

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

***LLANWENOG VOLUNTARY AIDED
PRIMARY SCHOOL***

***Llanwenog
Ceredigion***

School Number: 667-3317

Date of Inspection: 30 April-02 May 2003

by

Mr D Gwynfor Evans

Registered Inspector

Date: 04 July 2003

Under Estyn Contract Number: CT218/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh 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 Llanwenog is a Voluntary Aided School belonging to the Church in Wales. It is located above Cwm Gwenog about 10 miles from Lampeter and serves the rural area that surrounds it. A school was built on the site as early as 1867. The school provides education for pupils between the age of four and 11 years old. At present, there are 35 pupils on roll including two children of nursery age who attend the school full-time. At the time of the last inspection in autumn 1997, there were 39 pupils on roll. Several changes have been made to the building over the years including a modern extension in 2000.

Welsh is the main medium of the educational, social and cultural life of the school. The school aims to teach all of its pupils to be proficient in Welsh and English by the time they transfer to the secondary school. Approximately one third of pupils come from homes where Welsh is the main language.

The residential area from which the pupils are drawn is described as neither prosperous nor economically disadvantaged. Twenty-three per cent of pupils qualify for free school meals. The school states that it receives pupils that represent the full ability range. There are nine pupils on the special educational needs (SEN) register; one of them has a statement of SEN.

The school's main aim is to create a happy, homely and disciplined atmosphere where pupils can develop to their full potential. Its ethos and values are securely grounded in those related to the Christian Church. The current school development plan (SDP) gives priority to managerial and curricular issues, adding to resources and extending links with external agencies.

2. MAIN FINDINGS

The main findings of the report

- The general quality of the educational provision for children under five years of age is appropriate to their needs. Standards in the six areas are as follows:

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

KS1 and KS2 pupils

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in different subjects of the National Curriculum (NC) are as follows:

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

Standards in key stages across the curriculum

- Children under five make good progress when using their key skills across the curriculum and achieve good standards in language, numeracy and information and communications technology (ICT). In KS1, pupils achieve good standards in Welsh in listening, speaking, reading and writing. In KS2, standards in English are good in listening, speaking and reading and satisfactory in writing. In Welsh, standards in listening and reading are good and satisfactory in speaking and writing. The standard of handwriting and the quality of the presentation of work of a significant minority of KS2 pupils is unsatisfactory. Standards are good in numeracy in KS1 and KS2 and satisfactory in ICT. Pupils' thinking skills are developing well.

Quality of education provided

- The quality of teaching is at least satisfactory, often good and in a few lessons, very good. The quality of teaching of under-fives is good. In lessons observed across the school during the inspection, teaching was very good in 10 per cent, good in 55 per cent and satisfactory in the remainder (35 per cent). Where teaching is good, lessons have clear objectives, work presented earlier is reviewed effectively and work is planned carefully to match pupils' age and ability. There is a good relationship between teachers and pupils and teachers use a good range of teaching techniques effectively. At times, in a few lessons, the teaching is too teacher-centred, the pace of the lessons is too slow and the development of subject skills, particularly in foundation subjects is not sufficiently well-planned.
- The quality of assessment, recording and reporting is satisfactory. There are effective methods of assessing progress and achievement of the under-fives. There are appropriate procedures in place for assessing and recording pupils' achievement and progress in core subjects in KS1 and KS2. Similar methods are not in place for foundation subjects. Although pupils' work is marked regularly, insufficient attention is given to including positive remarks and short-term targets on pupils' pieces of work on a regular basis. Annual reports to parents comply with statutory requirements and include useful information on pupils' progress.
- The quality of the curriculum across the school is good. The programme for children under five promotes the Desirable Outcomes in the six areas of learning effectively. The

curriculum for KS1 and KS2 pupils is appropriate, broad and balanced. The school plans appropriately for the development of pupils' key skills. Work has begun on reviewing schemes of work to respond to Curriculum 2000 requirements and a programme has been arranged to complete the work. Extra-curricular activities, external educational visits and visitors to the school extend and support the work of the school very effectively. Pupils' personal and social development and the *Cwricwlwm Cymreig* are promoted appropriately.

- The attention given to support, guidance and pupils' welfare is good. Teachers are caring, and support pupils well in their school work and promote sound values and attitudes. This is appreciated by parents.
- The provision for pupils with SEN is good. Pupils with SEN receive support which is appropriate to their needs within the class and when they are withdrawn to receive additional attention. Pupils with SEN are identified at an early stage and the individual education programmes are of good quality. Work is co-ordinated effectively and good use is made of external agencies to support the work.
- The partnership with parents and the community is very good. The information provided for them by means of the handbook, governors' annual reports and regular circulars are detailed and comprehensive. The contribution which the school's links with parents and the community makes to pupils' overall development and standards of achievement is very good. The partnership with industry is satisfactory on the whole.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual, moral, social and cultural development is good. Pupils are polite and well-mannered. Their behaviour is good. Sound attitudes and values are promoted and considerable emphasis is given to developing pupils' responsibility for others and for the environment. Pupils' social skills are well-developed through the variety of extra-curricular experiences provided for them. Pupils have a good awareness of Welsh culture and heritage and their local area but their knowledge and understanding of other cultures is more limited. Statutory requirements in respect of daily collective worship are met. Pupils' spiritual development is reported on by the Section 23 inspector.

School management and efficiency

- The school has a good ethos which is reflected in the positive aims and values which it promotes. The headteacher offers clear leadership to the work of the school. She receives valuable support from the deputy headteacher and an ethos of happy and purposeful co-operation is shown by all school staff.
- Although subject co-ordinators have developed their roles since the last inspection, they do not deal sufficiently with the monitoring of pupils' standards of achievement across the school.
- Members of the governing body take great interest in the life and work of the school. They have a good understanding of the needs of the school. The budget is managed effectively.
- The quality of self-evaluation and planning for improvement is good. The school has managed to address key issues noted in the last report very well.
- The quality of staff management, accommodation and learning resources is good. The school is well-staffed and effective use is made of staff expertise to teach different NC subjects.

Effectiveness in dealing with issues noted in the previous inspection

- The school has effectively addressed every one of the key issues noted in the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Children under five make good progress and achieve standards which are consistently good in each of the six areas of learning.
- In KS1 and KS2, standards achieved by pupils were very good in 10 per cent of sessions observed, good in 60 per cent and satisfactory in the remainder (30 per cent).
- Standards in Welsh are good in KS1. Standards in Welsh and English are satisfactory in KS2. In mathematics and science, standards are good in both key stages.
- Standards in design and technology, information technology, history, geography, art, music and physical education are good in KS1 and KS2.
- Pupils with SEN make good progress and achieve standards which are commensurate with their age and ability.
- The percentage of seven-year-old pupils which attain at least level 2 in Welsh, mathematics and science in combination as judged by teacher assessment is higher than the national average. In 2002, every 11-year-old pupil was successful in achieving at least level 4, the expected level, by tests in mathematics, science and either Welsh or English in combination. This is significantly higher than the national average of 68 per cent. Summary information is not included as the number of pupils eligible for assessment was fewer than five.

3.2 Standards Achieved in Key Skills across the Curriculum

Generally, standards achieved by pupils are good. Good opportunities are provided for developing pupils' thinking skills.

- Children under five have good opportunities to apply their early literacy and numeracy skills and achieve standards which are generally good across the six areas of learning. They make effective use of their developing ICT skills.
- Standards are good in listening. Key Stage 1 pupils listen well to teachers' presentations and to contributions made by fellow students. Key Stage 2 pupils listen attentively, especially to readings and when following instructions.
- In KS1, speaking skills are good. Pupils are keen to contribute to whole-class discussions and Year (Y) 2 pupils do this at length on occasions. Key Stage 2 pupils are able to respond confidently and in extended language in English by using appropriate vocabulary. Their skills in debating and discussing work across the curriculum through the medium of Welsh have not developed to the same extent and standards are satisfactory overall.

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- Reading standards are good. Key Stage 1 pupils enjoy reading and discussing books. Key Stage 2 pupils' reading skills are developing well in Welsh and English. They make good use of a variety of printed material for research work such as in their personal projects.
 - Key Stage 1 pupils' writing skills are good. They record their work in different subjects accurately and tidily. More able pupils in KS2 organise their work well and present it neatly. However, a significant minority do not give enough attention to content, order, accuracy and quality of their written work across the curriculum and as a result, the standard of work is unsatisfactory.
 - Key Stage 1 and KS2 pupils use their developing numeracy skills effectively in a variety of contexts. They can apply their knowledge well in science, design and technology, information technology and geography to measure and calculate.
 - Standards in ICT are satisfactory across the school. Pupils use their skills effectively in language, mathematics and design and technology but their use of these skills in science, history, geography and music is underdeveloped.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral, social and cultural development is good. The school meets statutory requirements in providing religious education and a daily act of collective worship.

- Sound values and attitudes are promoted and the majority of pupils respond positively to what is being provided for them.
- The school is a safe, caring and kind community. Considerable emphasis is placed on the development of pupils' awareness of their responsibility for others and the environment.
- Pupils are polite and well-mannered and are aware of the difference between right and wrong. Pupils work and play together harmoniously. They clearly understand the importance of rules and good behaviour.
- Pupils' awareness of Welsh culture and heritage and of their local area is nurtured well through lessons and other activities. However, their knowledge and understanding of the richness and variety of other cultures such as in the fields of music, art and literacy are more limited.
- The quality of school life and the various extra-curricular experiences provided for pupils develop their social skills well.
- Pupils' spiritual development is reported on by the Section 23 inspector.

4.2 Behaviour and Attitudes

The general quality of pupils' behaviour is good.

- The majority of pupils concentrate well and show a keen interest in their lessons, but a minority of pupils in KS2 do not concentrate sufficiently on their tasks nor do they show enough pride in their work.
- The impact of pupils' behaviour on standards of achievement and progress and on the quality of school life is good.

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- The school's arrangements for promoting good behaviour are effective and this is reflected in the homely and caring atmosphere in the school.
 - Appropriate procedures are in place to prevent and eliminate bullying, sexism, racism and other forms of discrimination.

4.3 Attendance

Attendance rates across the school are good.

- The attendance average for the year beginning summer term 2002 to the end of spring term 2003 was 96.3 per cent.
- Although the school does not set specific targets to improve attendance, the issue is monitored and discussed by the governors on a regular basis.
- The school receives support from the local education authority (LEA), as well as the Welfare Officer, but the need to call on this officer's service is rare.
- During the period of inspection, pupils arrived at school promptly and the day's timetable runs smoothly and on time.
- Registration arrangements conform with Welsh Assembly Government circular 3/99 requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

In lessons observed during the inspection, the quality of teaching was at least satisfactory in all lessons. The teaching of children under five is consistently good. Of the 22 visits made to classes, teaching was very good in 10 per cent of them, good in 55 per cent and satisfactory in the remainder (35 per cent).

In lessons where teaching is consistently good:

- Teachers set clear goals at the start of the lesson and this, together with a summary and evaluation at the end, contribute well to pupils' learning.
- When introducing lesson activities, teachers review previous work effectively by asking questions and holding extended discussions with the whole class.
- Teachers' knowledge of what they teach is good. They plan work appropriately in order to focus on the skills and concepts in the schemes of work.
- Teachers make effective use of a variety of teaching techniques which include whole-school activities, pair work and group work. They select resources appropriately to match the requirements of the tasks set.
- The relationship between teachers and pupils is a warm and friendly one. All pupils' endeavours are respected and good use is made of encouragement and praise.
- Discussions are lively and occasionally extended. Pupils' understanding of one subject is linked with their work in another.

Occasionally in some lessons:

- Teaching is too teacher-centred and does not promote pupils' independent learning skills.

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- The pace of the teaching is too slow and as a result, pupils' attention and interest is not maintained and the lesson's objectives are not achieved.
 - The work is insufficiently differentiated for the presentation of the skills and concepts which relate to foundation subjects.

5.2 Assessment, Recording and Reporting

Generally, the arrangements for assessing and reporting pupils' achievements and progress is satisfactory with some good features. Overall, appropriate systems are used to meet the school's requirements.

- The school does not have a complete policy for assessment, but comments on assessment are included in subject policies.
- The school has detailed arrangements for assessing progress in basic skills through holding regular tests and recording results in an appropriate 'record file'. The information is used appropriately to set targets for Y1, Y3 and Y5 pupils.
- The content of each pupil's portfolio is reviewed on a regular basis and assessment data is analysed to assist in the work of improving the performance of pupils who underachieve or who have SEN.
- Parents receive reports on their children's progress and achievement at the end of the academic year. Reports conform with statutory requirements and the quality of comments in them is good.
- Pupils' work is marked regularly and includes regular oral feedback. However, insufficient attention is given to including positive remarks and short-term targets are not given to pupils on pieces of work to guide them on to the next step in their development.
- Assessment accuracy and consistency is satisfactory. Overall, however, short-term planning and assessment procedures are not sufficiently linked with programme of study requirements and NC level descriptors, especially in foundation subjects.

5.3 Curriculum

The school offers a broad and balanced curriculum which is of good quality.

- A good-quality curriculum is provided for children under five. The work programme is carefully organised ensuring that the Desirable Outcomes in the six learning areas are successfully promoted.
- The curriculum in KS1 and KS2 is appropriate and conforms with statutory requirements. The provision is socially inclusive ensuring equality of access and opportunities for all pupils.
- Pupils are organised into two classes of mixed-age groups. Good use is made of staff expertise by exchanging classes and employing a science teacher and 'athro bro' and peripatetic staff to teach music, physical education, science and Welsh.
- Policies and schemes of work have been formulated and are of good quality. A number of them have already been revised to meet Curriculum 2000 requirements and a programme has been arranged to complete the work.
- Homework supports classwork appropriately and promotes pupils' independent learning skills.

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- The curriculum addresses the development of the ‘*Cwricwlwm Cymreig*’ and pupils’ personal and social skills well.
 - The curricular provision for pupils with SEN is good.
 - The development of key skills across the curriculum is well addressed and there is reference to them in the teachers’ planning.
 - The school organises a good range of extra-curricular activities for all pupils and this enriches the curriculum well. External educational visits and visitors to the school extend and support school work very effectively.

5.4 Support, Guidance and Pupils’ Welfare

The quality of support and guidance given to pupils is good.

- All school staff know their pupils well and regularly promote their personal development, good behaviour and positive attitudes.
- The school is a safe and caring community where pupils are content and happy as confirmed by parents in their response to the questionnaires and in the pre-inspection meeting.
- There is a close relationship between school staff and pupils, and between pupils and one another. This is reinforced through good links between teachers and parents.
- Detailed policies and procedures have been established to ensure pupils’ welfare and health and safety, equal opportunities, pastoral care and issues dealing with bullying. The school has adopted the county ‘Healthy Schools’ scheme.
- Arrangements for child protection are appropriate as are those for pupil support and for ensuring social inclusion.
- The quality of personal and social education is good. The development of pupils’ thinking skills is well-addressed and pupils respond positively to activities organised for them.
- A few safety issues were reported to the school during the inspection.

5.5 Provision for Pupils with SEN

The school conforms with Code of Practice requirements and the provision for pupils with SEN is good.

- The school has an appropriate SEN policy which is well-implemented.
- Work is co-ordinated effectively by the headteacher who ensures that the Code of Practice is fully implemented.
- There are nine pupils on the SEN register including one with a statement of SEN. They receive appropriate support in mainstream classes and get additional assistance from a support teacher on a weekly basis.
- There is a close working relationship between the class teacher and support teacher and the co-ordinator monitors progress in pupils’ work regularly.

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- Detailed individual education plans (IEPs) are provided for pupils with SEN. They include specific learning objectives and have short-term learning targets to match each pupils' needs appropriately.
 - Procedures have been established to identify individual pupils' strengths and weaknesses in their day-to-day work and introduce targets for them to achieve in the short term. Prime attention is given to the development of literacy in English and numeracy and the majority make progress which is appropriate to their age and ability. Insufficient use is made of computer programs to support pupils' learning.
 - Regular and thorough records are kept and targets are updated and reviewed on time.
 - Parents work in partnership with the school and are included in every stage of the procedures. They are invited to attend IEP reviews and statements. Suitable transfer reviews are held for Y6 pupils.
 - An audit of the provision is held regularly and the governing body gives suitable consideration to the arrangements for pupils with SEN in their meetings.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's relationship with parents and the community, schools and other institutions is very good.

- The school handbook, circulars and local newspaper provides very good information for parents on school administration and its various activities.
- The school has a home/school agreement which works well. The school has a caring atmosphere and this contributes to the effective link between the home and school.
- Parents' contribution to school life is very good. The school Parents and Friends Association is very hard-working organising a variety of social activities and makes a very important financial contribution to the school.
- The school's links with parents and the community makes a very good contribution to pupils' overall development and standards of achievement. Parents help with the running of the Urdd section and different clubs.
- There are several institutions in the community such as the Young Farmers, the Community Council and the Women's Institute which are very supportive of the school.
- There are very good links with other schools. The school works effectively with other primary schools in curricular and extra-curricular activities. Links with the secondary school to which pupils transfer are valuable and curricular links are being strengthened. Transfer arrangements are good and older pupils come from the secondary school to assist with the training of rugby in the school.
- The school contributes a great deal to community life by supporting a range of social, cultural and charity activities locally and nationally. Meetings and concerts are held in the Church, in the nearby chapel or jointly with other bodies and parents and local residents are invited to attend. The school has taken part in a variety of activities and money has been raised for a number of local and national charities.
- The school is involved in celebrations to mark the birth of a former pupil, Dr E J Williams who became a famous scientist.

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- The school benefits from the support it receives from unitary authority (UA) officials and advisors, and from the partnership with a teachers initial training establishment.

5.7 Partnership with Industry

The school's links with industry and business are satisfactory.

- The school's strategies for work-related education and its effect on the quality of educational provision is satisfactory.
- Members of the local community who are involved with the environment, woodwork, drama, art and other occupations are invited to the school to enrich pupils' experiences.
- Pupils visit places of work in relation to their termly topics. Several valuable curricular experiences emanated from their recent visit to a local farm.
- Pupils have been involved with different ventures such as 'Breakfast Week', Ceredigion 'Healthy Schools' as well as the 'Go for a Million' project organised by Careers Wales West.
- Coleg Ceredigion has held computer courses for adults at the school.
- At present, the extent to which staff development is enriched by links with industry is limited, but new initiatives with business with the community have been included in the SDP.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good with some very good features.

- A detailed post-inspection plan was prepared following the last inspection. The SDPs since 1997 show that the school reviews key issues regularly and as a result has implemented them effectively.
- The school has developed effective procedures for evaluating the quality of its provision. All policies are endorsed by the governors and there is an appropriate timetable for reviewing them.
- The school has good arrangements for following pupils' progress. Reading and mathematics tests are held regularly and an analysis is made of standard assessment tests (SATs) results annually. The information gathered is used to set quantitative targets for Y1, Y3 and Y5 pupils.
- Arrangements for evaluating pupils' standards of achievement across the school are mentioned but are not yet fully implemented especially in relation to the monitoring of standards in foundation subjects.
- The school arranges a review of its provision for pupils with SEN on a regular basis and this ensures that the provision for these pupils is good.
- The school has responded positively to performance management procedures. The headteacher holds professional discussions with staff and appropriate targets are set for further development.

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- Priorities up to 2004 are listed in the current SDP. The school has effective arrangements for implementing, monitoring and evaluating the key issues noted in it.
 - The governors receive regular reports from the headteacher on educational provision and SATs results. Members are not allocated curricular areas and at present, they are not directly involved in the process of self-evaluation and planning for improvement in relation to pupils' standards of achievement.

6.2 Leadership and Efficiency

The quality of the school's leadership and efficiency is good.

- The school has a good ethos which is reflected in the specific aims and values which it promotes. There is a clear commitment from staff and governors to ensure equal opportunities within a friendly, caring and homely atmosphere.
- The headteacher offers clear guidance to the work of the school. She is hard-working and conscientious and ensures that the school takes the appropriate steps to review, confer and evaluate all educational provision in order to plan the school's future development. She receives valuable support from the deputy headteacher and an ethos of happy and purposeful co-operation exists amongst all school staff.
- Staff meetings are held regularly and in them decisions are made regarding subject issues as well as whole-school issues. The school has succeeded in further developing the role of subject co-ordinators since the last inspection by addressing the monitoring of aspects of educational provision. However, their role in monitoring pupils' standards of achievement across the school is as yet insufficiently developed.
- The governing body which represents the Church in Wales and the local community undertakes its responsibilities very conscientiously. Members have a good understanding of the life and work of the school and are aware of its principal needs with regards to staffing, resources and accommodation.
- The SDP includes a review of the previous plan and an outline of school development up to 2004. The plan for the year 2002 to 2003 clearly indicates the priorities, procedures, cost, those responsible, timetable and success criteria. The school timetable for reviewing policies and schemes of work is also included.
- The governors' finance sub-committee monitors the school's spending carefully and reports back to the full body. Spending is related to the priorities in the SDP and there are effective arrangements to evaluate spending and to ensure the school provides value for money.
- The administrative procedures and day-to-day arrangements are very good. Good and suitable use is made of all resources, accommodation and facilities available at the school. The effective co-operation with other primary schools in the area as well as the secondary school has a positive influence on pupils' standards of achievement.

6.3 Staffing, Accommodation and Learning Resources

The provision for staff, accommodation and learning resources is good.

- There are a sufficient number of full-time teaching staff and other part-time staff who have relevant qualifications and good experience to meet the needs of the school and those of its pupils.
- Part-time teachers, the *athro bro* and the peripatetic teachers make a valuable contribution to pupils' development in their different studies.
- Teachers share the work of subject co-ordination and there is specialist tuition in music, physical education, art and science.

- Teachers update their skills through continuous professional development. Teachers have attended a good range of in-service training (INSET) courses and this has a positive influence on developments in the area of under-fives' education and aspects of the NC.
- All school staff work well as a team. The nursery nurse and support staff make a valuable contribution to the life of the school.
- The school won the Investors in People award in 2001.
- There is sufficient accommodation for the number of pupils on roll and for the curriculum provided including outdoor facilities such as the playing field, play-park, garden and yard. There is a play-pen with a wooden 'wendy house' in it reserved for the children under five. There are good facilities for playing with sand, water and large toys.
- The teaching resources are of good quality and correspond well to pupils' curricular needs. They are effectively stored and tidy, labelled clearly and easily used by pupils.
- The wall displays are attractive and colourful inside and outside the school building.
- Good use is made of all school buildings and resources and the school grounds and accommodation are well maintained and are clean.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is good. Work observed as well as evidence of children's previous work show that the activities planned promote the Desirable Outcomes for Children's Learning successfully.

Nursery and reception children attend full-time and are taught in a mixed age class alongside KS1 pupils supported by a full-time nursery assistant. Children achieve good standards in all six areas of learning.

Good features

Language, literacy and communication skills

- Children listen attentively and respond well to teachers' instructions although the majority of them are taught in their second language. They enjoy listening to a story sitting quietly.
- Children's early reading and writing skills are being developed successfully. Nursery children can identify some sounds and letters, name words and give initial sounds to some objects. Children see and use books and other forms of written resources frequently.
- They remember poems, rhymes and simple songs. They understand that written symbols have a sound and meaning.
- They use pencils, crayons, and paint to mark for different purposes. They form letters carefully by overwriting, underwriting and copying.

Mathematical development

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- Nursery and reception children develop their early mathematics skills through number rhymes, stories, songs and counting games. They count confidently to five and 10 and explain how many objects they can see. They count backwards and forwards from a specific number and with help, deal with simple sums both orally and in writing.
 - They can use simple mathematical language dealing with size, position and shape in relevant contexts and can find them in the environment. Reception children can describe 2-D and 3-D shapes and name them, noting simple properties.
 - They can identify and recreate basic patterns, arrange and pair shapes, sort them and put them in a simple order with confidence. They understand the concepts 'full/empty', 'tall/short', 'more/less', 'add/subtract', 'lighter' and 'heavier'.
 - They use ICT skills to develop number skills, arrange objects according to shape, pattern and colour. They show good control of the mouse and practical understanding of moving objects on the screen.

Personal and social development

- Nursery children enjoy a wide range of structured play activities which promotes their social and intellectual development. They have settled in the class happily and formed a close relationship with adults and children in the school.
- They behave appropriately and play and co-operate very contently with their friends of different ages. Four-year-old children work well as part of a group or independently.
- They can concentrate and persevere for increasing periods in their playing and learning, asking for help when it is needed. They can wait their turn, share well, and respond positively to a range of new experiences.
- They show fondness and respect towards one another and take increasing responsibility for personal hygiene. They express personal feelings and show curiosity and confidence when investigating their environment.

Knowledge and understanding of the world

- Children's knowledge of the world around them is good. They have developed good basic research skills. They can recognise and name animals and speak confidently about things in their environment discussing the use made of buildings and land.
- They take part in class practical activities showing care and increasing control. Children recognise the importance of places and begin differentiating between the present and past.
- They understand the importance of looking after the body and personal cleanliness. They can name the main external parts of the body and follow simple directions.

Physical development

- Children use pencils, crayons and paint brushes and a variety of equipment carefully. They use a variety of small and large apparatus with increasing confidence.
- Opportunities are arranged for them to practice climbing skills effectively. Children develop increasing physical control, balance and suitable co-ordination.
- They are aware of how to play with equipment safely and develop responsibility for tidying up and putting things back in their proper place.
- They enjoy role-playing when playing in the shop and wendy house.

Creative development

- Children have great pleasure doing creative practical activities which are based on the term's topic work. There is evidence in the displays that small children have used a variety of materials to create collage murals.
- Children draw independent pictures and paint figures and buildings they can recognise. They enjoy experimenting when making simple choices in relation to colour and medium.
- They enjoy singing and know a good collection of rhymes and songs. They respond well to the rhythm of music. They enjoy clapping hands and using percussion instruments to create an atmosphere when reading a familiar story from the big book.
- They enjoy celebrating their own success and other peoples successes and take great pleasure when joining the whole class to sing songs and rhymes.

Shortcomings

- Children do not on the whole have sufficient opportunities to play freely and develop independence.

Welsh

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Key Stage 1 pupils listen well to their teachers' introductions and respond keenly and with enthusiasm to the variety of experiences introduced to them. Although a number of them come from non-Welsh speaking backgrounds, they very soon come to use Welsh to express their experiences and feelings and by Y2, they can converse and discuss confidently.
- Key Stage 2 pupils listen particularly attentively to an adventure story presented to them. The majority of them can talk satisfactorily about issues within their interest and experience and the best pupils show confidence when responding orally to group and class discussions.
- Key Stage 1 pupils have a good knowledge of the alphabet and during Y1, they manage to master basic reading skills. Year 2 pupils can refer to characters and events in the books they are reading and know how to find simple information.
- In KS2, pupils make satisfactory progress in their reading skills with some pupils at the top end of the school developing to become confident and intelligent readers. They use dictionaries appropriately to support their reading and written work. They gather information from different sources such as reference books and the Internet, especially in their project work.
- In KS1, pupils develop their writing skills well. They write regularly in different forms such as a story, dialogue and descriptive pieces. They spell the majority of familiar words correctly and use basic punctuation appropriately and regularly.
- Key Stage 2 pupils make increasing use of literature to promote their written work. They present their work in a variety of forms including stories, dialogue and poetry. The best pupils use more diverse syntaxes fairly accurately and, on the whole, spell and mutate correctly.

Shortcomings

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- A significant minority of pupils in KS2 are unable to speak confidently in different contexts about experiences and events by showing awareness of sequence.
 - Examples of pupils writing personal and imaginative pieces in an extended style in KS2 are limited.
 - The written work of a significant minority in KS2 shows several weaknesses in spelling and syntax and the standard of handwriting is unsatisfactory.

English

Standards of achievement in KS2 are satisfactory.

Good features

- Standards in listening and speaking are on the whole good with pupils communicating clearly, confidently and with increasing accuracy. Some pupils can use extended language when responding to teachers and visitors. They can express an opinion and defend a point of view intelligently.
- Pupils show great interest in the Second World War and the majority work diligently. Pupils contribute satisfactorily to the class discussion by talking about family stories and plebeian poetry dealing with the war.
- A majority of pupils achieve satisfactory standards in their reading within their age and ability, and some pupils achieve good standards. Able pupils are very fluent and expressive when predicting text accurately in complex sentences. Less able pupils' decoding skills are satisfactorily developed and reinforced by their understanding of phonics and their knowledge and understanding of the Welsh language.
- Pupils respond positively to the challenge of writing for different purposes and for different audiences. Pupils discuss their work, redraft it and present it appropriately, according to the need. Spelling and pronunciation skills are developing satisfactorily on the whole.
- Year 3 and Y4 pupils work diligently using dictionaries well to support their writing skills. They show in their responses that they understand the main points of the lesson. The majority of Y3 and Y4 pupils print satisfactorily.

Shortcomings

- Pupils ability to write creatively and imaginatively is too limited.
- Their ability to retrieve and collate information from a range of suitable sources and write extendedly is underdeveloped.
- A minority of Y5 and Y6 pupils do not use dictionaries regularly enough to improve the quality of spelling in their written work.
- The standard of handwriting and quality of the presentation of work of a significant minority of pupils in KS2 is unsatisfactory.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

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- Key Stage 1 pupils remember number rhymes and nursery rhymes well and understand a wide range of previous work according to their ability. Pupils understand the mathematical concept of adding and subtracting and can recall key facts quickly and accurately.
 - Year 1 pupils explain their work logically and fluently in numbers up to 10. They are beginning to represent mathematical language by using symbols. They respond appropriately to questions such as “what would happen if?”
 - Year 2 pupils are on the whole successful when trying to find different ways of solving simple problems. They interpret symbols and some mathematical diagrams accurately.
 - Key Stage 1 and KS2 pupils interact and discuss their work in a group well. Pupils take advantage of the rich opportunities to develop and use mathematical knowledge as well as measuring skills and discussing data dealing with work across the curriculum such as in design and technology, for example.
 - Pupils across KS1 and KS2 use ICT appropriately to develop their knowledge, understanding and mathematical skills. Pupils develop their information technology skills to prepare, process and present information in graph form well.
 - Key Stage 2 pupils handle mental exercises well and have a good understanding of place value.

Shortcomings

- Key Stage 2 pupils do not have sufficient personal strategies to solve concrete and abstract problems. Pupils find it difficult to find practical ways of overcoming difficulties when solving problems.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils are aware that light comes from a variety of sources. They know that many everyday items use electricity. They can construct a simple circuit which includes batteries, wires and bulbs.
- They can differentiate between living and non-living things. They find information about different types of plants and animals in the local environment. They can describe in simple terms the life-cycle of a frog. They use equipment such as the magnifying glass, microscope and periscope effectively in their research work and record their work neatly.
- They describe the similarities and differences between materials. They can sort them into groups and separate them on the basis of simple properties as to whether they are smooth or rough.
- Key Stage 2 pupils’ understanding of living things in their environment is developing well. They understand that food chains show feeding relationships in an ecosystem. They know that almost every food chain begins with a green plant.
- Most pupils have a good awareness of the need for fair tests when carrying out investigations. They choose suitable equipment to use safely and make a number of observations and measurements before coming to final conclusions.

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- They show good knowledge and understanding of materials and their properties. They describe differences between the properties of different materials and how these differences are used for sorting and classification. Their use of scientific vocabulary and terms is developing well.

Shortcomings

- Pupils' ability in both key stages to use ICT to present and handle scientific information is underdeveloped.
- A significant minority of pupils in KS2 do not record their work in the form of diagrams, graphs, charts and written records in a neat and tidy manner.

Design and technology

Standards are good in both key stages.

Good features

- In KS1, pupils have a good awareness of the stages in the process of designing and making.
- They talk sensibly about their designs and use pictures and words to record their ideas simply. They discuss their initial ideas well when designing and manufacturing a desk tidy.
- They work with a variety of materials and their measuring, cutting, bending and joining skills are developing well. They produce their own simple designs when making a character with moving components. Year 2 pupils manage to add to an electric circuit to design a halo to their character which lights up.
- In KS2, pupils have a good understanding of design processes. They can offer a number of ideas in response to the task set. Their evaluation skills are also developing well.
- They make appropriate use of the design sheets to outline their initial ideas and list the necessary materials and resources, for example, when creating a model of traffic lights. The finished products are of good quality and include an electric circuit which ensures the lights light up in the right order.
- Year 5 and Y6 pupils' skills are developed through work done jointly with the secondary school. Pupils used a computer-aided design program to design a desk tidy. The finished products show considerable imagination and their quality is good.
- They are aware of safety considerations when working with different tools and materials.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils control the mouse well and develop their early keyboard skills appropriately. They use a variety of programs mainly to promote their language skills and number skills.

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- Their word processing skills are developing well and they use a variety of publishing techniques to improve the quality of their presentation. Year 2 pupils begin to use relevant programs to combine pictures and words to create a story book.
 - They can follow instructions to load, change colour, font and print size and to print and save their work. They make good use of a database program to design simple graphs like those which record the weather.
 - Key Stage 2 pupils make increasing use of ICT in their studies. Their communication and data-handling skills are developing well.
 - They have a good range of ICT skills to arrange, rearrange and present information in the form of word-processing, pictures and stories and different types of graph.
 - They make progress in their ability to use modelling and control systems and are starting to become familiar with the use of 'PowerPoint' and the interactive white board.
 - Pupils in KS1 and KS2 make increasing use of the computer to send and receive messages on the e-mail and use the website to research information connected with their studies.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils' awareness of chronology is developing well. They refer to some differences between the present and the past by discussing events in their own lives and comparing them with those which happened in the lives of other family members in the past.
- They can place pictures and objects in their chronological order accurately. They explain changes over time by making increasing use of vocabulary dealing with the passage of time, such as 'a long time ago', 'today' and 'afterwards'.
- An exceptionally valuable museum has been designed in the class porchway. It is used effectively to develop pupils' historical enquiry skills when discussing tools which were used in the homes of yesteryear and compare them with those used today.
- They convey their information neatly through the medium of pictures, labels and simple records.
- Key Stage 2 pupils show a good awareness of the way people used to live in Victorian times and refer to some of the changes in society since that period. Their knowledge is extended well through visits to historic places and by visitors who come to the school to share their experiences about the past with the pupils.
- They have a good knowledge of the Second World War and a good understanding of the period's social life by discussing subjects such as rationing and the evacuees.
- The museum in the porchway, which includes a good collection of artefacts relating to the Second World War period, develops well their understanding of the appropriate issues relating to the period.

Shortcomings

- Key Stage 2 pupils do not make use of a wide enough range of historical sources to develop their awareness of historical texts. They tend to be over-dependent on worksheets.
- Their ability to present their knowledge and understanding in a variety of ways such as empathy methods and extended writing is slightly limited.

Geography

Standards of achievement are good in both key stages.

Good features

- Pupils' knowledge of their local area is developing well in KS1. They are aware of the type of house they live in and have a developing knowledge and understanding of location and characteristics of familiar places in the local area. They can easily name and describe the area's main features such as the buildings, fields and farmhouses.
- Pupils in KS1 apply their skills through geographical investigation and observe and gather evidence from field studies successfully. Pupils have developed a range of skills and techniques relating to pictures, photographs and maps.
- Pupils use their information technology skills to prepare, process and present geographical information with increasing independence.
- Key Stage 1 pupils have a knowledge of a locality outside their own area. Pupils make good use of visual resources in their research work.
- There is evidence in KS2 pupils' previous work that they use a range of geographical skills from the programme of study appropriately. They have researched into two contrasting localities and studied the theme of environmental change and physical and human processes.
- Key Stage 2 pupils show a satisfactory awareness of a contrasting location in Africa. They manage to respond satisfactorily to the task of describing, interpreting and coming to conclusions about some of the things which are similar and different in the pattern of their own lives and that relating to an economically less-developed locality on another continent.
- They use sources of evidence to respond to a number of different geographical questions. They show awareness that different places may have both similar and different characteristics. They offer reasons for their observations and opinions on the places they study.

Shortcomings

- Key Stage 2 pupils' ability to analyse evidence, draw conclusions and present what has been learnt in an appropriate way is underdeveloped.
- Key Stage 2 pupils do not make sufficient use of their ICT skills to access additional sources of information and to help with the work of handling, classifying and presenting evidence.

Art

Pupils' standards of achievement in art are good in KS1 and KS2. No art lessons were observed in KS2 but pupils' previous work shows that standards are good.

Good features

- In KS1, pupils make regular use of pencils, crayons, felt pens, chalk, and paint in art and other subjects. Some pupils produce detailed designs which are of good quality. Pupils in KS2 experiment appropriately with different styles and a variety of materials, equipment

and processes. They begin to investigate effectively different types of art, craft and design in the local environment.

- In KS1, pupils develop their knowledge of Welsh artists and craftsmen such as Cefyn Byrgess well. They look at photographs, pictures of chapels and churches and discuss materials, shapes, size and colours. They respond imaginatively and in a practical way to methods and ideas of various Welsh artists. They present their ideas orally with confidence and discuss their artwork with pleasure and understanding.
- In KS2, pupils' knowledge and understanding of artists, craftsmen and designers such as the potter Clarice Cliff is developing well under the leadership of an experienced art teacher. An exceptionally attractive and skilled exhibition of the work of Clarice Cliff exists in the school.
- Pupils' ideas and skills are effectively motivated by teachers, and pupils evaluate, review and adapt their work where necessary. Pupils in KS1 and KS2 show a good understanding of the visual language of art, craft and design such as line, colour, pattern, shape, form and space and apply them effectively in their own work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in both key stages.

Good features

- In both key stages, the quality of singing is good. Key Stage 1 pupils manage to imitate the teacher singing accurately and know a number of simple nursery rhymes from memory. Key Stage 2 pupils know a good collection of Welsh songs and hymns.
- Pupils in both key stages enjoy singing and do so with expression. A majority of KS2 pupils sing with good intonation and give attention to word interpretation, breath control, dynamics and pitch.
- Pupils showed proficiency and good technical accuracy in a 'two-part' vocal performance in the morning assembly and the recorder lessons.
- Key Stage 1 pupils managed to use percussion instruments to create, select and arrange sounds effectively in response to a story. Pupils showed a sense of satisfactory style and talent when effectively retaining the beat. Interesting simple compositions have been created in response to the teacher's suitable stimuli.
- Every pupil in KS2 has the opportunity to learn the recorder and they make progress which is appropriate to their musical ability. A number of pupils have violin, guitar and trumpet lessons and make satisfactory progress.
- All Y6 pupils are members of "Côr Cynradd Ceredigion".

Shortcomings

- There are no significant shortcomings.

Physical Education

During the inspection, a gymnastics lesson was observed in KS1 as well as video evidence of KS2 pupils' gymnastics and swimming work as part of the activity of a cluster of schools. On the basis of this and evidence of pupils' success in a variety of physical education activities, standards of achievement in both key stages are good.

Pupils follow a diverse programme which responds to NC requirements. Swimming lessons are provided for KS2 pupils, they play a variety of games, and take part in athletics, cross-country running and sports activities in the area and have considerable success. Year 5 and Y6 pupils visit an outdoor centre annually.

Good features

- Key Stage 1 pupils can move around the relatively restricted space in class in different ways showing increasing control over their bodies and movements.
- The majority respond appropriately to tasks set. They endeavour well to travel over the floor using their hands and feet.
- The majority manage to improve their control and use of different shapes, levels and direction of travel.
- They observe each other's performances and are encouraged to think about ways of improving their previous performance.
- Key Stage 2 pupils have an increasing awareness of space as they move around the hall and carry out their exercises energetically.
- Key Stage 2 pupils work effectively and orderly in pairs on the floor when practising and repeating a series of exercises which emphasise changes in shape, level and direction.

Shortcomings

- Some KS1 pupils have difficulty combining movements and simple sequences. The development of their skills is limited by the restricted nature of the space used.

Religious Education

This work was inspected by a Section 23 inspector.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has addressed the key issues noted in the last inspection very well.

Details of procedures, responsibilities, resources, time, cost and success criteria for each of the key issues were noted in the post-inspection action plan.

1. Improve the range of teaching strategies to ensure thorough discussion on each area of the curriculum;

The school has adopted a variety of teaching strategies to address different curriculum requirements. The school has effective arrangements to ensure the professional development of staff. Good use has been made of advice from UA advisors and at INSET courses.

2. Improve pupils' numeracy by applying their knowledge and skills in mathematics to their work across the curriculum;

Teaching staff have given regular attention to the development of numeracy across the curriculum since the last inspection. The staff have attended relevant INSET courses, 'good practice' has been adopted from other schools and specific attention has been given to mental mathematics. Number work across the curriculum is now good.

3. Develop KS2 pupils' skills in information technology, so they can work effectively on more challenging investigative tasks;

The school has invested well in computer hardware and software since the last inspection. A computer club has been set up which meets once a week, more attention has been given to investigation work and a KS2/KS3 bridging grant has been used to develop pupils' computer skills through working on English and mathematics programmes jointly with the secondary school.

4. Agree and establish procedures to identify the strengths and weaknesses of individual pupils in their daily work and introduce targets for them to achieve in the short term;

The school has set up a number of appropriate systems such as developing a 'tracking' system to follow each pupils' progress, set specific targets for Y1, Y3 and Y5 pupils, hold regular reading and mathematics tests, design self-assessment sheets for pupils and refer to each pupils' development in the annual reports. The practice of setting short-term targets for pupils is not implemented with sufficient regularity.

5. Arrange for the staff and headteacher to be formally appraised by their colleagues;

The school has been working with different agencies of the UA and Diocesan Education Department on issues regarding appraisal. Threshold Assessment systems and Performance Management Systems have been adopted and implemented successfully. The school won Investors in People status in 2001.

6. Monitor the actual implementation of some of the school's agreed policies, ensuring that adequate schemes of work are being fully adhered;

By now, the school has a specific timetable for monitoring and reviewing agreed policies. The schemes of work are being reviewed according to Curriculum 2000 requirements within a specified timetable.

7. Establish appropriate systems where there are statutory requirements;

The school has received guidance from the UA on these issues and the registration arrangements and governors' annual report to parents now conform to statutory requirements.

8. Set measurable objectives for school performance in the medium term;

By now, these objectives have been embodied in the school's self-evaluation systems. Different internal and external test results are analysed in the core subjects and the information is used to set new targets and to plan for improvement.

9. Improve the condition of buildings and safety of the site.

Immediate steps were taken to correct the safety issues raised in the last inspection. Several improvements have been made to the building since 1997 and with the completion of the new extension, significant improvement has been seen in the buildings and facilities available to the pupils. A few safety issues were reported to the school during the inspection.

8.2 Key Issues for Action

The school needs to:

- address the shortcomings identified in subjects particularly where pupils' standards of achievement are satisfactory;
- establish a method of assessing and reporting pupils' progress and achievement in the foundation subjects;
- develop the role of subject co-ordinators further in relation to evaluating pupils' standards of achievement across the school against NC attainment targets;
- give more attention to including positive and constructive comments as well as short-term targets on pupils' work regularly;
- complete the work of reviewing long-term and short-term schemes of work according to Curriculum 2000 requirements;
- improve the standard of handwriting and quality of the presentation of work of a significant minority of pupils in KS2.

APPENDIX

A. Basic Information About the School

Name of School	Llanwenog Voluntary Aided Primary School
School type	Community
Age-range of pupils	4–11
Address of school	Llanwenog Ceredigion
Post-Code	SA40 9UU
Telephone Number	01570 480382

Headteacher	Mrs Siân Davies
Date of appointment	January 1996
Chair of Governors	Mr James Thomas
Registered Inspector	Mr D G Evans
Dates of inspection	30 April 2003-02 May 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	2	4	3	2	8	3	3	10	35

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	16.6:1
Average class size, excluding nursery and special classes	17.5
Teacher (fte) : class ratio	1.05:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	96.0	95.2	94.5	96.0
Autumn 2002	97.2	98.2	97.7	97.2
Summer 2002	94.3	96.5	96.1	94.3

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. The Evidence Base of the Inspection

The school was inspected by a team of three inspectors who were present for six inspector days.

Twenty-two lessons or part-lessons were inspected.

A sample of pupils were heard reading in both key stages. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects.

A sample of their written and practical work was scrutinised in all subjects.

School policies and documents were studied before the inspection.

Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work. Consideration was given to the school's planning documents and its various files and records.

Attendance registers were scrutinised.

Inspectors were present for every act of collective worship.

Twelve parents attended the pre-inspection meeting and 12 questionnaires were completed.

The Registered Inspector met with the governors before and after the inspection.

A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	RgI	Context Main findings Educational standards achieved by pupils Teaching Curriculum Support, guidance and pupils' welfare Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement	Welsh science information technology design and technology history physical education
Mr T Evans	Lay	Behaviour and attitudes Attendance Partnership with parents, community, schools and other institutions Partnership with industry	
Mrs N Richards	Team	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources	English mathematics geography art music children under five

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.