

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

**Ysgol Gynradd Gymunedol Llannon
Stryd yr Ysgol
Llannon
ABERYSTWYTH
Ceredigion
SY23 5HX**

School number: 667 / 2293

Date of Inspection: 28 - 30 June, 2004

**BY
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Registered Inspector: W264 / 16360
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under ESTYN contract number – T/222/03P**

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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 Gynradd Llannon, which is maintained by Ceredigion Education Authority, is located in a pleasant spot on a rise in the village. It is a community school and the great majority of the pupils come from the village, with a small number from the neighbouring area. There has been a substantial decrease in the number of pupils on roll over recent years and by now there are 27 registered; there is only one child under five at the school. Since September 2003, two full-time teachers and one full-time classroom assistant are employed at the school.

The school states that, on the whole, pupils come from backgrounds that are neither privileged nor underprivileged; currently, no pupil is eligible for free meals. A little over one third of the pupils come from Welsh-speaking homes.

The pupils represent the full range of ability; 37% of the pupils, a high percentage, are on the Special Educational Needs [SEN] register.

The present head has been in post since 1993.

The current School Development Plan [SDP] notes the following main development priorities:

- to further develop the school's self-evaluation processes and procedures;
- to further develop the school's monitoring processes;
- to continue with the mental mathematics skills project and further develop the English spelling project;
- to establish and maintain an after-school games club (tennis in the summer term).

The school was last inspected in 1998; reference to the main issues noted at the time is made in Section 8.1 of this report.

2. MAIN FINDINGS

Main findings of the report

-
- This school provides a community with a safe and orderly environment for the pupils.
 - During the inspection, pupils' standards of achievement were very good in 14% of the lessons observed, good in 41% and satisfactory in 45% of them. No unsatisfactory standards of achievement were seen in any lesson during the inspection.
 - Since there is only one child under five years of age in the school, there is no report on standards of children under five in this report. The educational provision for children under five has some shortcomings but there are indications that these can be rectified.

- At KS1 and KS2, pupils' standards of achievement in the different subjects are as follows:

SUBJECT	KS1	KS2
Welsh	Oracy – satisfactory; Reading – satisfactory; Writing – satisfactory	Oracy – satisfactory; Reading – satisfactory Writing – good
English	-	Oracy - good; Reading - good; Writing – good
Mathematics	Good	Good
Science	Satisfactory	Very good
Design and Technology	Satisfactory	Very good
Information Technology	Satisfactory	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Unsatisfactory
Music	Satisfactory	Good
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Very good

- In 2004, in comparison with similar schools, teacher assessment results at KS1 were higher than national results in mathematics and science, but lower in Welsh. At KS2, the school's results in the NC statutory tests were lower than national results in the four core subjects.
- The school provides the pupils with consistent opportunities to practise the key skills across the curriculum. They take good advantage of experiences in history, art and religious education, for example, to gather information on individuals in books and from the Web and to apply that knowledge. A specific feature of these experiences is the manner in which they search for information in English and use the information through the medium of Welsh. They have many beneficial experiences, specifically at KS2, to develop numeracy skills very well when handling data in mathematics, science and geography. They regularly develop their ICT skills in their response to relevant tasks in mathematics, science and history.
- The quality of the teaching was good or very good in 64% of the lessons observed, and satisfactory in 31% of them. One lesson was observed where the teaching was unsatisfactory.
- Among the features of the lessons where the teaching was very good or good were: a specific focus to the lessons with pupils aware of what is expected from them; the setting of appropriate tasks; effective and purposeful use of resources.
- In the lessons where the teaching was satisfactory, there was a lack of expectation in terms of quality and quantity of work to be undertaken and there was a lack of opportunity for pupils to express themselves orally, to explain, reason or appreciate the achievements of fellow pupils.
- The school is led by an enthusiastic head, who has a positive vision and is effectively assisted by a committed governing body. They manage finances in an efficient manner.

- The pupils respond courteously and behave well; they co-operate well with each other, within and outside the classroom. The activities associated with the School Council contribute well to their personal and social development. They contribute to good causes when they have the opportunity and involve themselves enthusiastically in the activities of the local community. They respond well to school procedures to ensure racial equality.
- Pupils' spiritual development is satisfactory. On occasion, assemblies lack a sufficiently devotional ethos.
- The parents are supportive of the school, and are very ready to participate in its activities and to help when asked. The school's partnership with the community, other schools and relevant institutions is very good and promotes pupils' development and standards of achievement.
- The school's partnership with industry is good, and pupils have experiences that deepen their awareness of the world of work and business.
- An appropriate, balanced curriculum is provided for the pupils throughout KS1 and KS2 and it is presented through a series of themes. The curriculum is enhanced by a variety of extra-curricular activities, including inter-school sports. The homework that is set further contributes to pupils' standards of achievement.
- The school's provision for pupils with SEN is good; a strong element of task differentiation characterises the provision at KS2. Effective support is regularly provided for small groups or individuals; on occasion, the activities provided do not meet the specific needs of individuals.
- The quality of self-evaluation for improvement operated at the school is satisfactory; some effective work has been undertaken in evaluating the quality of the provision and standards in the subjects. History has already been evaluated as a cross-school subject. As yet, the role of curriculum co-ordinators has not been developed sufficiently to allow them to evaluate the teaching and learning and the standards of achievement in the other subjects.
- The school has made good progress in responding to the key issues noted in the previous inspection. A detailed action plan was prepared and there has been a successful and effective response to the five key issues. Specifically, standards have been raised in a good number of subjects and effective schemes of work have been prepared in the curricular areas.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement across the school were satisfactory or better in all the lessons observed, including 14% where the standards of achievement were very good, and 41% where the standards were good. No lessons were observed where standards of achievement were unsatisfactory.

- Since there is only one child under five in the school, there is no report on standards.

- Standards of achievement are very good at KS2 in science, design and technology and religious education.
- At both key stages, standards are good in mathematics, history and geography and, at KS2, standards are also good in written Welsh, in English, IT and music.
- At KS1, standards are good in religious education, while standards are satisfactory in Welsh oracy, reading and writing, in science, design and technology, IT, art, music and physical education.
- At KS2, standards in Welsh oracy and reading, and standards in physical education are satisfactory, while standards in art are unsatisfactory.
- At KS1, teacher assessments of pupils' achievement in the NC core subjects in 2004 are lower than the national averages in Welsh, but higher in mathematics and science.
- At KS2, pupils' results in NC assessments in 2004 are lower than the national average in all core subjects, and have been lower than national figures over recent years.
- Comparison with similar schools at KS1 shows that the percentage of pupils gaining Level 2 or higher in 2004 is lower than the median in Welsh, but higher in mathematics and science.
- The percentage of Y6 pupils attaining Level 4 or higher in the core subjects in the 2004 NC assessments is lower than the median when compared with similar schools.
- Pupils with SEN make good progress on the whole.

3.2 Standards achieved in the key skills

Standards in the key skills across the curriculum are good. Through a good awareness of the key skills in the planning work, pupils take advantage of regular opportunities to foster their key skills across the curriculum.

- At both key stages, pupils listen well. KS2 pupils specifically display literacy skills by gathering information from original sources, from books and from the Web as they study aspects of history; they produce imaginary dialogues on behalf of historical characters; in art, they use the specific terms presented to them in their clay modelling work. Skills in both languages are being fostered when pupils research sources in English and translate into Welsh as they record the work.
- Pupils' oral skills are not sufficiently developed, as they participate in cross-curricular experiences.
- Pupils' numeracy skills are being fostered very well at both key stages through the regular use they make, in subjects such as design and technology, science, history and geography, of accurate measurements, the gathering and analysis of data and the discussion of time-lines.
- In history and art, KS2 pupils demonstrate a number of IT skills well by using suitable programs in activities such as creating 'Wanted' posters for criminals, producing computerised images of local buildings and searching web sites for famous artists. In mathematics and science, they show competence in handling data by means of various graphs.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The staff know the pupils very well and there is a good relationship between the pupils themselves, and with their teachers and other adults.
- Pupils' moral development is very good. They have a very good awareness of the difference between right and wrong, and they show respect to their peers and towards adults. They make a worthy contribution to good causes.
- The school conforms to statutory requirements through daily corporate worship. These sessions contribute well towards pupils' moral and social development, but a devout and reflective ethos is not always successfully created in the services.
- The pupils are very ready to participate in all school activities. By KS2, they co-operate effectively, undertaking responsibility and showing initiative.
- Although the school has no specific plans for developing personal and social education, appropriate consideration is given to the requirements of the Framework when introducing different activities throughout the school.
- Through membership of the School Council, valuable opportunities are ensured for the pupils to express their opinions and to make decisions.
- The school is an important part of the community. Pupils contribute well to the local culture through public performances in services and concerts.
- There is a clear emphasis on introducing the pupils to Welsh cultural traditions by holding an annual school *eisteddfod* and through the competitive and residential elements of Urdd activities. They also respect the variety and richness of other cultures.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school has sound values, supported by a very good range of policies and clear guidelines.
- Pupils' attitude to work is very good. They are able to concentrate on their work with little fuss, not only as individuals but also when required to contribute and co-operate with each other. These aspects have a good effect on standards.
- Pupils are polite and respectful towards their teachers and visitors to the school and friendly towards each other. In addition, the older pupils are mature and responsible in their reactions and in their care for younger pupils.
- During the inspection, there was no evidence of bullying or inappropriate behaviour. The school's social inclusion is very good.

4.3 Attendance

Pupil attendance levels are good.

- The school has policies and procedures that are effective in promoting and maintaining attendance levels. The current level across the school is slightly higher than the level during the previous inspection.
- Registers are appropriately marked, and the letters and messages from parents explaining absences are also kept. There are few instances of unauthorised absences.
- Punctuality during the day is very good and ensures an unflustered start to the school day and to the lessons and activities during the day.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

- 22 lessons were observed during the inspection. The quality of the teaching was good or very good in 64% of them and satisfactory in 31%. Unsatisfactory teaching was seen in 5% of the lessons.
- Where the teaching was good or very good, lessons had definite aims and teachers' knowledge of the subject was sound. Useful activities were planned that challenged the pupils to think and reason. In classes with a wide age and ability range, it was clear that tasks were differentiated to match pupils' abilities and maturity. Resources were being used effectively for learning.
- In the lessons where the teaching was deemed to be satisfactory, no definite learning objectives were shared with the pupils and there was no brief session to sum up understanding and achievement at the end of the lesson. In several of these lessons, there were a number of reticent individuals who were not sufficiently challenged to respond orally. On occasion, not enough was being achieved during the lesson, and at times opportunity was missed to explain the understanding or appreciate the achievements of other pupils.

5.2 Assessment, recording and reporting

The arrangements for assessment, recording and reporting are good and conform to the NC statutory requirements.

- The school has an appropriate and suitable policy for assessment.
- Detailed assessments are made in all curriculum areas. Examples of pupils' work are kept, together with a detailed analysis of content, and the levels are noted together with the steps that need to be taken to improve the work. The records of pupils' achievements are thorough and accurate.

- In a substantial majority of subjects, assessment is a key element of the short term planning.
- The school analyses the NC assessments and internal assessments regularly and uses the findings to set targets that will help to improve pupils' performance.
- Assessments of the achievements and progress of the children under five meet the requirements.
- The school has effective arrangements for the assessment of the work of pupils with SEN. These assessments are accurate and fully conform with the Code of Practice for SEN.
- Pupils' work is marked regularly but the comments made on pupils' written work do not always give sufficient guidance on how to improve the quality of the work.
- The annual reports to parents are detailed and useful, and provide relevant information and opportunities for parents to offer comments. The quality of the reports is very good and the parents are happy with the provision.

5.3 The curriculum

The school curriculum is broad and balanced and of good quality.

- The curriculum fully meets the statutory requirements, satisfies individual needs and ensures equal access for all pupils.
- The curriculum is organised on the basis of a series of themes over two years. The schemes of work are of good quality, being systematic and clear, and easy to use.
- Included in the long-term schemes of work are appropriate guidelines for developing key skills.
- An effective curriculum is planned for children under five but these plans are not implemented consistently.
- Homework is set regularly, ensuring a variety of tasks. The school ensures an opportunity for parents to comment on the work by providing an useful booklet which the pupils take home.
- The extra-curricular activities, which include various inter-school games, the school eisteddfod and residential courses in the Urdd Camp at Llangrannog enhance the curriculum.

5.4 Support, guidance and pupils' welfare

The quality of the support, guidance and welfare offered to pupils is very good.

- The governing body has adopted a wide variety of management policies on support, guidance and pupils' welfare and these are purposefully implemented by the staff.

- The school is a congenial community where pupils feel confident to ask for help when required. Parents are very appreciative of this aspect.
- The school has an appropriate policy for children's safety and every member of staff is aware of the appropriate steps to be followed when protecting children against abuse.
- The school takes suitably appropriate steps to ensure pupils' health and safety in all aspects of school work. The statutory requirements for sex education are met.
- A School Council has been established, which ensures sufficient opportunities for pupils to express their opinions and make decisions on aspects of school work.
- Both teachers have a current qualification in First Aid.
- Appropriate arrangements have been adopted to ensure equal opportunities, pastoral care and racial equality for all pupils in all aspects of school work.

5.5 Provision for pupils with special educational needs [SEN]

The provision for pupils with SEN is good.

- Nine pupils have been identified as being in need of additional attention; there is no pupil who has a statement of SEN.
- School policy and procedures conform fully to the requirements of the revised Code of Practice.
- The Individual Education Plans [IEP] prepared for pupils on the SEN register denote the appropriately specific targets and the steps for implementing them.
- The school employs an additional teacher for one morning every week to teach groups and individuals with SEN. Although the provision made for them is usually appropriate, the help and guidance provided for these pupils in these sessions do not always match the specific needs of individuals, and the best use is not made of the additional time available to them.
- Because of the small number of pupils at KS1, appropriate additional attention is ensured within ordinary lessons. At KS2, appropriate and relevant differentiated tasks are planned in the lessons, and pupils with SEN receive very good support from the teacher and the classroom assistant.
- Pupils with SEN are ensured access to a broad and balanced curriculum.
- The designated governor with specific responsibility for SEN is familiar with the school's procedures and carries out the role conscientiously.

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

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

- Parents clearly appreciate the school's efforts for their children, and they give the school every support, including help during school visits. Their trust in the school is apparent and solid, and the questionnaires that they completed testify to their support.
- The contribution of the Parents', Friends' and Teachers' Association in raising money for school funds is valuable. The Association also works effectively in enhancing the social element between the school, the parents and other members of the community who show an interest in the work of the school.
- The quality and consistency of the communication, whether by letter, by reports or by meetings, is very good, and fully meets parents' expectations. All of this is confirmed by an effective Home-School agreement, signed by all parents. The Parents' Handbook is an acceptable and useful document; however, it includes no reference to access facilities for the disabled.
- The school is an important institution in the village and the area, and pupils are encouraged to appreciate and contribute to communal activities, such as concerts, services, charities, fairs and sports. There are also good links with the church and chapel, and the local vicar visits the school every fortnight to conduct services.
- The links with the area's other primary schools are good, with inter-school games being a feature of the relationship. There is a strong element of co-operation between teachers within the Aeron area schools, specifically in the preparation of schemes of work. The arrangement for the transfer of Y6 pupils to the secondary schools, mainly to Ysgol Uwchradd Aberaeron, is also good.
- LEA support for the school is good with ready assistance provided through its officers. In addition, the links with other institutions, such as the police, the library service and *papur bro*, are good.
- Students from the secondary school and from Coleg Ceredigion take advantage of work experience at the school and also, on occasion, teachers in training from the University of Wales, Aberystwyth.

5.7 Partnership with industry

The partnership with industry is good.

- The school has a clear policy and structure for this partnership, and it is developing well. Pupils' awareness of the world of business and work gives rise to a number of activities. Examples of this include the way the School Council discusses the profit from the Easter Fair, and also their awareness of the savings club administered in the school.

- The curriculum has been enhanced through the links with Gyrfa Cymru, specifically the workshop jointly arranged with Ysgol Aberaeron. This project has given rise to effective work in mathematics. At KS2, pupils' awareness of the history of business and industry in the area and beyond is good, and is being augmented by a study of the tollgates and transport in the past.

6. MANAGEMENT

6.1 Quality of self evaluation and planning for improvement

The quality of self-evaluation for improvement is satisfactory.

- The school is currently adopting a system recommended by the LEA for establishing a procedure that will assist in the self-evaluation of pupils' standards of achievement in the subjects, as well as the quality of a number of whole-school aspects.
- Curricular responsibilities have been denoted for the teachers. To date, their duties have not included lesson observation in order to evaluate the teaching and learning.
- Already steps have been taken to record and analyse the aspects of self-evaluation that have been undertaken, and a report has been produced summarising the position in history as a subject throughout the school.
- No observations have been recorded on other subjects and other subjects have not been evaluated by subject co-ordinators.
- The priorities noted in the SDP are not directly related to the findings of the self-evaluation process.

6.2 Leadership and efficiency

The quality of leadership and efficiency at the school is good.

- The head provides good leadership that ensures a clear direction for the work of the school.
- The school has definite objectives and values, including a commitment to equal opportunity, and these are reflected in its work.
- The leadership provided by the governors is sound. Members know the school well and take an active role in its development.
- Financial resources are managed efficiently and effectively. Although a significant sum of money appears as balances in the school budget, a high proportion has already been spent and there are firm plans for the remaining sum.
- The school's general administration and organisation are good.

- The SDP is a comprehensive document that provides an evaluation of the previous plan and outlines what needs to be done to maintain and improve standards over the next three years.
- The role of the school's curriculum co-ordinators has not yet been developed sufficiently.
- The governors' annual report to the parents fully conforms to the current requirements of the National Assembly government.

6.3 Staffing, accommodation and teaching resources.

In general, staffing, buildings and learning resources are very good.

- The staff have appropriate qualifications. Effective and efficient use is made of them through the sharing of responsibilities.
- An additional teacher is employed one morning every week to attend to pupils with SEN. A part-time teacher is employed over a specific period to teach art to KS2 pupils. These sessions reinforce the teachers' work and enhance the curriculum.
- The classroom assistant helps pupils with SEN and lightens the teachers' load by undertaking administrative responsibilities. Her contribution to the school is very valuable.
- Appropriate job-descriptions are in place for all members of staff.
- The teachers have attended a good range of training courses to up-date their skills. In several instances, the continuing professional development has had a positive effect on standards in the school.
- The building is spacious and the number of classrooms generous for the number of pupils on roll. The school is kept very clean and tidy, both inside and outside.
- There are sufficient learning resources for all curriculum areas and they are, on the whole, in good condition.
- There is good library provision at the school, which allows access to an appropriate range of books by pupils and staff. ICT resources are very good.
- The school has no arrangement to ensure access for the disabled.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the children under five

The children under five are taught in the same classroom as KS1 pupils. During the inspection, there was only one child under five in school, and consequently there is no report on standards.

The educational provision for children under five has a few shortcomings but there is evidence that these can be rectified.

Good features

- The school has a policy and suitable scheme of work that meets the requirements of the six areas of learning in the 'Desirable Outcomes for Children's Learning'.
- The child's personal and social development is ensured by giving him opportunities to work regularly with Y1 and Y2 pupils on a variety of experiences.
- Early literary skills are developed by listening to stories, using simple books, practising the accurate formation of letters and tracing the teacher's handwriting.
- The child has regular opportunities to be involved in simple number activities, including matching pictures, comparing measurements and sorting objects.
- Creative skills are developed effectively as he joins KS1 pupils in art and music lessons.
- The individual's knowledge and understanding are developed by participating in history, geography and science lessons and by ensuring regular opportunities to make use of the computer.
- The physical development of the under-five child is good as he joins KS1 pupils in physical education lessons, playing with large apparatus in the hall and on the yard, and by handling small equipment for colouring and writing in class.

Shortcomings

- Because the child under five works within the framework for the NC programmes of study for KS1, he is expected to be sitting still for periods that are too long, and to be involved in inappropriate tasks.
- Play experiences have not been planned and structured sufficiently in order to extend the child under five's basic skills and ensure that his needs and development levels are satisfied.
- Insufficient opportunities are provided for the individual to co-operate with other children and adults in purposeful and varied play activities, in order to promote communication skills and further independence and responsibility.

Welsh

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

Good features

- At KS1, pupils can listen well to presentations and respond satisfactorily to questions and instructions.
- The majority of pupils read narrative material satisfactorily, and can discuss what they read effectively.
- The pupils can produce satisfactory pieces of work to meet a number of purposes; they join sentences and vary them in producing portraits, describing an imaginary scene and completing a questionnaire. They can label objects and specific parts of devices in technology. They use their writing skills satisfactorily in other subjects, such as history and geography.
- At KS2, a minority of pupils talk confidently, listening to the teacher's instructions and to the contribution of others, and offering comments when reasoning and discussing. They respond politely when talking to visitors.
- Standards of reading aloud are satisfactory, with a good number coping fairly easily with the texts. They can respond to the contents of stories they read appropriately, discussing characters and plot effectively. Some pupils show a liking for factual books and they understand well how such books 'operate'.
- A good number of pupils produce extended pieces, incorporating a variety of written forms. They respond with understanding to chapters from a novel, write a thank-you letter and create dialogues in the appropriate register. They compose interesting stories, both factual and imaginative. They can convey humour, on occasion, in their written pieces.
- They produce acrostic poems of satisfactory quality.

Shortcomings

- A significant number of pupils at both key stages have not developed their conversational and discussion skills sufficiently, and are reticent in the class when responding to other individuals. Usually, they will respond to a question or instruction, rather than offering comment voluntarily.
- At KS1, the reading of a number of pupils is syllabic, word-by-word. They do not convey meaning or colour their expression effectively and do not know about familiar terms such as 'awdur' (author).
- Pieces of writing, even by the more able pupils, are very short; they do not sustain ideas sufficiently in their writing.
- At KS2, a significant number of pupils' knowledge of vocabulary related to books is deficient; their expression when reading is monotonous and they do not modulate or convey meaning effectively.
- A small number of pupils show elementary deficiencies in spelling and mutation skills.

English

Since this is a Category A school, English is not formally taught at KS1.

At KS2, standards are good in oracy, reading and writing.

Good features

- The ability of a good number of pupils to listen and offer oral comments is appropriate. They show good interest in literary stimuli, responding enthusiastically in a discussion on the subject. They offer ideas enthusiastically and show knowledge of language elements, such as verbs, adjectives and rhyme patterns. They are ready to offer their views on favourite pieces and on characters in fiction.
- The great majority of pupils read with meaning, conveying the tone of the text through their expression and intonation. Some show a firm liking for books and are knowledgeable on authors. They show effective research skills in handling factual books, using the 'contents' and 'index' pages to help with the work.
- The pupils produce pieces of extended work, often based on literary texts, such as novels and poetry, and showing purpose, register and suitable vocabulary. They include portrayals and pieces that retell a favourite section of a story they have read. On occasion, they record their comments as bullet points or in tabular form, specifically when they analyse the texts that they study.
- They create effective poems in metre and rhyme in response to the work of a famous poet, and show creative use of the language.
- The more able paragraph meaningfully and, on the whole, spell and punctuate accurately.

Shortcomings

- Certain pupils within the class lack confidence and are reticent in language sessions.
- Spelling errors impair the quality of written work of a significant minority of pupils.

Mathematics

Standards are good at KS1 and KS2

Good features

- At KS1, the substantial majority of the pupils can solve simple numerical problems accurately, using addition, subtraction, multiplication and division, mentally and on paper. They make effective use of the 100 square in counting forward and backward in different steps.
- Younger KS1 pupils measure the length of objects skilfully using non-standard measures; by Y2, they estimate length with understanding and use standard measures confidently to measure length and mass.

- They recognise and can easily describe the features of two-dimensional [2D] shapes and a good number of 3D shapes and the more able Y2 pupils can recognise and name right angles.
- They recognise all coins and use them confidently to calculate the total cost of a small number of objects. They have a good understanding of how to tell the time using an analogue clock.
- The pupils gather, organise and analyse simple data accurately and record them systematically using pictograph and block graph.
- At KS2, the great majority of pupils handle mental mathematics confidently. They understand well how to use and apply mathematics to solve problems in different contexts, including fractions and decimals.
- The pupils have a sound understanding of place value and their knowledge and understanding of multiplication tables are secure.
- Throughout KS2, pupils handle a good range of different measures confidently. Y5 and Y6 pupils can explain with understanding how to calculate perimeter and the area of shapes using simple formulae.
- Y3 and Y4 pupils describe the features of 2D and 3D shapes correctly. By Y5 and Y6, they draw angles precisely to the nearest degree.
- They gather data in different contexts, organise and analyse the information carefully and record it skilfully using a good range of different types of suitable tables and graphs. They work with precision in drawing the graphs, on paper and computer, and they show sound understanding of scales.

Shortcomings

- A small minority of pupils are unsure of mathematical terms in discussing shape and measures.

Science

Standards are satisfactory at KS1 and very good at KS2.

Good features

- At KS1, the youngest pupils describe and classify different materials simply using appropriate vocabulary. They can name the materials of different objects and identify correctly which materials can, or cannot, be changed.
- KS1 pupils understand that ‘pulling’ and ‘pushing’ are forces. In investigating how the height of a slope affects the distance a model car travels, they ask relevant questions and predict with understanding. They come to an appropriate conclusion and express it orally at the end of the investigation.
- When discussing electricity, pupils show a good understanding of safety regulations. They can build and investigate simple circuits that include a battery, wires, bulbs and switches

successfully.

- They understand the sort of food needed by different animals and the type of foods that help to keep human beings healthy.
- At KS2, the pupils undertake a very good range of different investigations related to every aspect of the programme of study.
- When examining the strength of different magnets, Y3 and Y4 pupils are beginning to plan their own investigations and to take sensible decisions. They predict intelligently and have a good awareness of a fair test.
- They use scientific terms relating to forces accurately when discussing and recording their investigations. They record their work systematically in tables and in the form of a block graph.
- The investigative skills of the substantial majority of Y5 and Y6 pupils are very good. In planning an investigation into the effect of forces on different objects, they discuss in detail how to ensure that the test is fair and they make careful and accurate measurements.
- They co-operate effectively as a group, discussing their work with understanding and use appropriate scientific vocabulary. They analyse results carefully and explain their conclusions in detail. The pupils make effective use of scientific apparatus.
- KS2 pupils have a thorough knowledge of materials and their properties. In studying different soils, they use precise, accurate measurements. They understand the need to repeat measurements in some instances.

Shortcomings

- When carrying out investigations, KS1 pupils do not use non-standard and standard measures in coming to a conclusion and do not make sufficient use of charts and block graphs to display the data.
- KS1 pupils do not work with sufficient independence and they do not discuss and understand sufficiently whether their plans are fair or not.

Design and technology

Standards are satisfactory at KS1 and very good at KS2.

Good features

- At KS1, the pupils observe carefully and evaluate different types of 'desk tidy' before designing and making one themselves. They plan simply by talking about their ideas.
- With assistance, they choose suitable materials for the task and mark, cut and glue cardboard and textiles to make the object. They choose suitable finishing methods, including painting and decorating with different shapes.
- In designing a moving vehicle, KS1 pupils examine toy vehicles carefully and prepare a sketch of one, labelling the different parts. They have a good understanding of how simple mechanisms work and they use a building kit effectively to prepare a model of an axle and

wheels.

- At KS2, the pupils undertake a wide range of assignments with a variety of materials.
- Y3 and Y4 pupils confidently tackle the task of designing and making a bag for a specific purpose. First, they research in detail, by looking at examples of different types of prepared bags, and they evaluate them. They consider appearance, purpose and reliability carefully in developing ideas.
- Y5 and Y6 pupils have a sound understanding of methods of reinforcing and strengthening structures. They use the knowledge and skills effectively in designing and making a model of an oil-rig.
- Y3 and Y4 pupils design and make a board game, incorporating an electric circuit. They design the games carefully and the finished products show creativity and imagination.
- In designing and making moving vehicles, Y5 and Y6 pupils measure, mark, cut and shape materials carefully and join the pieces neatly and correctly. They are successful in making the vehicles move by using electrical circuits with switches.
- In designing, KS2 pupils use good quality drawings, labelled systematically and including detailed measurements. Appropriate attention is given to the finish of the products and the completed models are of a high standard. The pupils evaluate their work maturely and suggest improvements.
- KS2 pupils understand and use control technology effectively. Y3 and Y4 pupils use a computer program successfully in order to create and feed instructions to make the screen turtle move in specific directions. By Y5 and Y6, they use a computer program skilfully to feed and store instructions for making traffic lights light up and switch off.

Shortcomings

- KS1 pupils do not undertake a wide enough range of practical tasks or experiment independently in order to develop and practise specific skills and knowledge.
- KS1 pupils do not record their 'design and make' experiences sufficiently by using words, pictures and ICT.

Information Technology

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils control the 'mouse' with increasing skill and use games confidently to reinforce language and mathematic skills.
- They use simple word-processing skills appropriately and make effective use of an art program. They select a border and colour and are successful in importing a prepared picture into their work page.

- KS1 pupils can control the ‘Roamer’ by giving it a series of simple instructions.
- At KS2, pupils make effective use of a word processor together with pictures imported from the Internet and CD-Rom to present their work. They select a design and can change font, size and colour confidently.
- They use a data program effectively to gather, amend and organise information in a good range of different contexts. The data is recorded in the form of block graphs and pie graphs and the pupils produce work of high standard when analysing the results.
- The oldest pupils make effective use of CD-Rom and the Internet to gather information. They understand how a search engine works and use it with facility.
- They make appropriate use of the scanner and digital camera when recording work in different contexts.
- They succeed well in writing instructions to follow a specific path on the screen and to control a set of traffic lights.

Shortcomings

- KS1 pupils do not save and retrieve work on the computer.
- KS1 pupils do not make enough use of the computer for handling information and recording data in the form of simple graphs.
- KS2 pupils do not use e-mail to send and receive messages.

History

Standards are good at KS1 and at KS2.

Good features

- At KS1, pupils can name methods of travel in the past, and they can reason about what hindered or eased movements in different periods, such as present-day dangers because of increasing traffic compared with the road conditions a long time ago.
- They use pictorial evidence from an earlier period effectively to compare and contrast and to reason about the fact that some things are constant from period to period, while others change.
- When studying methods of travel in the past, they can re-arrange pictures and place them according to the class of transport and in chronological order.
- They can name features that are similar and different when discussing a penny-farthing bicycle and a contemporary mountain bicycle.

- At KS2, the pupils have a good understanding of significant events from the past in the history of Wales. They can use evidence from the relevant period to gather information and deepen their understanding. They record in various written forms, including imaginary dialogues, newspaper reports and posters.
- They reason well in tracing the development of methods of travelling on water, showing a good awareness of chronology and change over a period of time. They can research effectively into the history of famous explorers, gathering information and selecting aspects to be recorded.
- The pupils have a good understanding of different historical periods, and they can reason effectively about the characteristics of people's lives and habits from period to period. They can place a number of historical periods in appropriate order.
- They record their perception of a specific period, such as the Age of the Tudors, with understanding, showing knowledge of circumstances and events in the period.

Shortcomings

- At KS1, pupils do not use a variety of ways to record their findings and knowledge.
- KS2 pupils do not themselves question sufficiently nor interpret different trends.

Geography

Standards are good at KS1 and at KS2.

Good features

- At KS1, pupils involve themselves enthusiastically in an activity that includes a discussion of their local area, seeking information and offering sensible ideas.
- They can use a map and an aerial photograph to identify familiar places, including significant buildings and physical features, such as small rivers.
- They know that Llannon is a village and which directions one travels from Llannon to the towns of Aberaeron and Aberystwyth. The more able are familiar with the four points of the compass.
- In examining methods of travel, they can classify types of vehicles, stating which are fast or slow and which are necessary to pay for travelling in them.
- They can follow an imaginary journey incorporating geographical features well, using terms such as 'over', 'along', 'under', 'down'.
- At KS2, pupils show good understanding of the features of their village, are able to recognise significant places on a map and use 4-figure references to locate specific features.
- They are able to record their conclusions about a land survey in different places in their

village, using and analysing data recorded in graphical form. They can express an opinion about the advantages and disadvantages of some places, suggesting how specific facilities could be improved in the area.

- They compare and contrast with understanding the features of their own district with an area in a country that is developing economically. They can reason about what characterises such a country in terms of economic factors, together with the benefits or disadvantages to the country of any possible developments. They are able to gather information skilfully, recording facts systematically.
- They know about the main physical and human features of a specific area in Wales; they can gather and record data on visitors to an area, working capably with atlases in order to complete their recording tables.
- They use sources such as census data for a specific town to analyse trends in population over a period of time and to discuss possible reasons for the changes.

Shortcomings

- KS1 pupils show uncertainty when discussing the concept of ‘right and left’ at the same time as the four points of the compass.
- All too often, the recording work is limited to labelling and colouring a prepared picture sheet.
- At KS2, some pupils do not use correct geographical vocabulary in describing and discussing their work.

Art

Standards are satisfactory at KS1 and unsatisfactory at KS2.

Good features

- At KS1, pupils can glue various materials effectively to create a *collage* of a fish.
- They use paint satisfactorily to paint within a jelly-fish shape.
- They show increasing confidence in handling the equipment they use to create a paint background for their pictures.
- They use a computer program to produce pictures of satisfactory quality.
- KS2 pupils are venturesome when experimenting in response to the challenge set in producing clay articles, and they tackle the activity in a workmanlike fashion. Their ability to explain the processes and to use appropriate terms is good.
- The more mature pupils can discuss the work of famous artists, noticing the significant elements in their work. They use the modern technology confidently to find web sites on the artists and to select specific pieces of information relating to their work.

- They use IT skills satisfactorily to produce images of buildings.

Shortcomings

- KS1 pupils have little ability to use their imagination in order to produce in an individualistic manner.
- They are uncertain of the technique and result of mixing paint.
- At KS2, pupils' experiences and skills in painting, through using their imagination or by observing objects or scenes, are limited.
- Their awareness of the elements of art, such as colour, tone and texture is limited and they do not experiment and create enough with media such as pastels, charcoal and chalk.
- They do not sketch and draw regularly enough to develop their skills in order to produce detailed and accurate work.

Music

Standards are satisfactory at KS1 and good at KS2.

Good features

- At both key stages, the pupils sing a variety of songs to a satisfactory standard.
- KS1 pupils keep beat correctly and imitate a simple rhythm pattern by clapping. They cooperate in a disciplined manner and succeed well in keeping to their part when creating an accompaniment for a simple verse with instruments.
- The great majority are successful in composing a simple tune using three notes.
- At KS2, pupils' knowledge and understanding of musical elements is sound. Every pupil plays the recorder and recognises and reads musical notes fluently. The fact that a significant number of pupils receive individual instrumental lessons reinforces the music lessons and contributes substantially to the achievement of good standards.
- KS2 pupils listen intently to a piece of classical music and describe specific parts, referring to the instruments they hear by name. They evaluate the piece maturely, expressing liking or disliking and giving valid reasons. They can refer to different voices in a piece of music, using correct musical terms in describing the features.
- They work effectively as a group in creating an original interpretation of a simple tune. They use a range of instruments, some tuned and others untuned, skilfully and confidently.
- They are familiar with some famous composers; they can refer to the occasional piece of their work and relate some of their life history.

Shortcomings

- A significant number of pupils at both key stages lack confidence in singing, their diction is unclear and they do not attend appropriately to dynamics and pitch.
- KS1 pupils' ability to listen intently to music and evaluate it simply has not developed sufficiently.

Physical education

A ball-skills lesson was observed in the hall at KS1 and on the yard at KS2. Standards are satisfactory at both key stages.

Good features

- KS1 pupils can use space effectively to warm up at the beginning of the lesson.
- A minority show satisfactory technique in running, jumping and landing.
- They show good development in the skills when controlling and catching a ball as they move around the hall.
- They can co-operate satisfactorily in pairs and in threes when practising the skills.
- KS2 pupils show good control when working as individuals with small balls.
- A minority of pupils succeed in maintaining paired activity when passing, throwing and receiving balls.
- They work satisfactorily in groups of four when practising bat and ball skills.

Shortcomings

- At both key stages, the unsuitable shoes worn by many of the pupils impair the quality of the movements.
- At KS1, the pupils tend to lose control of the ball when disregarding instructions, and make insufficient progress as a result.
- A minority of KS2 pupils are uncertain of the sequence of an activity, and consequently fail to persevere in improving their striking skills.

Religious education

Standards are good at KS1 and very good at KS2.

Good features

- At both key stages, pupils are familiar with a number of Bible stories and they can repeat them accurately.

- Throughout the school, the pupils have a good knowledge of different Christian ceremonies. Following a visit and study of the local church, they can name and describe the main features of the place of worship and they understand the significance of the objects found there and the use made of them.
- KS1 pupils discuss the importance of leaders in their community and understand that Jesus is the leader of the Christian religion.
- At KS2, the pupils have good knowledge and understanding of worship and meditation. By studying the history of Saint Bernadette, they understand the difference between a journey and a pilgrimage and the reasons for undertaking a journey to a sacred place.
- KS2 pupils have a very good knowledge and understanding of the features of religions other than Christianity and they develop respect for, and tolerance of these religions. Following their visit to a synagogue, they have a detailed knowledge of the rites of Judaism.
- By contributing regularly to humanitarian charities, the pupils become familiar with the idea of belonging to a worldwide family.

Shortcomings

- KS1 pupils have scant knowledge of religions other than Christianity.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Six key issues were noted in the report of the previous inspection:

- *Maintain and build on the satisfactory or better standards achieved and respond to the shortcomings noted.*

- *Improve the quality of class planning in the short term and ensure appropriate curriculum guidelines in all NC subjects.*
- *Prepare guidelines for responding to pupils' written work and ensure more effective marking to meet the needs of individual pupils across the school.*
- *Ensure that the worksheets prepared in every class are appropriately differentiated for pupils' age and ability and that they are sufficiently challenging to extend older and more able pupils.*
- *Further improve communication with parents and encourage parents to provide support in the classroom.*

The school has made good progress in relation to these matters; diligent action has been taken to create a detailed and effective action plan.

- Standards of achievement have remained unchanged in some subjects; the standards of achievement have decreased in two subjects, but in the great majority of the subjects standards of achievement have improved.
- The quality of planning is now good, with detailed schemes guiding pupils' experience in every subject.
- A very useful policy document 'Marking – Responding to Children's Work' has been prepared. On the whole, the practices in the classes are consistent with this guidance; on occasion, the marking and response is not used sufficiently to encourage the pupil to improve.
- Specifically at KS2, very successful efforts have been made to prepare tasks according to pupils' age and ability through preparing differentiated worksheets.
- There are good links with parents, who are themselves supportive of the school and its activities.

8.2 Key issues for action

The school needs to:

- improve standards in art at KS2, by attending to the requirements of the programme of study and fostering pupils' skills;
- maintain the good standards and improve the standards in the subjects that are satisfactory by

attending to the shortcomings noted;

- ensure that the provision for pupils under five more specifically meets the needs of individuals;
- further develop the self-evaluation system by following the monitoring time-table, which emphasises the observation of teaching and learning;
- include in the handbook for parents a reference to the arrangements for access for the disabled and to all the statutory requirements noted in Circular 14/01 of the Assembly government.

APPENDIX

School Data

A. Basic information about the school

Name of school	Ysgol Gynradd Gymunedol Llannon
Type	Primary

Age range of pupils	4 – 11
School address	Stryd yr Ysgol Llannon Aberystwyth Ceredigion
Post code	SY23 5HX
Telephone number	01974 202478

Name of head teacher	Miss Hazel Morgan
Date of appointment	January 1993
Chair of governors	Mr L. Lloyd
Registered inspector	Len Jones
Date of inspection	June 28 – 30, 2004

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	4	3	3	8	1	7	27

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

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes	14:1
Average class size : excluding nursery and special classes	14
Teacher : class ratio	1:1

<i>Attendance in percentages for the three terms preceding the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring term	93%	96%	94%	95%
Summer term	94%	93%	95%	94%
Autumn term	89%	97%	95%	96%

Number of pupils excluded during the previous 12 months	0
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C. Results of National Curriculum assessments and public examinations

National Curriculum Assessments KS1: 2004	Total number of pupils Y2: 3
As the number of pupils eligible to be assessed at the end of KS1 was less than five, this information does not need to be included.	

Results of National Curriculum Assessments KS2: 2004	Total number of pupils Y6: 7
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As the number of pupils eligible to be assessed at the end of KS2 was more than four but less than 10, performance indicators only are included

Percentage of pupils who reached at least level 4 in mathematics, science and either Welsh or English

through Teacher Assessment		through Test	
In the school:	-	In the school:	57.1%
In Wales:	-	In Wales:	67.1%

D. The evidence base of the inspection

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

- 22 lessons were observed, dividing the time fairly equitably between the two classes;
- discussions were held with pupils, the head, teacher and classroom assistant;
- pupils were questioned on their knowledge and understanding of the work done;
- a good number of pupils were heard reading in Welsh and English;
- samples of pupils' work were inspected;
- school documentation was examined, including policies, schemes of work and the SDP;
- attendance registers and assessment records were inspected;
- detailed attention was given to the school budget;
- a parents' meeting was held, where 9 parents were present, and 16 parent questionnaires were received for analysis;
- a formal meeting was held with the governing body before and after the inspection.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects [Section 7]
Len Jones	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 6.1, 6.3, 8.1, 8.2	Welsh, English, history, geography, art, physical education
Jean Marshall	Team Inspector	4.1, 5.2, 5.3, 5.4, 5.5, 6.2,	Children under five,

		6.3	mathematics, science, design and technology, information technology, music, religious education.
William Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7	

*The inspectors wish to express their thanks to the school's governors,
head, staff, pupils and parents for their willing
co-operation during the inspection.*