

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

**YSGOL GYNRADD GYMUNEDOL LLANWNNEN
LANWNNEN
LLANBEDR PONT STEFFAN
CEREDIGION
SA48 7LJ**

School Number: 6672332

Date of Inspection: 27-28 February & 7 March, 2006

by

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- * further education;
- * adult community-based learning;
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- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Ysgol Llanwnnen was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Llanwnnen took place on the 27/02/06 – 28/02/06 and 07/03/06. An independent team of inspectors, led by Miss Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The school is located in the rural village of Llanwnnen, near Lampeter, in the county of Ceredigion, and serves the village and surrounding area. There are currently 27 pupils, between 4-11 years of age, on the register. The school admits pupils on a full-time basis to the reception class at the beginning of the term following their fourth birthday. There is no nursery provision at the school but the vast majority of pupils have received pre-school education.
2. The school states that the area in which the school is located is neither prosperous nor economically disadvantaged. 3% of pupils receive free school meals; this is considerably lower than county and national averages.
3. The school admits pupils across the ability range. Fourteen pupils have been identified by the school as having additional learning needs (ALN), including three pupils who have a statement of special educational needs.
4. The school is designated as a 'category A' school in accordance with the language policy of the local education authority (LEA); this means that Welsh is the main medium of the life and work of the school, but it aims to ensure that all pupils are fully bilingual by the time they transfer to the secondary sector. Welsh is the main language spoken in the homes of the vast majority of pupils.
5. Following a long period of instability in the school's staffing, particularly in key stage 2 (KS2), the current headteacher was appointed to his post in April, 2005. The school was last inspected in January 2000.
6. A few weeks prior to the inspection, a fire broke out in the main school building. Through the excellent co-operation of the headteacher, staff, governors, parents, the community and the Local Authority, the school was successfully re-located to new portacabins on the schoolyard.

The school's priorities and targets

7. The school's objectives include:
 - providing a balanced and purposeful education for all pupils;
 - providing the pupils with opportunities to develop intellectually, physically, emotionally and socially to the best of their ability.
8. The school's main priorities and targets for 2005-2006 include:
 - reviewing school policies;
 - raising oral and written standards in Welsh in KS2;
 - improving the supply of resources;
 - developing links with external agencies.

Summary

9. Ysgol Llanwnnen is a homely and caring community. All members of staff at the school work together effectively to create a stimulating and disciplined environment where pupils receive good experiences that promote their learning and development.

Table of grades awarded

10. The inspection team judged the school's work to be as follows:

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

Standards

11. In the lessons inspected, the standards achieved by pupils are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to aspects of the provision, such as the use of outdoor activities to enable pupils to apply their mathematical and geographical skills.

Grades for standards in subjects inspected

13. The standards achieved in the lessons inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3

Information technology	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

14. The vast majority of pupils make appropriate progress in their knowledge, understanding and skills, and they achieve the agreed learning aims.
15. The Early Years children and KS1 pupils make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communications technology (ICT). Their personal and social skills and their creative skills are also good.
16. In KS2, the standards and progress achieved by pupils in their Welsh and English literacy skills across the curriculum are uneven. Individual pupils achieve good standards in aspects of their work in Welsh, but in general the older pupils' Welsh literacy skills are under-developed. The pupils' English literacy skills are insufficiently developed.
17. In KS2, despite the recent clear progress in subjects such as geography, pupils' ability to apply their mathematical skills independently in other subjects is under-developed. A considerable number of older pupils display an insecure grasp of number processes. Pupils make effective use of ICT to support their learning across the curriculum.
18. Pupils with additional learning needs make consistent progress and they achieve the targets set for them. The other pupils have improvement targets to aim at. In the best practice, KS2 pupils are developing self-assessment techniques and can record what they need to do to achieve better standards in aspects of their work.
19. The successful development of pupils' bilingual skills is one of the school's main aims. In KS1, pupils' bilingual competence shows good progress. In KS2, good features outweigh some shortcomings. An increasing number of pupils communicate confidently in Welsh, but the pupils' oral and written skills in English are generally under-developed.
20. Pupils work well together and they show good development in their personal and social skills.
21. Pupils show good development in their creative skills across the school. In KS1, pupils' problem-solving skills and their ability to work independently on specific tasks are developing well. In KS2, pupils are making good progress in developing investigative and problem-solving skills. However, there remains the need to develop further the older pupils skills and understanding.
22. Given that the number of pupils assessed each year in the national curriculum (NC) assessments is relatively small, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, NC assessments were not undertaken in 2005 as there were no pupils in year 2. In the previous two years, pupils'

attainments in Welsh, mathematics and science have been consistently higher than county and national averages. When compared with similar schools in Wales, in terms of the number of pupils receiving free school meals, the school's overall results are consistently in the upper 25%.

23. In KS2, pupils' attainments in the NC assessments over the last three years are uneven. In Welsh, pupils' attainments are higher than county and national averages. They are comparable to county and national averages in English, but are generally lower in mathematics and science. During the last three years, pupils' attainments overall are a little above the national and county averages. However, when compared with similar schools in Wales, in terms of the number of pupils receiving free school meals, the school's overall results are in the lowest 25%.
24. The pupils' behaviour is good. The vast majority of pupils have a clear understanding of what is expected of them and they are considerate and courteous.
25. Pupils' awareness of equal opportunities is developing well and they respect the diversity of beliefs, attitudes and cultural traditions found in society.
26. Pupils' visits to places of educational interest, and their contributions to local activities, extend their understanding of their own community, but their knowledge of the world of work is limited.
27. 94% was the average level of attendance for the three terms prior to the inspection. Punctuality has been a problem across the school and letters were sent to parents informing them of the hours during which staff were responsible for their children. Punctuality during school hours is good.

The quality of education and training

28. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	60%	27%	0%	0%

29. Teachers have a good working relationship with their pupils and they support their learning through praise and positive encouragement.
30. The good and outstanding features of the teaching include the teachers' high expectations, interesting presentations and clear explanations, stimulating and purposeful tasks, and the effective use of learning resources, including ICT.
31. The most common shortcomings in the teaching include tasks that are not sufficiently differentiated to match pupils' learning needs, excessive use of worksheets and lack of pace in the teaching and learning.

32. The school is in the process of re-structuring its assessment system and is developing effective approaches. At times, there is insufficient use of assessment procedures to support the teaching and learning.
33. The school responds appropriately to pupils' general learning interests and needs and they all receive equal opportunities to take advantage of a broad and balanced curriculum. The school is in the process of updating its curricular documentation. The planning for the development of key skills, for example, is not sufficiently clear to ensure that KS2 pupils' literacy and numeracy skills are consistently developed and extended.
34. The school operates very effectively as part of a local network of small schools that shares staff expertise and learning resources in order to extend the learning and social experiences of pupils' between 7 and 11 years of age. The pupils enjoy and benefit from these experiences.
35. The school makes effective use of good learning experiences to nurture the pupils' spiritual, moral, social and cultural development, and this is reflected in their daily lives and work.
36. The links with parents, the local community and other schools are good.
37. The provision for pupils with special educational needs is good and fully conforms to the requirements of the Code of Practice.

Leadership and management

38. The headteacher offers the school clear and firm leadership. New policies and procedures have been formulated, and recent initiatives are succeeding well in improving standards and in extending the learning experiences offered to pupils. The staff work together to very good effect to secure progress and development in pupils' learning.
39. A whole-school programme has been designed to evaluate the quality of the educational provision and pupils' standards of achievement. The staff have embarked on the process of monitoring some aspects of its provision but there is room to develop these procedures further, including the role of the Governing Body in the process.
40. The school development plan [SDP] identifies appropriate targets for improvement and consistent progress is being made towards achieving the targets set.
41. The budget is carefully managed by the headteacher in consultation with the governing body. The school offers value for money.
42. The governing body meets regularly and it fulfils all its regulatory and legal responsibilities. However, the content of the governing body's latest report to parents does not fully conform to statutory requirements.

43. The self-evaluation report produced by the school prior to the inspection identifies the school's strengths together with the areas where improvements are needed. The inspection team concurred with the school's judgements in four of the seven key questions. A higher grade was awarded to one question as the school had, in the view of the inspectors, under-valued the effectiveness of the provision. A lower grade was awarded to the other two key questions as specific aspects of the provision require further attention.
44. The school has made good progress since the last inspection in addressing the vast majority of the key issues. The steps taken to raise standards have led to measurable improvements in pupils' standards of achievement in subjects such as Welsh, mathematics and geography in KS2.
45. The school has an adequate number of teachers and support staff to undertake the work of the school. The quality of resources is good and they are used effectively to support the learning. Effective use is made of the local environment, the community and places of educational interest to enhance pupils' learning.

Recommendations

In order to build on the improvements, the school needs to:

- R1. maintain the good standards and improve standards further in other subjects and areas by addressing the shortcomings identified;
- R2. continue to develop whole-school curriculum and assessment planning in order to promote appropriate continuity and progression in the learning;
- R3. extend KS2 pupils' learning, literacy and numeracy skills across the curriculum;
- R4. develop the self-evaluation system and extend the role of the Governing Body in the process;
- R5. ensure that the content of the Governing Body's annual report to parents fully conforms to statutory requirements;
- R6. address the issues relating to the school site discussed with the headteacher and the Governing Body.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

47. In the lessons inspected, the standards achieved by pupils are as follows:

Pupils' standards of achievement	Grade 1 0%	Grade 2 57%	Grade 3 43%	Grade 4 0%	Grade 5 0%
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48. The school achieves the Welsh Assembly Government target that 95% of lessons should be satisfactory by 2004 and 98% satisfactory (Grade 3) by 2007. It also achieves the target that 50% should be good by 2004. It has not yet achieved the target that 65% should be good (Grade 2 or better) by 2007.

49. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to aspects of the provision, such as the outdoor activities for children to apply their mathematical and geographical skills.

50. In KS1 and KS2, in the subjects inspected, the standards achieved are as follows:

Subject	KS1	KS2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

51. The vast majority of pupils make appropriate progress in their knowledge, understanding and skills, and they achieve the agreed learning aims.

52. The pupils with additional learning needs make regular progress and they achieve the targets set for them.

53. The Early Years children and KS1 pupils achieve good standards and make good progress in the key skills of listening, speaking, reading, writing, numeracy and using ICT. Their personal and social skills, and their creative skills are also good.

54. In KS2, the standards achieved by pupils in their speaking, listening, reading and writing skills in Welsh and English are uneven. Pupils' listening skills are good and some individuals speak confidently in Welsh and English. However, the subject-based vocabulary of the vast majority of pupils is limited. Pupils develop into independent readers but few read widely. Pupils do not make sufficient use of their reading skills in their work across the curriculum.
55. The development in pupils' writing skills is uneven. There is clear progress in pupils' ability to write in Welsh for a range of purposes and there are some examples of good quality work. In general, errors in spelling and expression hamper the quality of the work of a significant number of older pupils. Pupils' English writing skills across the curriculum are not sufficiently developed.
56. In KS2, there is clear progress in the pupils' ability to use their numeracy skills in other subjects, for example, geography. However, a considerable number of pupils' insecure grasp of elementary number processes prevents them from applying their skills independently. Pupils make effective use of their ICT skills to support their work across the subjects.
57. In KS1, pupils make good progress in their bilingual competence. In KS2, good features outweigh shortcomings. An increasing number of pupils communicate confidently in Welsh but pupils' oral and written expression in English is generally underdeveloped.
58. In KS1, pupils' learning and problem solving skills are developing well, and very well in aspects of the work such as investigative tasks in mathematics. Despite the recent good progress, the learning and problem solving skills of KS2 pupils, particularly the older pupils, are less well developed. In both key stages, pupils show good development in their creative skills.
59. The pupils are aware of the targets set for them by the teachers and they strive hard to achieve them. In the best practice, KS2 pupils are developing self-assessment techniques and can record their strengths and shortcomings and what they need to do to achieve better standards.
60. Given that the number of pupils assessed each year in the national curriculum (NC) assessments is relatively small, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, NC assessments were not undertaken in 2005 as there were no pupils in year 2. In the previous two years, pupils' attainments, according to teacher assessments, in Welsh, mathematics and science have been consistently higher than county and national averages. In relation to comparator schools in Wales, in terms of the number of pupils receiving free school meals, the school is in the upper 25% in all three subjects. There is no significant difference in the performance of boys and girls.
61. In KS2, pupils' attainments in the NC assessments over the last three years are uneven. In Welsh, pupils' attainments are consistently higher than county and national averages. In mathematics and science, pupils' attainments were higher than county and national averages in 2003 but were considerably lower in 2004 and 2005. In English, pupils' attainments were lower than county and national

averages in 2003 but were comparable in 2004 and 2005. In relation to comparator schools in Wales, in terms of the number of free school meals, the school's test results in 2005 in Welsh and English were in the lower 50%, and in the lowest 25% in mathematics and science. Overall, there is no significant difference in the performance of boys and girls.

62. The attitudes of the vast majority of pupils to their learning, the interest they show in their work and their ability to concentrate are good. The majority of pupils work hard in lessons and are happy to join in the range of activities provided.
63. The pupils' behaviour is good. They are courteous and their relationships with each other and with adults are good. The older pupils are careful and very caring of the younger children.
64. Pupils' awareness of equal opportunities is developing well and they respect the diversity of beliefs, attitudes and cultural traditions found in society.
65. Pupils' visits to the local community and to places of educational interest effectively extend their understanding of their own community. Their knowledge of the world of work is limited.
66. The average level of attendance for the three terms prior to the inspection was 94%. Punctuality has been a problem across the school and letters were sent to parents informing them of the hours during which staff were responsible for their children. Punctuality during school hours is good. The school gives appropriate attention to the requirements for registering pupil attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67. The findings of the inspection team differ to the school's grade 3 judgement in its self-evaluation report. A higher grade has been awarded for this question as the inspectors were of the view that the school had under-valued the effectiveness of the provision, particularly the quality of teaching.

68. In the lessons inspected, the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1 13%	Grade 2 60%	Grade 3 27%	Grade 4 0%	Grade 5 0%
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69. The teachers have a good knowledge of the subjects which they teach and of the Desirable Outcomes for Children's Learning. Overall, the planning and

preparation work for lessons gives good attention to pupils' needs and curriculum requirements.

70. The short-term planning ensures that a wide range of interesting learning experiences is provided for pupils. There is effective exchange of teachers for some sessions to teach subjects such as information technology, religious education and music.
71. Teachers employ an appropriate range of teaching strategies and purposeful resources that match the learning activities.
72. Teachers have a good working relationship with pupils. The pupils are treated equally, and are included and encouraged to contribute fully to all activities.
73. There is good attention to nurturing pupils' bilingual competence through appropriate confirmation and reinforcement, and by offering encouragement and support.
74. The outstanding features of the teaching include:
 - high expectations;
 - stimulating and purposeful tasks;
 - very good use of the interactive whiteboard, and of other ICT resources, to promote the teaching and learning.
75. The good features of the teaching include:
 - clear lesson aims;
 - effective use of the teacher's subject knowledge;
 - effective use of good quality and well-prepared resources;
 - interesting presentations at the beginning of lessons and clear explanations when setting tasks.
76. The most common shortcomings in the teaching include:
 - tasks that are insufficiently differentiated to meet the learning needs of pupils;
 - excessive use of worksheets;
 - lack of pace to the teaching and learning.
77. The school is in the process of re-structuring its assessment system and is developing effective approaches. The statutory requirements for reporting on the NC are fulfilled.
78. The school receives appropriate information from the local Cylch Meithrin when the children transfer to school to receive full-time education. This establishes a foundation for a system for keeping a record of their development. The Baseline Assessment is properly conducted, and on the basis of the information gained appropriate targets are set for further development. However, the school does not have an adequate record of children's development in the six areas of the Desirable Outcomes.

79. The assessment of pupils with additional learning needs fulfils statutory requirements. The school has established appropriate methods for identifying needs and appropriate individual programmes are provided for them.
80. The school has a clear system for assessing the National Curriculum and religious education. Aspects of each core subject are assessed on a termly basis, with assessments for the foundation subjects being conducted annually. However, there is no whole-school structure to ensure that regular use is made of the outcomes in order to secure further development in the learning.
81. Appropriate use is made of standardised tests and teacher assessments in order to assess and monitor pupils' progress.
82. Individual targets are set for all pupils at the school and pupils are aware of their targets. In the best practice, the pupils are able to identify what they need to do to improve the quality of their work.
83. Pupils' work is marked regularly, and in the best practice appropriate written comments are included to assist pupils improve their work.
84. The quality of the annual reports to parents is good and they conform to statutory requirements. Parents appreciate the opportunity to discuss their children's progress with the teachers.

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

Grade 3: Good features outweigh shortcomings

85. The findings of the inspection team differ to the school's grade 2 judgement in its self-evaluation report. Despite the recent good progress in planning and extending the curriculum, the need remains to develop aspects such as pupils' English literacy and numeracy skills in KS2.
86. The school responds appropriately to pupils' learning needs and interests and offers equal access to an appropriate curriculum in the early years and across both key stages. It fulfils the requirements of the NC and religious education and the Desirable Outcomes for the under-fives.
87. The school operates very effectively as part of the local network of small schools that shares staff expertise and learning resources in order to extend the learning and social experiences for pupils between 7 and 11 years of age. Pupils enjoy and benefit from these new experiences.
88. Appropriate curriculum policies offer clear guidance to the work of the school. There are detailed schemes of work in place in KS1. In KS2, the headteacher is in the process of producing new schemes of work. The work is developing consistently.

89. There are detailed and comprehensive schemes of work for the Early Years. Interesting and challenging activities are planned that combine several areas of learning in order to promote the children's skills and understanding across the six areas of learning.
90. The teachers are aware of the need to ensure that all pupils gain competence in the key skills and the basic skills. There is clear progress in pupils' standards and skills. However, the planning is insufficiently precise to develop particular aspects such as KS2 pupils' English literacy skills.
91. The school gives appropriate consideration to the Personal and Social Education (PSE) Framework of the Qualifications, Curriculum and Assessment Authority for Wales. The pupils' PSE knowledge and skills are developed through aspects of the curriculum, and during circle time in KS1, but to date whole-school planning is not sufficiently structured.
92. The school offers good opportunities for pupils to learn outside school hours. The visits to the local community, and beyond to places of educational interest, and the other activities enhance the curriculum and extend the pupils' experiences.
93. Pupils receive homework on a regular basis; it reinforces classroom work and contributes to raising standards in several areas of the curriculum.
94. The learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Pupils have a clear sense of ownership of and responsibility for the school and they are aware of those less fortunate than themselves.
95. The periods of collective worship make a very good contribution to the pupils' understanding of spiritual, moral and social issues and assist them to respect truth and justice. Equal opportunities are promoted effectively in the school.
96. Although the school strives hard to promote pupils' bilingual skills, the use of Welsh and English in KS2 has not been structured in sufficient detail.
97. Good emphasis is placed on the study of the heritage and cultural tradition of Wales. Appropriate attention is given to the Cwricwlwm Cymreig in the work of the school and in activities related to the Urdd and in the local community.
98. The pupils' learning skills across the curriculum enable them to gain a range of valuable skills in order to develop positive attitudes and lifelong learning skills. However, their knowledge of the world of work has not been sufficiently developed. The provision for developing pupils' entrepreneurial skills and for educating them about sustainable development is also under-developed.
99. The school's links with the vast majority of parents are good, as witnessed in the questionnaires that were returned. Parents make a good contribution by supporting school activities and through fundraising. There is a Home/School Agreement in place and parents receive regular information about school

activities. The school plays a prominent part in the life of the local community and the partnership with the local secondary school and neighbouring primary schools is good. A school magazine *Sŵn y Granell* (Sound of the Granell) has been produced and is distributed in the local community. This is a good development.

100. There are close links between the school and other agencies such as the Urdd, the Community Council and Theatr Felinfach. In collaboration with the Basic Skills Agency, the school has facilitated the 'Language and Play' scheme for the parents of nursery age children.

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

Grade 2: Good features and no important shortcomings

101. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
102. The quality of the care, support and guidance provided for pupils is good. The school is a happy and caring community and there is a close pastoral relationship between the staff, children and parents. There is a strong feeling amongst pupils that they are valued and respected. The younger children at the school settle in quickly and they are well supported by teachers and assistants.
103. The provision for pupils with additional learning needs is good and it conforms to the requirements of the Code of Practice. Pupils' difficulties are identified at an early stage and their progress is closely monitored. There is effective co-operation with parents, LEA agencies and the relevant secondary school.
104. The percentage of pupils on the additional learning needs register is higher than the national average. Fourteen pupils are designated as having additional learning needs. Three pupils are statemented, one on the 3* stage, six on the school action plus stage and four on the school action stage.
105. The school's additional learning needs co-ordinator is well informed about the needs of these pupils. They receive effective support at the school by the designated additional learning needs teacher, the assistants and classroom teachers.
106. There are individual education plans (IEP) for each pupil that contain specific learning targets corresponding to the needs of each individual pupil. However, the class activities do not always match their needs. The IEP is regularly reviewed as stated in the plans and they are discussed with all relevant parties. Pupils make consistent progress at their level of development.
107. The member of the governing body responsible for additional learning needs is fully aware of her responsibilities and she works well with the school to ensure that each pupil receives full access to the school curriculum and activities.

108. The registration periods are appropriately administered in accordance with current requirements. Punctuality and attendance are carefully monitored and appropriate action is taken as required.
109. The induction programmes for the younger children ensure that they settle in well at school. The pupils who arrive at school as 'latecomers' have settled in well.
110. The policies on discipline and bullying are clear and the school acts immediately to resolve any problems relating to unacceptable behaviour.
111. Child protection plans have been clearly documented and all members of staff are aware of the correct procedures. The health and safety policies, including fire prevention and first aid, are in place and appropriate procedures are followed.
112. There are equal opportunity policies in place and the school gives due prominence to the work of nurturing gender and racial equality. The work in a number of subjects, as well as in the sessions of collective worship, lead pupils to learn about the importance of respect and tolerance. As a result, pupils gain a good understanding of the need to respect others, including people who are different to themselves.
113. The school has taken steps to ensure that pupils with physical disabilities are treated in the same manner as able-bodied pupils, in terms of the opportunities and support they receive.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The headteacher offers the school clear and firm leadership. He has a clear vision of the future direction of the school in order to secure further improvements. The school has embarked on the process of producing policies and creating new procedures that give clear guidelines for promoting pupils' well-being, safety and progress. Much has been achieved in a short time.
116. The school gives consideration to national and local priorities when planning its provision. The school has committed itself to schemes such as the Healthy School initiative, and the Roots and Wings initiative to promote pupils' understanding of global citizenship. The detailed planning for these developments is still in its infancy. The development of ICT receives good attention in all classes and effective use is made of the interactive whiteboard.

Through the School Council, pupils receive appropriate opportunities to influence certain aspects of the life of the school. The plans to develop the PSE programme and sustainability education have not been fully implemented.

117. The school co-operates effectively with a number of partnerships, including catchment primary and secondary schools, local and national agencies.
118. When preparing the SDP, relevant processes are employed in order to set appropriate targets for relevant issues, but the processes for target evaluation have not developed sufficiently. Overall, the school is making consistent progress in addressing the main targets set. The steps taken to date have led to measurable improvements in several areas, such as raising standards in Welsh mathematics and geography in KS2.
119. The new self-evaluation scheme contains appropriate procedures for evaluating the educational provision and the school has embarked on the process of evaluating the provision in some subjects and aspects.
120. The staff appraisal scheme is in place. The programme of in-service training (INSET) ensures that all members of staff at the school receive professional development opportunities in accordance with school priorities and individual professional development needs.
121. The school sets targets for pupil performance in the core subjects and results are analysed by validating the effectiveness of the targeting.
122. The budget is carefully managed by the headteacher in consultation with the governing body and expenditure is appropriately linked to school priorities.
123. The governing body, which contains several new members, meets regularly and is highly supportive of the work of the school. Designated governors are beginning to undertake responsibility for specific policies and issues. Members have a good understanding of their roles and they make an effective contribution to strategic planning.
124. The governing body fulfils all its regulatory and legal responsibilities. However, the content of the Governing Body's latest report to parents does not fully conform to statutory requirements.

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

Grade 3: Good features outweigh shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The headteacher is developing appropriate self-evaluation procedures in order to monitor the educational provision and pupils' standards of achievement. A

whole-school programme has been designed and the school has started to monitor certain aspects of the provision.

127. Subject responsibilities have been allocated to staff, and policies and schemes of work are being updated. The co-ordinators have begun to monitor the subjects for which they are responsible and useful reports have been produced for further consideration.
128. The school has begun to analyse teachers' assessments and NC tests in KS2. There is room to give more attention to this aspect as part of the self-evaluation process and to ensure greater consistency in outcomes.
129. The SDP sets realistic aims and targets that are based on the school's needs. The plan also contains timescales, success criteria and the resources required. An appropriate link is developing between the outcomes of the self-evaluations and the priorities set out in the SDP.
130. The school has produced a policy and procedures for performance management. The courses attended by staff, and the support of the advisory service of the LEA, have had a positive impact on the provision.
131. The self-evaluation report produced by the school prior to the inspection offers a detailed and comprehensive analysis of the school's strengths and shortcomings. The inspection team concurred with the school's judgements in four of the seven key questions. A higher grade was awarded for one question as the school had, in the view of the inspectors, under-valued the effectiveness of the provision. A lower grade was awarded to the other two key questions as specific aspects of the provision require further attention.
132. The school has made good progress since the last inspection in successfully addressing the vast majority of key issues.
133. The Governing Body plays an increasingly active role in the school's self-evaluation process. Individual members visit the school to discuss and observe certain aspects of the provision. There is room to develop the monitoring role further, primarily in terms of monitoring the standards of achievement, as part of the school's self-evaluation system.
134. Recently, questionnaires have been distributed to discover the parents' and carers' formal views about the school. Appropriate consideration was given to the results when producing the school's self-evaluation report. Good attention is given to the views of pupils through the School's Council.

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

Grade 3: Good features outweigh shortcomings

135. The findings of the inspection team differ to the school's grade 2 judgement in its self-evaluation report. Although the school has in the main been successfully re-

housed in the portacabins, there remains the need to address certain issues relating to the buildings and the site.

136. Pupils are well supported by an adequate number of teachers who possess the appropriate experience and qualifications. Good use is made of the expertise of teachers who teach at the school for a few hours every week. The in-service training programme ensures that teachers receive appropriate training.
137. The organisation and implementation of planning, preparation and assessment time for teachers is undertaken effectively.
138. The nursery assistants and the classroom assistants make an important contribution to the school's provision. The secretary and all members of the school's support staff undertake their duties conscientiously and efficiently.
139. The quantity and condition of the resources for teaching and learning are good and they are accessible for pupils' use. They are used effectively, including IT resources and the interactive whiteboard, to promote the learning.
140. The colourful displays on classroom walls make a considerable contribution to creating an appropriate ethos, highlighting pupils' work and celebrating their achievements.
141. The new classrooms and the new multi-purpose rooms are of good quality. However, the location of the cabins clearly restricts the play space available to the pupils. One of the additional cabins is used as a refectory during the lunch hour, and regularly for other activities. Although there is effective organisation, space for staff and pupils is limited. The main buildings provide appropriate disabled access. The lack of parking space outside the school causes major problems, particularly at the end of the school day. These and other issues relating to the school site have been discussed with the headteacher and the Governing Body.
142. The school overcomes the limitations of the facilities at its disposal for physical education activities by using a Leisure Centre in a nearby town.
143. To date, there is no designated play area for the younger children. However, an outdoor classroom is being developed within the garden in the school grounds. The school building and yard are kept in a clean condition.
144. The school plans appropriately and procures resources in accordance with educational priorities and targets. The school's financial reserves have been used to maintain the required levels of support staffing. This is an appropriate investment in terms of the quality of support and assistance provided to pupils.
145. The headteacher, staff and governors review needs appropriately in terms of learning resources. The school offers value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

146. In KS1, the pupils listen well to each other and to teachers' presentations. The majority are eager to take part in class discussions. They speak confidently, using appropriate vocabulary when expressing their ideas and discussing their work. The valuable acting/role-play experiences make a considerable contribution to their oral development.
147. Reading standards are good, with the majority reading fluently and meaningfully. Individuals show an awareness of the importance of tone and intonation when reading. They discuss the content of their books with understanding and interest.
148. The pupils' writing standards are good. They write for various purposes and produce a range of written work that contains appropriate vocabulary and a variety of sentence structures. The more able pupils succeed in writing interestingly and with expression, and they exhibit an increasing mastery of spelling and punctuation conventions.
149. KS2 pupils listen well during presentations and group and class discussions. They respond appropriately when discussing their work and they express their opinions simply. Increasingly, they offer unsolicited observations. Individuals give extended responses to questions.
150. The pupils read an appropriate range of books, displaying an appropriate understanding of the texts. The most competent readers read meaningfully and with good fluency and expression, whilst the others cope appropriately with books that correspond to their reading age. They know from which sources information may be gathered.
151. Pupils produce an appropriate range of written work. They write in factual and creative forms, displaying an increasing mastery of punctuation and paragraphing. Individuals write interestingly, making skilful use of adjectives and similes to enhance their expression.

Shortcomings

152. In KS2, a significant number of pupils lack confidence in expressing themselves orally.

153. In KS2, when reading, individuals do not make appropriate use of punctuation to convey meaning. Pupils generally do not make sufficient use of their reading skills for independent research.

154. In KS2, a significant number of the older pupils' writing displays errors of syntax and spelling.

Mathematics

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

155. In KS1, the pupils have a good understanding of number bonds and patterns, including odd and even numbers. They are able to read and arrange numbers with confidence. They use addition, subtraction and multiplication processes with a good measure of accuracy. Pupils are able to explain their methods of working effectively.

156. The pupils are able to name a number of different two-dimensional (2D) and three-dimension (3D) shapes and can describe their characteristics. They use simple mathematical vocabulary to describe them. They know the days of the week and can describe the order of their day. They can tell the time correctly on an analogue clock to the hour and half hour.

157. They can recognise different pieces of coinage and are able to use them to calculate small sums.

158. The pupils confidently collect and record data in graphical and tabular forms. The more able pupils can analyse the graphs effectively.

159. In KS2, a considerable number of pupils have a secure understanding of place value. They can recognise large numbers and arrange them correctly. They know their tables and can multiply correctly using different numbers. They know that simple fractional and percentage forms can be of equal value.

160. Pupils employ appropriate strategies to correctly solve simple number problems, including mental mathematics problems.

161. Pupils can describe the main properties of 2D and some 3D shapes.

162. The pupils collect and present data for various purposes. They make effective use of their IT skills to create tables and block graphs. In the best practice, they make written records of their findings. Pupils use simple co-ordinates in order to denote location, as in the case of map references.

Shortcomings

163. In KS2, a considerable number of pupils' understanding of number processes, including mental mathematics strategies, is insufficiently secure.
164. In KS2, there are significant gaps in the pupils' knowledge of shape and measurement work.
165. In KS2, the older pupils are unable to apply their skills and knowledge to solve mathematical problems.

Information technology

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

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

Good Features

166. In KS1, the pupils develop into confident users of the computer. They make effective use of word processing and graphics programs to present their work. They develop a good understanding of the keyboard.
167. The majority of pupils are able to follow on-screen instructions correctly and can print their work. They make good use of appropriate programs to reinforce their literacy and numeracy skills. By Y2, they are able to input simple data to produce graphs.
168. Pupils make effective use of art programs to produce good quality illustrations as part of their class themes.
169. In KS2, a small number of the older pupils show good independent skills; they use the computer confidently.
170. The pupils are able to correctly load, save, retrieve and print their work. They make appropriate use of their word processing skills to record their work and to display final copies of their written work. They use these processes confidently to change format and colour, use fonts and create a border. They are able to incorporate pictures into their work, locating the text appropriately. They can create new files to save their work.
171. Pupils are able to print information from the Internet and from CD-ROMs in their work in subjects such as history. The older pupils are able to send e-mail from one computer to another.
172. They use the LOGO control program, correctly inputting instructions to produce a series of shapes.
173. The older pupils are able to input basic information into databases and spreadsheets with a fair measure of accuracy.

174. In both key stages, pupils are aware of the potential of the digital camera and they make appropriate use of it to take pictures as part of their thematic work.

Shortcomings

175. There are no significant shortcomings.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

176. KS1 pupils' knowledge of their village is good. They recognise and can name the main buildings. They create models of them and can locate them correctly on a map of the village. They can identify correctly the main compass points. During their work in history, they can discuss knowledgeably how the village has changed over a period of time.

177. The pupils are well informed about the weather and they make correct use of symbols to denote different types of weather.

178. In KS2, pupils' knowledge of their locality is good. They can correctly name the main physical and human characteristics of the area.

179. In their mapping work, the pupils use four figure grid references when reading locations on a map. They understand the function of keys on a map.

180. When discussing an area of a country that is economically less developed, the pupils can compare the children's lifestyle with their own lives.

181. In KS2, pupils make good use of their ICT skills to collect information as part of their class topic.

Shortcomings

182. Pupils' mapping skills in Y2 and KS2 are not sufficiently extended. A significant number of pupils have an insecure grasp of the meaning of geographical terms.

183. The range and depth of Y2 pupils and KS2 pupils' subject knowledge is less well developed.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

184. In KS1, the pupils learn a variety of appropriate songs. The quality of singing is satisfactory. Pupils evaluate their performances, suggesting simply some ways of improving the performance.
185. The majority of pupils can correctly name a number of tuned and untuned instruments. They use these instruments to provide accompaniment for their singing, and keep soundly to the beat.
186. Pupils make successful use of a computer program to compose music. In response to a stimulus, they can produce impromptu compositions, making satisfactory use of various sound sources.
187. After listening to music, the pupils express their views about the music in a simple manner. They begin to use certain musical terms correctly.
188. In KS2, the pupils sing a range of songs correctly. The quality of the singing is good. They sustain the pitch and pay attention to dynamics and continuity.
189. The pupils can keep a regular beat and repeat a rhythm correctly, combining both elements effectively.
190. After listening to music, pupils can identify some of the musical elements heard and can express their views simply.
191. A considerable number of pupils play the recorder. They do so effectively, in two parts, displaying appropriate development in their awareness of notes, rhythm and time.
192. The pupils investigate various sources of sound as accompaniment for rap. They perform their composition with confidence and enthusiasm. After writing simple poetry, they make effective use of ICT to compose melodies for their poems. The standards achieved are good.

Shortcomings

193. In both key stages, pupils' ability to evaluate their own music and that of others has not been sufficiently developed.
194. In both key stages, there is scope to extend further pupils' composing and recording skills.
195. In KS2, pupils' knowledge of famous composers, including Welsh composers, is insufficiently extended.

Religious education

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

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

Good Features

196. In KS1, pupils have a good knowledge of Bible stories and they can discuss them well. They can differentiate between the Old Testament and the New Testament. They are aware of the purpose of prayer and they compose their own simple prayers for various occasions.
197. The pupils are aware of some of the main church festivals and of the significance of important days. Following their visit to a local church and chapel, they are able to effectively describe and compare their main characteristics. They effectively discuss the importance of baptism for Christians. The pupils are aware of certain elements of other religions and can discuss them in simple terms.
198. Pupils' understanding of principles, such as care for others, helping each other and being good friends, is sound. They discuss appropriately the importance of rules in everyday life.
199. In KS2, the pupils develop further their knowledge of the Bible, and are able to recall a number of stories and link some of the main events in the New Testament with the Christian festivals. Following their visit to a nearby church, they can name different features of the church and identify their functions well.
200. They observe religious artefacts and discuss their function and significance with increasing understanding. The pupils are able to compare to very good effect some of the features of Judaism and Christianity. They know that the Bible is a holy book for Christians and similarly the Torah for Jews. They discuss with enthusiasm and understanding their visit to a synagogue.
201. Pupils have an appropriate knowledge of saints and benefactors and they understand the significance of pilgrimage for believers.
202. The pupils are aware of the importance of caring for others and for the world and they discuss this in simple terms.

Shortcomings

203. In KS2, the ability of some individuals to express opinions on religious issues is under-developed.

School's response to the inspection

The staff, governors, pupils and parents are very pleased that the inspection found that the school has made good progress since the last inspection, particularly as the school has been through a period of instability in staffing in the past.

The report recognises that Ysgol Llanwnnen is a happy, homely and caring community, where all the staff work very effectively to create a stimulating and disciplined environment for our pupils. We appreciate the comments on the strengths and outstanding features of the provision as the inspectors judged 73% of the quality of teaching as Grade 1 and 2 indicating that the teachers have high expectations.

As a staff, we appreciate the professional manner in which the inspection was undertaken and we would wish to thank the inspectors for the discussions and the constructive comments, which will assist us greatly in developing the school further.

The staff and governors will respond to the recommendations made and will prepare an appropriate action plan. We will continue with the work of providing a school where the quality of care, guidance and support for pupils is good.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Gymunedol Llanwnnen
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Llanwnnen Llanbedr Pont Steffan Ceredigion
Post-code	SA48 7LJ
Telephone number	01570480203

Headteacher	Mr S Mason-Evans
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mr J Beaufort Williams
Registered inspector	Miss D Morris
Dates of inspection	27-28 February and 7 March, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		3	4	5	0	6	5	4	27

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.2:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	13.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Whole School
Autumn 2004	95.7	95.9%
Spring 2005	96.5	92.7%
Summer 2005	97.3%	92.2%

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	0
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	100%	In the school	40%
In Wales	72%	In Wales	72%

Comparable data 2004

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 6 inspector days.
- Pre-inspection meetings were held with the parents and the Governing Body to discuss the life and work of the school.
- 17 questionnaires were completed by parents and they were carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 15 lessons were observed, plus parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily services.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5, 6, 7 Mathematics, information technology, geography
Mrs R H Roberts Team Inspector	Key Questions 2, 3, 4 Welsh, music, religious education
Mrs D Williams Lay Inspector	Contributions to key questions 1,3,4,7
Mr S Mason -Evans Head teacher	Nominee

Contracting Organisation- Cwmni Blaen, Blaensarngoch, Llanboidy, Whitland,
Carmarthenshire, SA34 ODE

Acknowledgement

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

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

**YSGOL GYNRADD GYMUNEDOL LLANWNNEN
LANWNNEN
LLANBEDR PONT STEFFAN
CEREDIGION
SA48 7LJ**

SUMMARY FOR PARENTS

School Number: 667/2332

Date of Inspection: 27-28 February & 7 March, 2006

**by
Miss D Morris
WO83/16211**

Date: 5 May, 2006

Under Estyn contract number: T/121/05P

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A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

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

The inspection of Ysgol Llanwnnen took place over three days namely the 27-28 February, 2006 and the 7 March, 2006. An independent team of inspectors, led by Miss D Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection. This school received a **standard** inspection.

Summary

Ysgol Llanwnnen is a homely and caring community. All members of staff at the school work together effectively to create a stimulating and disciplined environment where pupils receive good experiences that promote their learning and development.

Table of grades awarded

The inspection team judged the school's work to be as follows:

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

Standards

In the lessons inspected, the standards achieved by pupils are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to aspects of the provision, such as the use of outdoor activities to enable pupils to apply their mathematical and geographical skills.

Grades for standards in subjects inspected

The standards achieved in the lessons inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Music	Grade 3	Grade 3

Religious education	Grade 2	Grade 2
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The vast majority of pupils make appropriate progress in their knowledge, understanding and skills, and they achieve the agreed learning aims.

The Early Years children and KS1 pupils make good progress in the key skills of listening, speaking, reading, writing, numeracy and using information and communications technology (ICT). Their personal and social skills and their creative skills are also good.

In KS2, the standards and progress achieved by pupils in their Welsh and English literacy skills across the curriculum are uneven. Individual pupils achieve good standards in aspects of their work in Welsh, but in general the older pupils' Welsh literacy skills are under-developed. The pupils' English literacy skills are insufficiently developed.

In KS2, despite the recent clear progress in subjects such as geography, pupils' ability to apply their mathematical skills independently in other subjects is under-developed. A considerable number of older pupils display an insecure grasp of number processes. Pupils make effective use of ICT to support their learning across the curriculum.

Pupils with additional learning needs make consistent progress and they achieve the targets set for them. The other pupils have improvement targets to aim at. In the best practice, KS2 pupils are developing self-assessment techniques and can record what they need to do to achieve better standards in aspects of their work.

The successful development of pupils' bilingual skills is one of the school's main aims. In KS1, pupils' bilingual competence shows good progress. In KS2, good features outweigh some shortcomings. An increasing number of pupils communicate confidently in Welsh, but the pupils' oral and written skills in English are generally under-developed.

Pupils work well together and they show good development in their personal and social skills.

Pupils show good development in their creative skills across the school. In KS1, pupils' problem-solving skills and their ability to work independently on specific tasks are developing well. In KS2, pupils are making good progress in developing investigative and problem-solving skills. However, there remains the need to develop further the older pupils skills and understanding.

Given that the number of pupils assessed each year in the national curriculum (NC) assessments is relatively small, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, NC assessments were not undertaken in 2005 as there were no pupils in year 2. In the previous two years, pupils' attainments in Welsh, mathematics and science have been consistently higher than county and national averages. When compared with similar schools in Wales, in terms of the number of pupils receiving free school meals, the school's overall results are consistently in the upper 25%.

In KS2, pupils' attainments in the NC assessments over the last three years are uneven. In Welsh, pupils' attainments are higher than county and national averages. They are comparable to county and national averages in English, but are generally lower in mathematics and science. During the last three years, pupils' attainments overall are a little above the national and county averages. However, when compared with similar schools in Wales, in terms of the number of pupils receiving free school meals, the school's overall results are in the lowest 25%.

The pupils' behaviour is good. The vast majority of pupils have a clear understanding of what is expected of them and they are considerate and courteous.

Pupils' awareness of equal opportunities is developing well and they respect the diversity of beliefs, attitudes and cultural traditions found in society.

Pupils' visits to places of educational interest, and their contributions to local activities, extend their understanding of their own community, but their knowledge of the world of work is limited.

94% was the average level of attendance for the three terms prior to the inspection. Punctuality has been a problem across the school and letters were sent to parents informing them of the hours during which staff were responsible for their children. Punctuality during school hours is good.

The quality of education and training

In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	60%	27%	0%	0%

Teachers have a good working relationship with their pupils and they support their learning through praise and positive encouragement.

The good and outstanding features of the teaching include the teachers' high expectations, interesting presentations and clear explanations, stimulating and purposeful tasks, and the effective use of learning resources, including ICT.

The most common shortcomings in the teaching include tasks that are not sufficiently differentiated to match pupils' learning needs, excessive use of worksheets and lack of pace in the teaching and learning.

The school is in the process of re-structuring its assessment system and is developing effective approaches. At times, there is insufficient use of assessment procedures to support the teaching and learning.

The school responds appropriately to pupils' general learning interests and needs and they all receive equal opportunities to take advantage of a broad and balanced curriculum. The school is in the process of updating its curricular documentation. The planning for the development of key skills, for example, is not sufficiently clear to

ensure that KS2 pupils' literacy and numeracy skills are consistently developed and extended.

The school operates very effectively as part of a local network of small schools that shares staff expertise and learning resources in order to extend the learning and social experiences of pupils' between 7 and 11 years of age. The pupils enjoy and benefit from these experiences.

The school makes effective use of good learning experiences to nurture the pupils' spiritual, moral, social and cultural development, and this is reflected in their daily lives and work.

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

The provision for pupils with special educational needs is good and fully conforms to the requirements of the Code of Practice.

Leadership and management

The headteacher offers the school clear and firm leadership. New policies and procedures have been formulated, and recent initiatives are succeeding well in improving standards and in extending the learning experiences offered to pupils. The staff work together to very good effect to secure progress and development in pupils' learning.

A whole-school programme has been designed to evaluate the quality of the educational provision and pupils' standards of achievement. The staff have embarked on the process of monitoring some aspects of its provision but there is room to develop these procedures further, including the role of the Governing Body in the process.

The school development plan [SDP] identifies appropriate targets for improvement and consistent progress is being made towards achieving the targets set.

The budget is carefully managed by the headteacher in consultation with the governing body. The school offers value for money.

The governing body meets regularly and it fulfils all its regulatory and legal responsibilities. However, the content of the governing body's latest report to parents does not fully conform to statutory requirements.

The self-evaluation report produced by the school prior to the inspection identifies the school's strengths together with the areas where improvements are needed. The inspection team concurred with the school's judgements in four of the seven key questions. A higher grade was awarded to one question as the school had, in the view of the inspectors, under-valued the effectiveness of the provision. A lower grade was awarded to the other two key questions as specific aspects of the provision require further attention.

The school has made good progress since the last inspection in addressing the vast majority of the key issues. The steps taken to raise standards have led to measurable improvements in pupils' standards of achievement in subjects such as Welsh, mathematics and geography in KS2.

The school has an adequate number of teachers and support staff to undertake the work of the school. The quality of resources is good and they are used effectively to support the learning. Effective use is made of the local environment, the community and places of educational interest to enhance pupils' learning.

Recommendations

In order to build on the improvements, the school needs to:

R1. maintain the good standards and improve standards further in other subjects and areas by addressing the shortcomings identified;

R2. continue to develop whole-school curriculum and assessment planning in order to promote appropriate continuity and progression in the learning;

R3. extend KS2 pupils' learning, literacy and numeracy skills across the curriculum;

R4. develop the self-evaluation system and extend the role of the Governing Body in the process;

R5. ensure that the content of the Governing Body's annual report to parents fully conforms to statutory requirements;

R6. address the issues relating to the school site discussed with the headteacher and the Governing Body.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.