

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

**Mydroilyn County Primary School  
Mydroilyn  
Lampeter  
Ceredigion  
SA48 7QX**

**Date of Inspection: 12 –14 February, 2003**

**By  
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Under Estyn contract number T/ 126/02P**

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

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## 1. CONTEXT

### The school and its priorities

The school is located in the small rural village of Mydroilyn near Lampeter in the county of Ceredigion, and the great majority of pupils come from the village and the surrounding areas. The area is described as one that is neither prosperous nor economically disadvantaged; 22% of the pupils are entitled to receive free school meals.

There are 24 pupils, aged between 4 and 11 years, on the school roll and they represent the full range of ability. English is the main language spoken in the homes of 88% of pupils. Six pupils are included on the special educational needs [SEN] register, including two pupils with a statement of SEN.

The school operates the Unitary Authority's [UA] language policy and is listed as being in Category A. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that all the pupils are totally bilingual by the time they transfer to the secondary sector.

The School Development Plan [SDP] includes the following matters:

- to update school policies;
- to purchase additional learning resources and materials;
- to formulate a key skills policy;
- to improve the school environment.

## 2. MAIN FINDINGS

The school is a close and caring community. The relationship between the teachers and pupils, between the pupils and adults and between the pupils and their peers is very good.

- The quality of provision for children under-five is appropriate and promotes the Desirable Outcomes for Children's Learning. Standards of achievement are as follows:

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

- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	Key Stage 1	Key Stage 2
Welsh	Satisfactory	Satisfactory

English		Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	-
Religious Education	Good	Satisfactory

- Standards of achievement in the key skills of literacy and information and communication technology (ICT) in work across the curriculum are satisfactory. Standards in numeracy are good. Pupils make good use of their numeracy skills in subjects such as science, history and geography.
- It was judged that the quality of teaching was good in 44% of lessons and satisfactory in the remaining 56%. In the good teaching, teachers' presentations are purposeful and they make good use of resources to offer pupils suitable experiences. Where there are shortcomings in the teaching, tasks lack sufficient challenge to extend the learning in all subjects, and there are too few opportunities for pupils to devise their own ideas and methods of working.
- The quality of provision for pupils with SEN is satisfactory. The teachers and support staff provide good support and pupils make consistent progress in their work. Individual education plans (IEPs) have been formulated for all pupils with SEN, but the contribution of parents and pupils to the implementation of the plans is insufficiently clear.
- The school offers a broad and relevant curriculum. Useful policies and schemes of work are available for each subject and the termly plans provide good guidance. The short-term planning does not indicate clearly what pupils are required to achieve.
- The quality of assessment and reporting is satisfactory. The school has an appropriate assessment policy but the good procedures established are not implemented consistently across the school. In both key stages, assessment records note pupils' progress in the core subjects and the observations indicate the teachers' good knowledge of pupils' needs. Work is regularly marked and in the best practice teachers' comments offer pupils clear guidance on how to improve the standard of their work.
- In KS2, the school's results in the NC tests and assessments between 1999 and 2002 are above national averages. In KS1, the results compare satisfactorily with national averages. As the number of pupils eligible for assessment at the end of KS1 and KS2 in 2002 was fewer than five, a summary of the results is not included in this report.
- The head and the teachers review pupils' work and discuss their progress, but the school's self-evaluation systems are insufficiently developed to monitor the quality of provision and pupils' standards of achievement.

- The head provides caring leadership and succeeds in developing good relationships with pupils, staff, parents and governors. The governing body is very supportive of the school and fulfils its responsibilities with increasing effectiveness.
- The school's partnership with industry is under-developed, but the governors and staff have a clear understanding of the importance of this aspect of provision. The SDP notes the school's intention to extend the partnership with industry by collaborating with a local business.
- The SDP identifies targets for a range of curricular and general matters but lacks detailed information on the strategies to be used to achieve the targets set.
- The budget is managed carefully and the school succeeds in working within the budget allocated. The governing body monitors expenditure to ensure value for money.
- The school has responded satisfactorily to the key issues included in the previous inspection report, but some matters require further attention. Since the last inspection the teachers have formulated suitable schemes of work, reviewed assessment procedures and raised standards in music. The need to improve standards in the subjects that were satisfactory, and to ensure that assessment arrangements are implemented consistently across the school remain key issues.
- Pupils have good opportunities to participate in a range of extra-curricular activities including the Urdd and sports activities. Good attention is paid to developing pupils' team skills by organising activities collaboratively with other schools and local agencies. The educational visits undertaken to support the curriculum succeed in enriching pupils' experiences.
- Pupils' spiritual, moral, social and cultural development is good. They display respect and courtesy towards teachers, staff and visitors. Standards of behaviour are very good. Staff collaborate well and demonstrate commitment to the school.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Pupils' standards of achievements are good in 52% of lessons and satisfactory in the remaining 48%.

- The children under five achieve good standards in their personal and social development. Their language, literacy and communication skills, and their mathematical, creative and physical development are all satisfactory. Their knowledge and understanding of the world is also satisfactory.
- In KS1, standards in Welsh and science are satisfactory and good in mathematics. Standards in design and technology and religious education are good. Standards in information technology, history, geography, art and music are satisfactory. In the physical education lesson observed, standards in swimming were satisfactory.

- In KS2, standards in Welsh are satisfactory and good in English. Standards in mathematics and design and technology are also good. Standards in science, information technology, history, geography, art, music and religious education are satisfactory. No physical education lesson was observed during the inspection.
- Boys and girls make similar progress in their work. Pupils with SEN achieve satisfactory standards.
- In KS2, the school's results in the NC tests and assessments between 1999 and 2002 are above national averages in English, mathematics and science. In Welsh, standards compare favourably with national outcomes. In KS1, the results in Welsh, mathematics and science compare satisfactorily with national averages. A small number of the more able pupils achieve level 3 in the tests and tasks. As the number of pupils that were eligible for assessment at the end of KS1 and KS2 in 2002 was fewer than five, a summary of the results is not included in this report.

### **3.2 Standards achieved in Key Skills across the curriculum**

Standards in literacy and ICT across the curriculum are satisfactory. Standards in numeracy are good.

- Children under five make satisfactory progress in their ability to apply and improve their Welsh literacy skills, numeracy and ICT skills in the six areas of learning.
- In both key stages, pupils' oral skills in Welsh are satisfactory. More able pupils are ready to contribute during discussion periods. In KS2, pupils' oral skills in English are good. Pupils contribute confidently to class discussion, offering extended responses.
- In KS1, pupils' reading standards in Welsh are satisfactory. In KS2, pupils' reading standards in English and Welsh are good. In both key stages, pupils make increasing use of their reading skills across the subjects.
- Standards in writing across the curriculum in both languages are satisfactory. Although more able pupils can express their ideas clearly, pupils in general do not write at length.
- Numeracy standards across the curriculum are good. Pupils have a secure knowledge of number processes and they handle numbers competently, both mentally and when recording on paper. In both key stages, pupils' skills are developed effectively through investigative tasks in a range of contexts.
- Standards in ICT across the curriculum are satisfactory. In KS1, pupils make suitable use of their skills in subjects such as mathematics. In the best practice in KS2, pupils make good use of their skills to record and present information, and to support their investigative work in geography.
- Pupils with SEN achieve satisfactory standards in the key skills across the curriculum.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- The school conforms fully to statutory requirements regarding daily acts of collective worship. The services are based on Christian principles and are an important aspect of pupils' spiritual development. The school succeeds in creating a suitable ethos in these services, but pupils have too few opportunities to reflect.
- The school is a happy, caring and homely community. All members of staff promote values such as honesty, fairness and respect but there are too few opportunities for older pupils to demonstrate initiative. The relationship between the teachers and pupils, between pupils and adults and between pupils and their peers is very good.
- The pupils have opportunities to participate in a range of activities which contribute well to fostering their social and cultural awareness. These include community activities, the school eisteddfod, Urdd activities and sports activities.
- Visits to places of educational interest support the curriculum. The visitors welcomed to the school to work alongside the pupils succeed in extending pupils' curricular and cultural experiences.
- The pupils collect for good causes on a regular basis and are aware of the needs of people who are less fortunate than themselves.
- Suitable attention is given to fostering pupils' awareness of other cultures and faiths. A draft policy on racial equality has been prepared and pupils have an appropriate awareness of the need to respect different traditions and values.

#### **4.2 Behaviour and attitudes**

Pupils' behaviour is very good and they demonstrate a good interest in their work.

- The school is a close family unit and pupils behave correctly and responsibly.
- Pupils are aware of the school's rules and both the rules and the discipline policy are implemented effectively.
- During the inspection, no examples of bullying were observed and no pupil has been excluded during the last year.

#### **4.3 Attendance**

Attendance levels are good.

- With a few exceptions, pupil punctuality is good. This ensures a punctual start to the school day. The timetable is adhered to during the day.
- Attendance registers are complete and correct in accordance with the requirements of the National Assembly.

- As the result of effective collaboration with parents, there are no unauthorised absences. Letters from parents and phone calls explaining absences are recorded.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

It was judged that the quality of teaching was good in 44% of lessons and satisfactory in the remaining 56%.

- The teachers have a secure knowledge of the vast majority of the subjects that they teach and they make appropriate use of a range of teaching strategies and of relevant resources to provide pupils with suitable experiences.
- In the good teaching, teachers' initial presentations are purposeful and the quality of questioning is good. Tasks are well matched to pupils' needs and organised appropriately for individual, pair or group work. Lessons proceed at a good pace.
- In the satisfactory teaching, although there are some good features, expectations are insufficiently high and tasks lack challenge to extend pupils' learning in all subjects.
- There are too few opportunities for pupils to develop their own ideas and methods of working.

### **5.2 Assessment, recording and reporting**

The quality of assessment recording and reporting is satisfactory.

- The quality of base-line assessment, which is undertaken shortly after children start school, is appropriate and sets targets which indicate the way forward in the aspects assessed. This assessment is discussed with parents. There is no detailed record of children's development in the six areas of learning.
- In both key stages, assessment records are kept in the core subjects and indicate why levels have been allocated to the samples of work. The practice of recording details of the next stages in developing pupils' work is not implemented consistently across the school. The observations recorded reflect the teachers' good understanding of pupils' needs.
- In KS1, reading records are kept for each pupil and identify the areas which require attention.
- In KS1, there are examples of assessment outcomes informing the teaching through the use of notes kept in a daily diary. This practice is not implemented consistently throughout the school.
- The school analyses the results of national tests in order to target those areas of work that could be improved.

- The school has developed a personal file for each pupil which includes information on the pupil's personal and curriculum development.
- There are detailed arrangements for assessing and reporting the progress made by pupils with SEN.
- Pupils' work is regularly marked. Some of the observations included in the books offer pupils clear direction on how to improve the quality of their work. However, on occasion it is effort that is commented upon and there is insufficient attention to the quality of pupils' work.
- Parents' evenings are held three times a year to discuss pupils' development and parents appreciate these meetings. Parents receive an annual report on their child's work which includes references to all NC subjects. Teachers' comments do not always offer a comprehensive picture of pupils' standards of achievement in all the subjects.

### **5.3 Curriculum**

The school offers a broad curriculum which meets statutory requirements and includes religious education. The quality of the curriculum is satisfactory.

- The curriculum provided for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. When children are educated alongside KS1 pupils, and occasionally KS2 pupils, the activities are not always appropriate to their needs and some of these sessions are too long for the youngest pupils.
- The curriculum provided for pupils with SEN is appropriate. These pupils have full access to all school activities.
- Suitable policies have been prepared for all NC subjects, religious education and for children under five. Useful schemes of work are available and offer staff clear guidance on the work to be developed.
- The curriculum is implemented through a two-year cycle of themes. The planning contains references to the Cwricwlwm Cymreig, personal and social education (PSE) and cross-curricular skills. The school has collaborated effectively with the local cluster of schools in preparing some of these schemes, but the staff have adapted these schemes to meet the needs of their own school.
- Teachers' short-term planning gives attention to objectives, activities and assessment opportunities, but they do not indicate clearly what pupils are expected to achieve. The tasks provided are not always sufficiently challenging. On occasions, the lack of continuity and progression restricts pupils' progress.
- The pupils benefit from the support received from peripatetic staff and, on occasion, from volunteers. The exchange of classes promotes progress in subjects such as design and technology.
- English and Welsh are used as teaching media in KS2 but the use of the two languages has been insufficiently structured to ensure balance in their use.

- The visits undertaken to support the curriculum succeed in extending pupils' experiences. Suitable attention is given to the Cwricwlwm Cymreig in all aspects of the school's work.
- The school has a PSE policy and a sex education policy. Sex education is not taught as a subject, but introduced within the science curriculum and through health education.
- The school has no specific policy for homework, but references are included in the school brochure. Pupils receive homework regularly and this strengthens their learning.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support, guidance and pupils' welfare is good.

- The staff know the pupils well and pupils in turn know that they can turn to staff for support and guidance.
- The school's policy and procedures for Health and Safety are implemented appropriately.
- Pupils are carefully supervised during playtimes and lunch breaks. A member of staff is responsible for first aid. The staff are aware of child protection procedures and implement the UA's policy. The head is the named person.
- All pupils have equal opportunity to access school activities.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision for pupils with SEN is satisfactory.

- The school has a suitable policy and guidelines for SEN but the policy has not been updated in accordance with the Amended Code of Practice. A register of pupils is maintained and their progress is reviewed in accordance with current legislation.
- Six pupils are included on the register; two with statements of SEN and the other four on school support or school support plus.
- The school has appropriate procedures for identifying pupils with SEN. Standardised tests are used in order to identify pupils who require additional support.
- Individual education plans (IEPs) have been formulated for each pupil with SEN and include suitable targets. The plans note the strategies and teaching techniques to be used, but they are not always sufficiently clear. The contribution of parents and pupils to the implementation of the plan lacks clarity.
- In KS1, a daily record is kept on one aspect of a pupil's development. This is good practice and contributes to developing a fuller picture of the pupil.
- Two classroom support assistants support pupils with statements of SEN. The support provided is effective and contributes significantly to their progress.

- Pupils receive regular support from the SEN support teacher. During these sessions pupils are withdrawn as small groups and appropriate attention is given to pupils' individual needs. There is good liaison between the SEN teacher and the staff which ensures that teachers are fully aware of what is achieved during these sessions and ensure further development in the class. Pupils make satisfactory progress according to their stage of development and standards are satisfactory.
- Some differentiated tasks are provided in the classroom, but they are not always appropriate for pupils with SEN.
- The member of the governing body designated as having responsibility for SEN is fully aware of his responsibilities. He works closely with the SEN co-ordinator and he has a clear understanding of the school's procedures.

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

Partnership with parents and the community, schools and other institutions is good.

- The school offers parents a good range of information including the school brochure, annual reports and pupil post. The parents appreciate the ready access to staff.
- The Parent Teachers' Association contributes significant sums of money for school use. The school has received resources from parents who have also worked voluntarily to improve the school environment. They also provide transport and assist with supervising pupils during extra curricular activities and school visits.
- The school contributes to community activities such as the local carnival. A member of the community visits the school to assist with physical education lessons and on occasion the local vicar takes daily worship. The pupils visit the chapel and church and participate in local fund-raising activities
- Good links have been established with the other primary schools in the area through regular meetings and the preparation of schemes of work. Pupils meet and compete with children from other schools in the area in swimming and sports activities. There are satisfactory links with the secondary school through the transfer arrangements. Meetings and visits for both pupils and parents are arranged. Curricular links designed to improve continuity between the sectors are developing.
- The school does not receive students from colleges, but pupils from the secondary school undertake work experience at the school.
- Useful links have been established with a number of agencies both locally and on a county basis. The school makes full use of the services provided by the UA.

## **5.7 Partnership with industry**

The partnership with industry is satisfactory.

- The staff have a clear understanding of the importance of this aspect of provision and the SDP includes a plan to develop it further.
- Satisfactory links have been established with the agricultural community and the school receives visits from people in the community to talk about their work. In KS1, pupils are studying the work of local people. These experiences succeed in raising pupils' awareness of the world of work.
- Satisfactory links have been established with the Careers Wales Company. A member of staff has attended courses on aspects of school development.
- The school has no specific policy to develop links with industry.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's processes for self-evaluation and planning for improvement is satisfactory.

- The head monitors pupils' books and the staff discuss pupils' progress on a regular basis. The staff evaluate their own work and in the best practice aspects that require attention are recorded. The self-evaluation processes lack sufficient structure to assist staff in raising pupils' standards of achievement.
- Curriculum responsibilities are shared between the staff. They collaborate well and have produced suitable policies and schemes of work. Their role as curriculum leaders has not been developed sufficiently. The process of monitoring the implementation of policies within classrooms is at an early stage.
- The procedures for setting targets give suitable attention to analysing the results of NC tests. The information acquired is shared by the staff to assist future planning.

### **6.2 Leadership and efficiency**

The quality of leadership and efficiency is satisfactory.

- The head offers caring leadership and succeeds in establishing good relationship with pupils, staff, parents and governors. The school is a well-ordered establishment.
- The SDP includes suitable targets for improvement but they have not been clearly prioritised. There is insufficient detail on the essential processes to be followed to achieve the targets set. Details regarding individual responsibility, inset needs, time-scales and costings are particularly limited. The SDP is not used sufficiently as a management tool to promote the development of the school.
- The school has a clear statement of its aims and values. This aspect receives good support from parents.
- The governing body undertakes its responsibilities with increasing effectiveness. Members are highly supportive of the school.

- The school budget is carefully managed by the head in consultation with the governing body and with the support of the UA's finance officer. Expenditure is monitored satisfactorily to ensure value for money. The school succeeds in working within its allocated budget.
- The day to day administration and organisation of the school is satisfactory.

### **6.3 Staffing, accommodation and learning resources**

Resources are well managed.

- The teachers have suitable qualifications for the age range that they teach. They attend a good range of courses and the training is having a positive effect on teaching approaches. The peripatetic staff for Welsh, music and SEN and the support staff employed to assist pupils with SEN make a valuable and effective contribution to the work of the school.
- The school is situated on a pleasant site with a large play area for sports activities. Full use is made of the space within the building and the displays of work contribute to creating an attractive environment within the classrooms. Standards of cleanliness are good.
- The space within the building is inadequate for whole school activities and for lessons in physical education. Good use is made of county schemes and of the facilities of the secondary school to provide pupils with suitable physical education experiences.
- The school has effective measures to prevent unauthorised access into the buildings.
- The school has sufficient resources for most NC subjects and good use is made of them to assist the learning. However, there is a shortage of resources for physical education, music, and for children under five.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Provision for the under-fives**

The provision for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. The children are taught alongside KS1 pupils.

#### **Good features**

##### **Language, literacy and communication**

The children's language, literacy and communication skills are satisfactory. They listen well to stories and to classroom activities. The young learners make an effort to use the Welsh language. A small number of pupils are ready to discuss and share their experiences

in their mother tongue. The children recognise some letters and familiar words within their experience. They handle reading books properly and read simple books together. They can form letters and underwrite correctly.

### **Personal and social development**

The children's personal and social development is good. The children relate well to adults and to their peers. They can concentrate well on their tasks and collaborate effectively when sharing and playing. They become aware of stories from the Bible and they learn about care and friendship.

### **Mathematical development**

The children's mathematical development is satisfactory. They can count to six with more able children recognising and understanding number values up to eight. They can match numbers and objects correctly. When role-playing in the post office, they understand the need for money and they recognise some coins. They identify some basic two-dimensional (2-D) shapes and can create patterns correctly.

### **Knowledge and understanding of the world**

The children's knowledge and understanding of the world is satisfactory. The children's observation skills develop consistently and they understand the concept of floating and sinking. They collaborate well with Y1 pupils to create different boats. A small minority of children can talk about themselves, their family and the pattern of the day. They use terms such as 'old' and 'modern' correctly when discussing games played today and in the past. Their design and technology skills are good. They can choose materials and make sensible decisions. The older children's ICT skills develop satisfactorily. Some individuals use the mouse confidently to move objects around the screen.

### **Creative development**

Children's creative development is satisfactory. They can sing a range of songs and clap a rhythm accurately. They produce colourful paintings and pictures and can discuss their work simply. They enjoy role-play in the home corner and in the post office.

### **Physical development**

The children's physical development is satisfactory. They use small apparatus competently when writing, colouring, building and cutting out. Their physical development is promoted through play activities using large apparatus. In the swimming lesson, alongside KS1, pupils, they respond correctly to instructions and are becoming familiar with the swimming pool.

### **Shortcomings**

- A good number of children lack confidence in discussing informally their work and frequently offer one-word answers.
- Some individuals lack an understanding of basic number concepts.
- Some individuals have difficulty when handling small tools, such as a pencil.

## **Welsh**

Standards are satisfactory in both key stages.

- In KS1, pupils listen well to stories and presentations. A good number make an effort to respond and to contribute to class discussions about their experiences and their work. They express themselves satisfactorily.
- The vast majority of pupils read their work correctly. They understand the topics discussed and can talk about the illustrations and the characters in their books. Some individuals read well and can use different strategies to read difficult or unfamiliar words.
- The younger KS1 pupils can copy and form letters correctly. A small number are confident to write their own sentences independently. By Y2, individuals can write short paragraphs about their personal experiences; they write creatively using a variety of sentence patterns.
- In KS2, pupils listen well and respond satisfactorily in different situations. The vast majority can express themselves confidently. Individuals can offer opinions and ask and answer questions clearly during class discussions and when speaking to visitors. The learners respond positively to the Welsh language and make good efforts to communicate with other pupils.
- The vast majority of pupils read confidently and correctly with good expression and appropriate diction. They read suitable text and demonstrate a good understanding of content. The older pupils have favourite authors and they can describe the main features of their reading books. They use their reading skills increasingly to gather information from books and other sources.
- Pupils write in a factual and creative mode across the curriculum and they demonstrate a good awareness of style and tone. Individual pupils produce interesting pieces of writing with a satisfactory level of accuracy.

## **Shortcomings**

- In KS1, the constant use of English words restricts pupils' oral expression and they do not read with the fluency required.
- In KS2, a small number of individuals lack confidence when expressing themselves orally.
- In KS2, pupils' re-drafting skills are insufficiently developed. In both key stages, pupils' ability to write extensively in a range of forms is underdeveloped.

## **English**

English is not taught formally in KS1. In KS2, standards are good.

### **Good features**

- In KS2, pupils listen well and respond appropriately to work across the curriculum. During discussion, they offer mature responses and opinions using correct language. They succeed in communicating confidently in both formal and informal situations.
- Pupils' reading standards are good. They read clearly, correctly and with confidence. They enjoy reading and demonstrate a good understanding of the content of their reading books. They enjoy discussing their favourite authors and the features of their favourite books. The less able pupils read satisfactorily within their ability. Pupils use a range of sources to gather information.
- Pupils write in a range of forms including descriptions, letters, stories, and poems. The regular spelling tests succeed in raising pupils' awareness of spelling conventions. Individual pupils produce interesting work of a good standard which displays a grasp of syntax, punctuation and tone. Pupils enjoy writing poems on different topics; they use imagery effectively.

### **Shortcomings**

- Some individuals are careless when reading and do not give sufficient attention to punctuation.
- Pupils do not write at length and their re-drafting skills are insufficiently developed.

### **Mathematics**

Standards are good in both key stages.

#### **Good features**

- KS1 pupils have a secure understanding of number bonds and patterns. They understand the relationship between addition and subtraction and they order numbers correctly. They handle numbers correctly when calculating both mentally and on paper. More able pupils have a good knowledge of place value.
- Pupils recognise 2-D shapes; they know the value of different coins and more able pupils use coins correctly to calculate small sums of money. When measuring, pupils use standard and non-standard measures correctly. They use correct mathematical terms when discussing their work.
- Pupils can collect and display information in the form of graphs. More able pupils can confidently discuss and interpret graphs.
- In KS2, the vast majority of pupils have a secure understanding of the four rules of number and of place value. They use a wide range of mental strategies to calculate correctly. A good number of Y6 pupils can suggest sensible strategies to solve number problems. Pupils have a good knowledge of the relationship between fractions and percentages and they can estimate fairly accurately.

- Older pupils have a good knowledge of angles and the properties of 2-D and 3-D shapes. They understand the concept of reflection and symmetry.
- In both key stages, pupils make good use of their mathematical knowledge and skills in subjects such as geography and science.

### **Shortcomings**

- A small number of pupils lack confidence in discussing and explaining their work.

## **Science**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils know the difference between living and non-living things. They can name the parts of the body correctly and understand the main features and purpose of the senses. They have a satisfactory understanding of healthy foods.
- Pupils observe carefully and are beginning to make sensible predictions. They can record their observations correctly in the form of drawings, tables and simple sentences. They use scientific terms satisfactorily. The more able pupils' investigative skills are good and they discuss their findings sensibly.
- In KS2, pupils have a secure knowledge of life processes and living things. They can name the different organs in the body and can describe how they work. They understand the effect of physical exercise on the pulse rate.
- Pupils can identify the properties of a good range of materials and describe some of the ways in which they change.
- Pupils work through their investigations in a systematic way. They understand the need for a fair test and the more able pupils can explain the conditions necessary to ensure that a test is fair.
- More able pupils record their work clearly and use scientific terms correctly.

### **Shortcomings**

- In KS1, a good number of pupils have an insecure knowledge of the topics studied.
- In KS2, pupils' investigative skills have not been extended sufficiently. Their ability to make comparisons and to use the outcomes of their investigations to arrive at a conclusion is underdeveloped.
- In KS2, pupils' ability to record their conclusions in their own words is less well developed.

- In both key stages, pupils make insufficient use of their IT skills to investigate and to record their observations.

## **Design and Technology**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils experiment and work with a good range of materials to produce different artefacts. Pupils develop and present their initial ideas well in the form of freehand drawings. They can record the process of making their products correctly.
- Pupils measuring, cutting and shaping skills are good.
- The quality of the finished products is good.
- KS2 pupils have a clear understanding of the design process. They can offer suggestions, produce drawings and choose suitable materials to make their products.
- They record their designs clearly and they are correctly labelled. Pupils work with a good range of materials.
- Pupils' making skills are good and the quality of the finished products is also good. Pupils can evaluate their work satisfactorily.

### **Shortcomings**

- In KS2, a small number of pupils' ability to identify the strengths and weaknesses of their products is underdeveloped.

## **Information Technology**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils use the mouse confidently to produce colourful shapes and patterns on the screen. They use their word processing skills satisfactorily to produce and present their writing.
- Pupils use a variety of programs to reinforce their basic skills. With support, the older pupils can print their work and produce a variety of graphs.
- Pupils make suitable use of listening centres to develop their listening and reading skills.
- In KS2, a good number of older pupils demonstrate independent skills when using the computers. Pupils can load, store, recall and print their work correctly. They use their word processing skills competently to record their work and to present final copies of their writing.

- In subjects, such as geography, older pupils can gather and print information satisfactorily from the Internet and CD-ROMs.
- With support, pupils make suitable use of the digital camera to take photographs as part of their thematic work.

### **Shortcomings**

- In both key stages, a good number of pupils' skills across the range of competencies are underdeveloped.
- In both key stages, pupils make insufficient use of their skills to support their work across the subjects.

## **History**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils have a satisfactory knowledge of the stories they have heard. They know a good number of facts about characters such as Marie Jones and Daniel Evans. They use correct terms to describe the passage of time and they can place events within their own lives in a correct sequence. They are aware of the pattern of the week and the year.
- Following a visit to a local museum, they can discuss old toys. They can describe and compare the toys and games used today with those from the past.
- In KS2, pupils have a good knowledge of the Celts. During a visit to Castell Henllys pupils enjoy first-hand experiences of the period. They discuss the period with enthusiasm and can compare life during that time with their own today. As part of the project, pupils produce interesting pieces of art and design.
- Pupils have a satisfactory awareness of chronology and more able pupils can place different periods of history in their correct order. Their knowledge of historical terms is satisfactory.
- Pupils discuss with enthusiasm the history of the Rebecca Riots and they display a good knowledge of the period. Pupils can discuss the Second World War and can describe relevant artefacts satisfactorily. They develop empathy with the circumstances faced by the evacuees.
- Older KS2, pupils understand how historians gather information about the past. They understand that evidence can be conveyed verbally, in the form of documents or through archaeological investigations.

### **Shortcomings**

- In KS2, the range and depth of pupils' historical knowledge is limited.

- In both key stages, pupils' research skills are insufficiently developed.

## **Geography**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils have a satisfactory knowledge of their district. They can describe their homes and the main buildings in the village. More able pupils can discuss the physical features of the local area and can compare them with the main features of a local town. They use simple geographical terms correctly.
- Pupils use grid references competently to locate symbols on maps.
- In KS2, pupils can read maps correctly, indicating the location of the main continents and oceans. They can identify and locate a good number of countries when outlining a journey from Wales to Africa.
- Through a study of life in villages in Africa, pupils come to understand the similarities and differences between areas. They can compare these features with life in Wales. They use photographs effectively to gather information.
- Pupils in Y5 and Y6 can name the main physical features of their local area correctly. They record their observations satisfactorily in the form of drawings, maps, graphs and writing.
- Y5 and Y6 pupils use their ICT skills well to gather information about the climate in an African village and in a village in Wales. They use their mathematical skills appropriately to analyse data.
- In both key stages, pupils have a good awareness of the need to care for our environment and discuss their ideas sensibly.

### **Shortcomings**

- In both key stages, pupils' knowledge of places has not been extended sufficiently.
- In KS1, pupils' mapping skills are insufficiently developed.
- In KS2, pupils' ability to record their observations in their own words is insufficiently developed.

## **Art**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils work with a range of materials and produce work of a satisfactory standard. They produce pictures and paintings on the basis of direct observation and when giving expression to their imagination.
- Following a study of the work of an artist from Wales, pupils can discuss the main colours used in the picture and they experiment effectively with colour and tone. They can express a simple opinion about the picture.
- Pupils work and experiment with clay to produce objects as part of their class theme.
- In KS2, pupils experiment with different media to create line, tone and pattern in their work. They can discuss these features satisfactorily.
- Pupils use their drawing books to record their initial observations. They use these initial drawings effectively to produce their pictures.
- Pupils respond enthusiastically when producing tiles for printing. They follow the three stages of production and produce work of a good standard.
- The vast majority of pupils can discuss and evaluate their work at a simple level, commenting on techniques and media.

### **Shortcomings**

- In KS1, pupils do not make sufficient choices when responding creatively to a stimulus and their ability to discuss and evaluate their own work and the work of other artists is underdeveloped.
- In KS2, pupils' work does not display sufficient imagination and they work with a limited range of materials.
- In both key stages, pupils' work in 3-D, and their use of ICT in art, are underdeveloped.

### **Music**

Standards in both key stages are satisfactory.

#### **Good features**

- In KS1, pupils sing a range of songs and hymns to a satisfactory standard. They give suitable attention to breathing and pronunciation. Pupils can distinguish between loud and quiet, and short and long sounds.
- They use un-tuned instruments satisfactorily to follow a simple rhythm. With support, they can compose a short melody and record it in the form of a graphic score. They perform their compositions satisfactorily and follow their score correctly.
- In KS2, pupils continue to sing a range of songs and have an opportunity to perform in the local community. Pupils sing melodiously giving attention to quality, dynamics and pace.

- All KS2 pupils can play the recorder. They do this effectively, demonstrating good awareness of notes, rhythm and time. They compose simple melodies up to eight bars in length and they can record them using old notation. They perform these short pieces of composition with pride. Pupils play a range of songs on the recorder and this work is of a good standard.
- In response to a stimulus, pupils can investigate a range of sound sources to create an appropriate atmosphere. They record their compositions in the form of graphic scores.

### **Shortcomings**

- In both key stages, pupils' ability to evaluate their musical compositions is insufficiently developed and they do not choose different instruments sufficiently.
- In both key stages, pupils' ability to evaluate a range of music in order to differentiate the musical elements is insufficiently developed.
- In both key stages, pupils use of ICT in music is underdeveloped.

### **Physical education**

In KS1, standards in swimming are satisfactory. During the inspection, no lesson was observed in KS2. The school's scheme of work indicates that pupils are offered a balanced programme of activities.

### **Good features**

- In KS1, pupils behave well and listen carefully to instructions. They respond enthusiastically demonstrating increasing confidence when mastering different techniques.
- Pupils are aware of Health and Safety requirements in the swimming pool.

### **Shortcomings**

- The skills of a small number of pupils are underdeveloped.

### **Religious education**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- In KS1, pupils have a satisfactory knowledge of familiar Bible stories and they can recall them accurately. They can differentiate between the Old and New Testament.
- Pupils are aware of the main religious festivals and understand their significance.
- Older KS1 pupils understand the purpose of prayer and they compose simple prayers for special occasions such as thanksgiving.

- Pupils' ability to express an opinion on issues, such as care for others, is developing well.
- At a simple level, pupils can explain what it means to be a leader and they can name various leaders in the community.
- They can name some of the main features of the church and describe the main sacraments.
- In KS2, pupils' knowledge of the Bible is extended and they can discuss the differences between the Old and New Testament. They can recall the main events in the life of Jesus correctly. They can also recall some of the earlier events in the Old Testament.
- Pupils are aware of the importance of caring for others and for our environment.
- Pupils have a satisfactory knowledge of saints and of some benefactors.
- Following a discussion with the local vicar pupils understand the significance of pilgrimage. They ask and answer questions enthusiastically and this work is of a good standard.
- Some individuals have firm beliefs and moral principles which they discuss with confidence.
- Pupils can discuss the importance of the Qu'ran to the Muslims and the Torah to the Jews as well as the traditional practices of the Christian faith.

### **Shortcomings**

- In KS1, pupils' knowledge of another faith other than Christianity is underdeveloped.
- In KS2, pupils do not understand the religious significance of some Bible stories.
- In KS2, pupils' knowledge of religious artefacts is limited and they do not demonstrate sufficient understanding in their writing tasks.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made satisfactory progress in responding to a number of issues included in the previous report, but some important issues need to be considered further.

The previous report identified the need to raise standards in music and to address the shortcomings in subjects where standards were satisfactory. It added that the school should complete the schemes of work and review the processes for assessing, recording and reporting pupils' progress. It added that there was a need to provide job descriptions for members of staff and that the teaching time in KS2 should be extended.

- Since the previous report, standards in music have improved. The staff have produced suitable schemes of work which offer clear direction. Suitable job descriptions are available for all members of staff. Teaching time has been increased in KS2 to conform with National Assembly guidelines.
- Assessment, reporting and recording systems have been reviewed and new processes introduced. The good practices established are not implemented consistently across the school. The need remains to improve standards in subjects and areas which are satisfactory. These matters remain key issues for attention.

## **8.2 Key issues for action**

The school needs to:

- maintain the good standards and improve standards in those subjects and aspects which are satisfactory by addressing the shortcomings noted;
- strengthen the SDP as a management tool by including detailed action plans;
- provide challenging tasks more consistently to extend the learning in all subjects;
- implement the assessment procedures consistently across the school and link them more closely with the teaching and learning;
- formulate and implement a whole school self-evaluation process as a means of securing improvement;
- implement the plans to develop the partnership with industry.

## APPENDIX

### School Data

#### A. Basic information about the school

School's Name	Mydroilyn C P School
Type	LEA Maintained/Community
Age range of pupils	4-11
School Address	Mydroilyn, Llampeter, Ceredigion
Postal Code	SA48 7QX
Telephone number	01545580537

Name of Headteacher	Mrs R Williams
Date of Appointment	September 1981
Chair of the governors/ The appropriate authority	Mr A Davies
Registered Inspector	Miss. D. Morris
Date of Inspection	12-14 February, 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		5	4	4	4	2	2	3	24

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	2	1	2.1

<i>Staffing information</i>
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Pupil : teacher (fte) ratio, excluding nursery and special classes	11 . 4 : 1
Pupil : adult (fte) ratio in nursery classes	-
Average class size, excluding nursery and special classes	12
Teacher : class ratio	1.05 : 1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
		R and KS1	KS2	Whole School
Term 1		94%	95%	95%
Term 2		92%	94%	93%
Term 3		94%	95%	95%

Number of pupils excluded during the 12 previous months.	0
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### C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2002</b>
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.

<b>National Curriculum Assessment KS 2 Results: 2002</b>
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. Evidence base of the inspection

- The school was inspected over a period of three days.
- The team consisted of 3 inspectors including the lay inspector.
- 25 teaching sessions or parts thereof were inspected.
- Pupils were questioned about their knowledge and understanding of the curriculum. They were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, the governing body and the parents.

- The 14 questionnaires returned were analysed.

**E. Composition and responsibilities of the inspection team**

<b>Name</b>	<b>Role</b>	<b>Sections of the report</b>	<b>Subjects (section 7)</b>
<b>Miss D Morris</b>	Registered inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.3 6.2, 8.1, 8.2, Appendix	Mathematics, science information technology, design and technology geography, physical education
<b>Mrs R H Roberts</b>	Team inspector	4.1, 5.2, 5.3, 5.5.	Children under 5, English, Welsh, history, art, music, religious education
<b>Mr G Morris</b>	Lay Inspector	4.2, 4.3, 5.6, 5.7	

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