statutory requirements. The annual reports to parents are of good quality.
21. The school responds well to pupils' learning needs. The curriculum is broad and balanced and meets the statutory requirements. The teachers' schemes of work give consideration to the requirements of every subject and ensure that there is continuity and progression in the experiences provided for pupils. These arrangements have a positive effect on standards of achievement.
22. The school's partnership with parents is good. The vast majority of parents are supportive of the work of school and the staff's efforts. The information provided in the school handbook does not conform in full with the statutory requirements. The Friends of the School committee works hard to raise substantial sums of money to support the work of the school and to promote community activity.
23. The school has a homely and positive atmosphere and a caring ethos. The quality of the care, the support and the guidance provided for pupils is excellent.
24. The provision for pupils with special educational needs is good and conforms with the requirements of the Code of Practice.

Leadership and management

25. The leadership provided by their head in terms of values and expectations is an excellent feature of the school.
26. Despite every effort, the school has not succeeded in appointing a full governing body. Although the governors appointed are very supportive of the school, their role in terms of setting a strategic direction for the school and monitoring the quality of its provision has not been adequately developed. Neither the governor's report to parents nor the school prospectus includes all the information required by statute.
27. Although a good number of procedures have been established for evaluating and improving quality and standards, as yet the school's self-evaluation process has not developed adequately enough to have a direct effect on the quality of the educational provision and pupils' standards of achievement. The links between the targets that arise from the self-evaluation process and the priorities identified in the School Development Plan are not sufficiently close.
28. Careful consideration has been given to the key issues identified in the last inspection of the school. The progress made is generally good.
29. The school's staffing is adequate and the teachers are qualified to teach every aspect of the curriculum. The special educational needs assistant and the specialist teachers who visit the school regularly do their work well in supporting the pupils and in co-operating with the teachers.

30. The pupils are taught in two classrooms. The school has no hall, staff room, office or room where an assembly can be held. Despite these difficulties, the teachers succeed well in fulfilling the vast majority of the requirements of the National Curriculum.
31. The toilets, which are of good quality, are located outside the main building and there is no separate toilet for the staff. This situation is unsatisfactory.

Recommendations

In order to improve, the school needs to:

- R1. continue to develop strategies to improve standards in Welsh in both key stages;
- R2. further develop its self-evaluation system so that the process leads to detailed school development plans and to improvements that can be measured;
- R3. continue with its efforts to appoint a full governing body and to develop its role in evaluating the quality of the school's work;
- R4. ensure that the school's documentation meets all the statutory requirements;
- R5. continue to hold discussions with the Local Education Authority in order to try to improve the buildings and facilities for the staff and pupils.

The governing body is responsible for modifying its current development plan to include all the steps that are to be taken to respond to the recommendations within a period of 45 working days from the day on which the school receives the report. This will need to show what action the school intends to take to deal with the recommendations. This plan, or a synopsis of it, will be distributed to all the school's parents.