

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

***Mynach Community Primary School
Pontarfynach
Aberystwyth***

School Number: 667-2312

Date of Inspection: 20-21 May 2002

by

***Mr Robert Jones
Registered Inspector***

Date: 25 July 2002

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Mynach Community Primary School is located in Pontarfynach, about eleven miles from Aberystwyth. It serves an extensive rural area. The majority of the pupils are transported to the school and only a small number live in the village itself. The school catchment is described as neither prosperous nor economically disadvantaged. Nine per cent of the pupils are entitled to free school meals. The school provides education mainly through the medium of Welsh for 23 pupils between four and 11 years of age, 78 per cent of whom come from homes where English is the main medium of communication. The pupils are organised in two classes, one accommodating reception and Year (Y) 1 and Y2 pupils and the other all Key Stage (KS) 2 pupils. Eleven pupils (about 50 per cent of the school population) are on the special educational needs (SEN) register, and two of them have statements.

The aims of the school include the promotion of pupils' personal and social development and their preparation for adult life. Priorities in the School Development Plan (SDP) include raising the standards of spelling in Welsh and English and developing the information technology skills of the staff and pupils.

2. MAIN FINDINGS

Main findings of the report

- The educational provision for children under five years of age is appropriate and promotes the Desirable Outcomes for Learning. Standards of achievement in the six areas of learning are as follows:

Personal and social development	Very good
Language and literacy development	Good
Mathematical development	Very good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Standards are very good in four per cent of the work done, good in 72 per cent and satisfactory in 20 per cent. They are unsatisfactory in four per cent of the work done. Standards in all National Curriculum (NC) subjects and religious education in KS1 and KS2 are as follows:

Subject	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	---	Good
Mathematics	Good	Satisfactory
Science	Satisfactory	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Very good
Physical education	Satisfactory	Good

Religious education	Good	Good
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- Pupils with SEN make progress in line with their ability, and their standards of achievement are good.
- The number of pupils eligible for assessment at the end of KS1 and KS2 was less than five; consequently, a summary of information about the NC assessment tests in 2001 is not included.
- Standards of attainment in the key skills across the curriculum are satisfactory throughout. Children under five make good progress in the application of their early skills in literacy and numeracy across the six areas of learning. In KS1 and KS2, standards of speaking are satisfactory and standards of listening are good. Standards of reading are satisfactory overall. Standards of writing are satisfactory. Standards in numeracy are satisfactory as are standards in information and communications technology (ICT).

ETHOS OF THE SCHOOL

- Pupils' spiritual development is satisfactory. They respond well in the collective acts of worship and Christian values are evident in the morning assemblies. However, they are not given opportunities of meditating on the main messages of these acts of worship. Pupils' moral and social development is very good and their cultural development is good. The staff promote good moral values and standards throughout the school. The pupils understand what is expected of them in terms of behaviour and moral standards. They are ready to converse quite openly with visitors, courteously and affably, and profit from the social experience of having visitors such as music specialists to train them. They are advantaged culturally by visits made to a number of historical sites and by taking part in the activities of the Urdd.
- Pupils' behaviour and attitude towards learning are very good. The school is an orderly and happy community in which daily routines are well established. The school has high expectations regarding pupils' behaviour, and the pupils respond well to the sound, fair and caring standards set by the staff.
- Attendance rates across the school are satisfactory. The average attendance for the whole year from the summer term of 2001 to the spring term of 2002 was 92 per cent. Procedures for monitoring and improving pupils' attendance are not adequately developed.

QUALITY OF EDUCATION

- The quality of education was very good in eight per cent of the lessons observed, good in 36 per cent, satisfactory in 52 per cent and unsatisfactory in four per cent. When the teaching is good, sessions are well-structured and proceed at a good pace and the pupils' interest held throughout. In a number of instances, where there are shortcomings in the teaching, the activities are lacking in challenge, pupils are not sufficiently extended and time is not effectively used.
- The quality of assessment, recording and reporting to parents is good. The school has an assessment policy which includes clear procedures, and its adoption and implementation by the staff and governors have been effective.
- The curriculum provided for the pupils is suitable, broad and balanced and meets the requirements of the NC and religious education. The curriculum for children under five years of age is satisfactory and promotes Desirable Outcomes. There are appropriate policies and schemes of work for every subject and time allocation for all NC subjects

and religious education is appropriate. There is a relevant policy for personal and social education and it is effectively implemented across the curriculum. The curriculum is socially inclusive and every pupil has access to the full curriculum although the school has no written policy as yet. Teachers do not plan the development of key skills across the curriculum carefully.

- The support and guidance offered to the pupils are good, as is the care for their welfare. The headteacher and staff know the pupils well and the school atmosphere is quiet, happy and caring. The school has clear and documented procedures for pupils' welfare, health and safety while in its care, whether on the school site or on school visits. The staff employ appropriate measures to eradicate oppressive behaviour, including bullying. There are a very few matters related to the safety of the buildings that have not been addressed.
- The provision made for pupils with SEN is good. Every pupil is assessed every year by means of recognised tests. Difficulties are identified early; currently, there are 11 pupils on the SEN register which also includes general information about the nature of the pupils' difficulties. Two pupils are statemented as having language difficulties. Individual educational programmes are operated for each pupil on stage 2 or above. These are appropriately detailed and are revised on a termly basis. The attitude of pupils with SEN towards learning is good as is their behaviour in class. They make good progress.
- The school's partnership with parents is good as is its relationship with other schools and institutions. The parents make a good contribution to the life of the school. The Parents and Teachers Association (PTA) is very active and makes a financial contribution to the school. The school also contributes much to the life of the local community by supporting a range of social, cultural and charitable activities in the community and beyond. The pupils receive a range of experiences including visits to a number of interesting places in the district, and these enhance the development of the *Cwricwlwm Cymreig*. The quality of links with other schools and institutions is good. The school joins with another school nearby for physical education, including gymnastics and swimming, and with others for dance, music and drama.
- The school's policy and strategies for work-related education and their effect on its educational provision are satisfactory. Also satisfactory is the extent to which staff development is enriched by the school's links with industry.

MANAGEMENT

- The quality of self-evaluation is good overall. The school is committed to the process of self-evaluation and makes use of various sources to gather data about the life of the school. A self-evaluation form is used to assess its strengths and shortcomings. Evidence about aspects such as the quality of the teaching, the ethos of the school and standards achieved in subject areas is gathered and recorded. The headteacher and staff discuss the school's needs, and the headteacher then undertakes the task of planning the SDP. Targets are set for a period of three years. The SDP is a structured and practical document. An evaluation is made of the previous year's targets as well as of the progress made to meet the current year's targets to date.
- The leadership and efficiency of the school are good. The headteacher gives good leadership. The school has a positive ethos and a warm, friendly and familial atmosphere. It has clear objectives which reflect values commended by the parents. They are evident in the life and work of the school. The governors are very supportive of the headteacher and staff and play an active role in the financial management of the school. The school's

budget is healthy and is effectively managed; an appropriate surplus has been carried over from the previous year. The regular administration and the daily routines of the school are efficient, and effective use is made of teaching time, staff expertise and available resources.

- The quality of staffing, school buildings and learning resources are good in general. The school has an adequate number of well-qualified, experienced teachers who are deployed effectively. The teachers and assistant staff adhere to their individual job descriptions in detail. However, inadequate use is made of the nursery nurse to give lessons to the under-fives. The quantity and quality of the learning resources are good in all the curricular areas. The school building is adequate for the number of pupils on roll, and good use is made of all available empty spaces. The lack of a school hall limits the play activities but the facilities of a sports centre in the nearest town are used together with the land of the local rugby club. A part of the school grounds has been set apart for the youngest children and the school has bought a number of large toys, and continues to improve the facilities for learning and play.

IMPROVING THE SCHOOL

- The school has made good progress in addressing the issues identified in the last inspection report. Currently, standards of achievement in English are good and the pupils write in various forms and for different purposes. Good progress has been made in consolidating pupils' understanding of the design process in technology. The pupils understand the process well and their standards of achievement are good in both key stages. The school has prepared a work programme for the under-fives which includes frequent references to play. The children are given frequent opportunities of role-playing and that supports their learning and their understanding across the curriculum. Changes in staffing have occurred since the last inspection. Curricular responsibilities have been re-allocated, and currently, regular monitoring is an integral feature of the self-evaluation programme. At present, the SDP includes targets for a period of three years as well as a detailed programme for the current year.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the Subjects and Areas of Learning

Standards of achievement are satisfactory. The standards are very good in four per cent of the work, good in 72 per cent, satisfactory in 20 per cent and unsatisfactory in four per cent.

- Standards of achievement of the children under five are very good with regard to their personal and social and mathematical development. Standards in the development of their language and literacy, knowledge and understanding of the world, and of their physical and creative development, are good.
- Pupils with SEN make progress in accord with their abilities and the standards of their achievements are good.
- In KS1, standards of achievement are good in mathematics, design and technology, history, geography, music, art and religious education. Standards are satisfactory in Welsh, science, ICT and physical education.
- In KS2, standards of achievement are very good in music. Standards are good in English, science, design and technology, history, geography, art, physical education and religious education. Standards are satisfactory in Welsh, mathematics and ICT.

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- The number of pupils who eligible for assessment at the end of KS1 and KS2 was less than five, and consequently no summary of information about NC assessments for the year 2001 is included.

3.2 Standards Achieved in the Key Skills across the Curriculum

Pupils' standards of achievement in the key skills across the curriculum are satisfactory.

- The under-fives make good progress in the application of their literacy and numeracy skills across the six areas of learning.
- Pupils use their speaking skills appropriately in small groups and whole-class sessions. Most speak clearly when responding to questions and taking part in discussions, but they often use English in Welsh-medium lessons. Pupils listen to their teachers and their peers well and concentrate carefully.
- By the end of the two key stages, many of the pupils can read correctly, with understanding and expression. Pupils in KS2 lack higher reading skills and their ability to use their reading to support work across the curriculum is underdeveloped.
- Pupils make satisfactory use of their writing skills for different purposes across the curriculum. Most of them can write effectively.
- Pupils' standards of numeracy across the curriculum are satisfactory throughout. Pupils develop the ability to measure correctly in science and information technology.
- Some pupils can use information technology software and equipment with increasing confidence, but ICT is not employed extensively to support work across the curriculum.

4. THE ETHOS OF THE SCHOOL

4.1 Pupils Spiritual, Moral, Social and Cultural Development

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

- The school meets statutory requirements regarding collective acts of worship. Pupils' behaviour during these acts of worship is appropriate and they learn respect and courteousness.
- Pupils respond well in collective acts of worship, and Christian values are made manifest in the morning assemblies. However, pupils are not given opportunities of meditating on the main messages of these assemblies.
- The staff encourage good moral standards and values throughout the school. Pupils know what is expected of them in terms of behaviour and moral standards, and they respond very well.
- Pupils have a sound sense of what is right and wrong and they respect each other and their environment. They share work and resources easily, and are prepared to take their turn and to collaborate effectively.
- From the reception class upwards, pupils are encouraged to be courteous; they take care of each other and pupils with SEN are integrated well in all activities.

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- Pupils are prepared to converse with visitors quite openly, in a friendly and courteous manner, and gain from the social experiences they enjoy when visitors such as music specialists instruct them.
 - Pupils receive valuable experiences when they socialise in the numerous clubs held after school.
 - They are advantaged culturally by means of the visits they make to numerous historical sites and by the activities of Urdd Gobaith Cymru. They study other religions as part of the curriculum and display a developing respect for other cultures.
 - Pupils are given opportunities of contributing to charities and of helping those who are less fortunate.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes towards learning are very good.

- The school is a happy and orderly community where daily routines are well-established. Expectations of pupils' behaviour is high and they respond well to the sound, fair and caring standards set by the staff.
- Pupils are observant in lessons and commit themselves well to their work.
- Pupils show respect for each other and they have a positive relationship with adults. Consequently, their learning environment is purposeful and they confide readily in their teachers.
- The school has clear policies on discipline and bullying and parents are confident that the school acts immediately to resolve any problems associated with bullying.
- Not one pupil was excluded from the school during the last year.
- The school has a strong communal identity, and this has a positive effect on pupils' progress and on the good standards they achieve.
- The school is a lively but orderly community, and the older pupils take care of the younger pupils. This consolidates the familial atmosphere within the school.

4.3 Attendance

Attendance across the school is satisfactory.

- The average rate of attendance for all the period from summer term 2001 to the spring term 2002 was 92 per cent.
- The procedure for monitoring and improving attendance is under-developed.
- The school has a 'School/Home Contract' which operates well.
- The school is given the support of the Unitary Authority (UA) and the Welfare Officer, but the need to call on that officer's services is a rare occurrence.
- During the week of the inspection, the majority of the pupils arrived at the school at the beginning of the school day punctually, as they did for their lessons also.
- The school conforms satisfactorily with the requirements of the Welsh National Assembly's Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching was very good in eight per cent of the lessons observed, good in 36 per cent, satisfactory in 52 per cent and unsatisfactory in four per cent.

When the teaching is good:

- Teachers have good subject knowledge;
- Sessions are well-structured;
- Teachers employ good language and offer pupils good models of speech. They employ a wide range of questioning techniques;
- Sessions are conducted at a good pace and pupils' interests sustained consistently;
- The aims of lessons are explained to the pupils;
- The work is matched appropriately to pupils' abilities;
- A good range of learning techniques is effectively used.

In a number of instances, where there are shortcomings in the teaching:

- Sessions are not well-planned, objectives not identified, and key teaching points are unclear;
- Activities are lacking in challenge and pupils are not extended adequately;
- Teaching is slow in pace;
- Time is not used effectively.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting to parents is good.

- The school has a policy of assessment which includes clear procedures; it has been adopted by staff and governors and is implemented effectively.
- Basic assessment of the under-fives in the school provides early and useful information about individual pupils. Teachers use this knowledge to plan relevant experiences and to identify pupils with SEN. They use the assessments to inform the planning of future work.
- Records of assessments are used to express an opinion about a pupil's progress at different stages. Portfolios of pupils' annotated work are kept so that teachers know at which level pupils are working and to ensure that the teaching and learning meets the needs of individual pupils.
- Samples of work are kept and are useful to the staff, pupils and parents as a guide to monitor progress and to identify areas which need developing.
- Parents are invited to attend advisory evening meetings in which they discuss the work of their children with the class teacher.

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- Pupils' work is regularly marked, often in their presence, and the teachers keep a record of pupils' reading experiences. There is some inconsistency in the written comments about pupils' work inasmuch as they do not always offer constructive advice for improvement.
 - The annual reports prepared for parents conform satisfactorily with the statutory requirements, but do not contain targets for the raising of pupils' standards of achievement. Some observations regarding standards in the foundation subjects are less informative than others. However, specific times are set aside for parents to meet teachers to discuss pupils' progress, and parents are content with this provision.

5.3 Curriculum

The curriculum provided for the pupils is appropriate, broad and balanced, and meets the requirements of the NC and religious education.

- There are appropriate policies and schemes of work for every subject, and time allocation is appropriate for all NC subjects and religious education.
- The curriculum for the under-fives is satisfactory and promotes Desirable Outcomes.
- The school has a relevant policy for personal and social education and it is implemented effectively across the curriculum.
- Teachers do not plan sufficiently carefully to develop key skills across the curriculum, but these skills are developed satisfactorily generally.
- Pupils with SEN are supported purposefully and the quality of provision made for them is good. The NC is amended for two pupils.
- The curriculum is enhanced by a variety of visits to places outside school and by visitors such as authors and poets to the school.
- Every pupil in KS2 is given the opportunity of learning to play an instrument. Currently, two pupils play the cello.
- The curriculum is socially inclusive and every pupil has access to the full curriculum although the school has no written policy.
- There is a good range of extra-curricular activities such as sports, art and Urdd activities, and every pupil is given the opportunity of spending a week in a residential camp. These activities strengthen pupils' skills of collaboration and communication.
- The school was awarded the Standard Mark by the Basic Skills Agency in 2001.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance offered to the pupils are good, as is the care for their welfare.

- The headteacher and staff know the pupils well and the school atmosphere is happy, quiet and affable.
- The school has clear written documents for pupils' welfare, health and safety whilst at school, whether on the school site or on a school visit. The procedures for pupils' safety are appropriate and the staff know their responsibilities.
- The staff employ appropriate measures to eliminate oppressive behaviour, including bullying.

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- Every pupil has equal opportunities with regard to support and welfare, and they are confident with their teachers and speak freely with them.
 - The under-fives feel safe and the provision of care and welfare for them is good from the first day they attend school. Adequate attention is given to their development.
 - Parents are content with the school organisation and are thoroughly supportive of the staff. They declare that their children are happy in the school and that they are developing their confidence and self-esteem.
 - Arrangements for supervising the pupils during lunchtimes are such that help is immediately available, and pupils demonstrate excellent self-control.
 - Personal and social education is provided across the curriculum although there is no whole-school programme as yet.
 - A small number of matters dealing with the safety of the accommodation have not been addressed.

5.5 Provision for Pupils with Special Educational Needs

Provision for pupils with SEN is good.

- The daily provision made for pupils with SEN is good. Every pupil is assessed annually by means of standardised tests. Difficulties are identified early and currently there are 11 pupils on the register which contains general information about the nature of their difficulties. Two pupils have statements indicating language difficulties.
- A support teacher, who visits the school for an hour every week, works closely with the staff and the SEN co-ordinator (SENCO) who organises SEN effectively. The school partly employs a learning assistant to support the learning of pupils in KS1 and KS2 for 10 hours a week.
- The policy for SEN is clear and concise; it indicates staff responsibilities and those of the governing body. The school meets the requirements of the SEN Code of Practice.
- Individual educational programmes are prepared for every pupil on stage 2 or above. These are appropriately detailed and are revised every term. Pupils' progress during a term is not always recorded in sufficient detail. Parents are fully consulted and take part in all decisions, although the meetings are sometimes conducted informally.
- Pupils with literacy difficulties are effectively supported within their classes by means of work prepared to match their abilities and individual needs. The learning assistant also gives good support. The school succeeds to move the pupils down the stages, sometimes completely off the SEN register.
- The attitude of pupils with SEN towards their learning is good and their behaviour in class is very good. They make good progress.
- The school has good links with outside agencies, and good links have been developed with the local secondary school to ensure the smooth transference of pupils with SEN from Y6 to Y7.

5.6 Partnership with Parents and the Community, Schools and other Institutions

The school's partnership with parents and the community is good as is its relationship with schools and other institutions.

- The parents' contribution to the life of the school is good. The PTA is active; it organises various social activities and makes a financial contribution to the school.
- The school's partnerships with parents and the local community make a good contribution to the general development and standards of achievement of the pupils. The pupils are given a range of experiences which include visits to places of interest in the vicinity, and these enhance the development of the *Cwricwlwm Cymreig*.
- The quality of information submitted to parents about the school, its performance and activities, is satisfactory. When necessary, information for parents/guardians is conveyed by letter.
- The quality of the linking arrangements with other schools and institutions is good. The school joins with another adjacent school for physical education, including gymnastics and swimming, and with others for dance, music and drama.
- A bridging plan has been prepared for the transition of Y6 pupils from KS2 to KS3; the pupils concerned visit the comprehensive schools of the area. At the end of the first year after the transfer of its pupils, the school receives reports from these comprehensive schools about the pupils transferred.
- The school has not received any students engaged in initial teacher training for several years, owing to its rural location. Secondary school pupils living locally visit the school for work experience.
- The school's atmosphere is a caring one and makes a good contribution to the links between school and home. The Home-School Links programme is appreciated by parents and guardians.
- The school contributes much to the life of the local community by supporting a range of social, cultural and charitable activities, in the district and further afield. Thanksgiving services and concerts are held by the school to which parents and local residents are invited. The school has taken part in various activities in the local church and chapels, and has raised money for numerous charities.
- The school has good links with the local radio station, the local Welsh language paper (*papur bro*) and others. Good links have also been established with diverse movements and institutions locally and further afield.
- In the context of sports, the school has links with the rugby club and leisure centre in the neighbouring town.
- A teacher from Japan visited the school and discussed his mother country as part of the scheme of work in geography. Also, a British person visited the school to discuss his experiences during a year's visit to Japan.

5.7 Partnership with Industry

The school's policy and strategies for work-related education and their effect on the quality of its educational provision are satisfactory.

- Staff development is enhanced satisfactorily by the school's partnership with industry.
- The school's relationship with the Educational Business Partnership (EBP), career companies and local agencies are satisfactory.
- It is the intention of one member of staff to arrange an exchange works experience with a member of a quarry in the vicinity as part of a personal professional development programme.
- The rich experience of listening to parents and other family members talking about their work enhances the pupils' standards of work and renders good support for the curricular and extra-curricular provision.
- The experience of visiting a local quarry deepens pupils' understanding of the workplace and its requirements, and the school's links with the Woodland Trust contributes to their knowledge. The link with a re-cycling centre is also valuable.

6. MANAGEMENT

6.1 The quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good overall.

- The school is committed to the process of self-evaluation and gathers data about its life from a variety of sources.
- A self-evaluation form is used to assess the strengths and shortcomings of the school. Evidence is recorded and kept about such aspects as the quality of education, the ethos of the school and the standards achieved in subject areas.
- The results of NC assessments over a period of four years are analysed, and any inconsistencies are identified and explained adequately. The school compares its performance with NC assessment results locally and nationally.
- The school monitors every subject area in a two-year cycle. Observations are minuted and kept in a monitoring file. These are reflected in the SDP.
- The headteacher and staff discuss the needs of the school, and then the headteacher drafts the SDP. Targets are set for a period of three years.
- The SDP is a structured and practical document which contains the school's aims and objectives. It includes an evaluation of the achievement of targets set in the previous year as well as the progress made to meet the targets of the current year to date.
- The headteacher monitors the targets set in the SDP regularly and informs the governing body, in her termly reports, of the progress made.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are good.

- The headteacher gives good leadership. The school has a positive ethos and a warm, friendly, familial atmosphere.
- The school has clear objectives which reflect those values commended by the parents. Those values are also evident in the life and work of the school.

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- The governors are very supportive of the headteacher and staff. One of the governors has responsibility for the curriculum and one other is named as responsible for SEN.
 - The governing body plays an active role in the financial management of the school, and one of its members attends termly meetings with the headteacher of the school and a financial officer from the local education authority. The school's budget is healthy and is effectively managed; a surplus was brought forward from the previous year.
 - No financial audit has been conducted for four years.
 - All members of staff have job descriptions which define their roles in the management of the school. The two teachers have produced policies and have written schemes of work for subjects for which they have especial responsibility. They also monitor standards in their subject areas regularly.
 - Informal staff meetings are held daily, but about once a week a more formal staff meeting is held and these are minuted appropriately.
 - Routine administration and day-to-day arrangements are efficient, and teaching time, staff expertise, teaching spaces and available learning resources are used effectively.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good in general.

- The school has an adequate number of experienced teachers who are well-qualified and deployed effectively. There is some specialist teaching, for example, in science and music across the key stages; this has a very positive effect on the standards of achievement in music. The staff work well as a team and provide a happy and industrious learning environment.
- Knowledge and expertise acquired by the staff through in-service training (INSET) are effectively conveyed to other teachers and improve their knowledge and skills. The teachers and teaching aides adhere to their individual job descriptions in detail. Not enough use is made of the nursery nurse to give lessons to the under-fives.
- The quantity and quality of the learning resources are good in all curricular aspects. They are stored effectively, labelled clearly, access to them made easy and they are used very effectively.
- Accommodation is adequate for the number of pupils on roll, and good use is made of all available empty spaces. The pupils work independently in spaces outside the classrooms when required, and they make good use of limited space. Activities in sport are constrained owing to the absence of a school hall, but the school makes use of the facilities of the leisure centre in the nearest town and of the local rugby club.
- Very good use is made of displays of pupils' work to stimulate ideas, to recognise achievement and to create a colourful and light environment.
- The school yard is limited, and there is no grassed area, but the use made of the available spaces to support the curriculum and open air activities is good.
- A part of the school grounds is set apart for the youngest children in the school, and the school has purchased a number of large toys, and continues to improve the playing and learning facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children Under Five

The educational provision for the under-fives is good and promotes Desirable Learning Outcomes and the successful teaching of children.

- Children of four years of age attend the school full-time and are taught in the reception class and KS1. A nursery nurse works part-time within the class, assisting the teacher by supervising small groups of children.
- The pupils move around the classroom and decide on their choice of activities and materials confidently. They are at all times orderly and co-operate well with adults and with each other.
- Standards achieved in personal and social development are very good, as they are in mathematical development. They are good in language, literacy and skills of communication, knowledge and understanding of the world, and in pupils' physical and creative development.

Language, literacy and communicative skills

Good features

- Early reading and writing skills are well-developed. The children see and read books and other forms of the printed word often. They are given good guidance in the early skills of reading and writing.
- The youngest four-year-old children can recognise sounds and letters, name objects and arrange them according to the initial sounds of their names. They sit quietly and listen attentively, responding confidently to questions about a story, and they know that words and pictures have certain meanings. They hold conversations, although not fully fluent in Welsh, and they can discuss the main characters of a book in simple terms.
- These pupils can also recall work previously done, and recognise sounds well. They form letters correctly and enjoy handling books, which they do carefully. They respond to stories and rhymes, and choose sentences to correspond with a subject. They begin to build sentences to correspond with a subject. They begin to build sentences and strive to write words and sentences independently.

Personal and social development

Good features

- Children in the reception class play together and enjoy role-play; they develop effective relationships with their peers and adults. They display an eagerness to participate in new learning experiences, and begin to formulate ideas and solve problems.
- Four-year-old children work well as members of a group and independently. They are able to concentrate and to persist with their learning, and they ask for help when necessary. They are sensitive to the needs of others and respond positively to a range of experiences. They express feelings and behave well, taking their turns and sharing fairly.

Mathematical development

Good features

- The nursery children arrange objects according to their size, their colour and kind. They can count up to five and 10 confidently and can say how many objects they can see. They can recall rhymes and songs, and enjoy working on simple counting games. They are aware of shapes and begin to learn the names of different shapes. They also develop a good vocabulary when comparing the different sizes and shapes of objects and finding them in their surroundings.
- Four-year-old children can count up to 10 forwards and backwards, and by the end of the reception year they can continue up to 20 at least. They can count forward from a specified number.
- They can describe 2-D and 3-D shapes and name them, identifying simple features and arranging and pairing shapes. They connect shapes with objects in their everyday lives and in their environment.
- The older children understand concepts such as bigger/smaller, more/less, adding/subtracting, fewer/more numerous, lighter/heavier. They employ ICT skills to develop their skills in number, and to draw simple pictograms and graphs, displaying good control of the mouse and their practical ability.

Knowledge and understanding of the world

Good features

- All the children have well-developed basic skills of investigation.
- Reception pupils can name young animals, discuss pictures in large books, understand that different materials are of different strengths and have different uses, and they are familiar with day-to-day objects and places. They participate in role-play about care for animals, and pretend to be animals.
- Four-year-old children can talk about work they have done on reflections, on playing shadows and on sounds. They take part in practical activities, displaying increasing care and control. They come to simple conclusions and ask pertinent questions.
- They recognise the importance of places and of the assistance provided by the ambulance service and the postman.

Physical development

Good features

- Reception children can move confidently and very imaginatively, displaying increasing control and co-ordination. They use a range of equipment, large and small, and demonstrate a developing control and balance. Space within the school does not permit the setting up of climbing equipment permanently, but the children are given the experience of climbing a slide.
- Four-year-old children demonstrate good control when tracing and cutting out shapes, using small and large equipment, and when climbing and maintaining their balance. They begin to respond to suggestions for dance, emulating movements, and they enjoy role-play and drama.

Creative development

Good features

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- Pupils make good progress in their creative work, and learn a good range of techniques and a wide range of skills.
 - Reception children produce pictures, displaying effective control of brush and pencil. They use paint carefully and express their ideas and feelings in their art work. They work with flexible materials and create simple shapes on paper, in sand and in clay.
 - The four-year-old children express their ideas in their paintings, drawings, models, movements and role-play. Some of their work is of very good quality, especially their pictures of houses and their rubbings.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils' listening skills are developed well across both key stages. The pupils listen attentively to their teachers and to views expressed by others in discussion, and most of them respond appropriately.
- Pupils' reading skills are developed well in KS1. The pupils enjoy books and are eager to read big books together with their teachers. Some pupils read fluently and with enthusiasm. They read with good expression and use their knowledge of phonics to read new words. They speak about characters and incidents quite well, and they can give good reasons when asked why they like a particular story.
- In KS2, pupils' fluency and interest in reading are further developed and most of them become successful readers, eager to read at home and in school. Reading at home is well-supported by the parents. The more able pupils speak easily about the books they have read and about the characters and main events in the works of their favourite authors.
- Good progress is evident in the written work of KS1 pupils. They write for a range of different purposes, including descriptions, simple dialogues and letters. They can punctuate correctly in general, and their spelling, when incorrect, is plausible. Pupils form letters clearly and well, and a good number of pupils begin to join them together correctly. Older pupils write independently and produce interesting ideas.
- Pupils across KS2 write for different purposes using various forms appropriate to the task set. For example, in the first half of the key stage they write letters, lively dialogues, menus and interesting newspaper reports. Older pupils write letters in appropriate styles; their stories and reports are well-structured, and they develop an understanding of how to employ persuasive language, which holds the reader's interest, when writing information booklets for tourists. As they move up the key stage they become more aware of paragraphs and make more use of them and do so increasingly effectively. Some of the older pupils understand the importance of punctuation and punctuate consistently and correctly. The written work of a large number of pupils is correct and polished. The more able pupils write neatly and present their work well.

Shortcomings

- In KS1, a number of pupils, including older ones, use English to express themselves in Welsh-medium lessons.
- Pupils in KS2 lack a knowledge of higher reading skills, and their ability to use their reading to support their work across the curriculum is not adequately developed.
- The ability of KS2 pupils to write extended prose is under-developed.

English

In general, standards of achievement are good in KS2.

Good features

- Pupils can read correctly, fluently and with appropriate expression.

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- Pupils are able to respond orally and in writing to texts of increasing complexity, and the majority of them understand implicit as well as explicit meanings.
 - Pupils write in a variety of forms and for different purposes and audiences. There are examples of work across the curriculum, as in history and geography for example, which display the development of the pupils' reading and writing skills.
 - Pupils discuss their work, re-draft it and present it appropriately when required.
 - The standard of spelling is satisfactory and pupils understand how to punctuate correctly.
 - The pupils can search for information in books with increasing understanding, and on occasion use the Internet for information and then adapt it.
 - Pupils work conscientiously to improve the standard of their spelling, their punctuation and the grammar of their written work.
 - The pupils become more confident of literary terms by working on different projects and by studying texts within a novel, poems and a number of different texts. They read information and interpret it across the curriculum and record it with increasing care.

Shortcomings

- There are no significant shortcomings.

Mathematics

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

Good features

- At the beginning of KS1, pupils understand concepts such as 'more than' and 'less than'. They know number bonds up to 20.
- They are able to choose pieces of money to make a total of 18 pence. They can count 10 pence change.
- Pupils know the time, the days of the week, months of the year and the seasons. They know what they will be doing at eight o'clock in the morning and at six o'clock in the evening.
- At the end of KS1, pupils can count forwards and backwards up to one hundred. They can count forwards in units of two, five and ten.
- They have a good knowledge of addition and subtraction processes up to 20 and use them correctly and confidently.
- They use a variety of methods of addition and subtraction and they understand number patterns. They understand and use symbols in number sentences. They can double and halve numbers up to 20 correctly.
- Older pupils in KS1 have a good understanding of place value and use their knowledge confidently.
- They recognise 2-D and 3-D shapes well; they are able to name them and to list their particular features.
- Pupils are beginning to understand how to measure length; they can estimate fairly well and the ablest know that centimetres are the units of measurement used to measure small objects and metres to measure the length of a room, for example.

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- The older pupils handle data confidently and can convey information in graphs correctly.
 - In KS2, pupils have an understanding of number patterns. Across the key stage they develop an understanding of place value and handle numbers up to 10,000 and beyond. Near the end of the key stage they have developed confidence to handle numbers up to 100 in mental arithmetic, and they can explain the strategies they employ.
 - At the beginning of KS2, pupils display an understanding of fractions and can calculate them practically by dividing shapes into two or four equal parts. By the end of the key stage, they understand more complex fractions.
 - At the beginning of KS2, pupils develop further their knowledge of 2-D and 3-D shapes, and across the key stage they become able to recognise and correlate the features of a good range of 2-D and 3-D shapes successfully.
 - Pupils know the names of different triangles and can describe their particular features.
 - At the end of the key stage, pupils can estimate measurements fairly effectively. They can express measurements in various ways; for example, they express 230 centimetres as 2m 30cm and 2.3m.

Shortcomings

- In KS2, pupils do not undertake the task of converting fractions, decimals and percentages skilfully and confidently.
- Some pupils in KS2 are unsure of mathematical terminology and do not use symbols denoting 'more than' and 'less than' correctly.
- At the end of KS2, pupils have difficulty in using and applying their knowledge to solve real-life problems.

Science

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

Good features

- In KS1, pupils display a satisfactory understanding of aspects of the natural world, and they understand the life cycle.
- They can separate out materials according to their simple properties and can say how water and other things affect them. They use scientific terms such as pliable and rigid.
- They observe scientific experiments such as the passage of vehicles down various surfaces, and they record their findings.
- Pupils use limited scientific terms to describe and record their observations.
- Pupils display responsible attitudes with regard to safety and respect for living organisms and their environment.
- Pupils respond well to their teachers' questions and they can make simple predictions.
- In KS2, pupils can plan a systematic investigation and they accomplish experimental work purposefully and safely. They make careful observations and offer sensible explanations of behaviour observed by them in their experiments.
- They are able to make effective use of ICT to gather, store, process and present information.

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- They can ensure fair testing and they make sensible predictions based on former experiences. They pay adequate attention to the purpose of an experiment and take care when coming to conclusions and analysing them.
 - Pupils make observations and systematic measurements, presenting their work diagrammatically, graphically, in tabular form, by means of charts as well as in written reports.
 - They employ scientific terms consistently to discuss life processes and living things, materials and their properties, and physical processes.

Shortcomings

- Pupils in KS1 do not undertake aspects of the planning of investigations, ensuring a fair test.
- Only infrequently do they make a written record of the planning process. In the main, they only write a record of their observations and a scientific explanation, thus rendering their recording incomplete.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils follow a thorough process of researching into products, the materials used and how they operate. They then begin to design, to make and evaluate their own products.
- In KS1, pupils plan and make simple puppets, and learn about hinges and materials. They make good vehicles and decorate them colourfully and attractively.
- They experiment with paper to form the initial shape of a soft toy. They evaluate their work orally, using appropriate vocabulary. They then plan the re-making of the toy using textiles.
- They choose appropriate directions in order to control the movement of a floor turtle from one place to another.
- At the beginning of KS2, pupils design boats and use their knowledge of cams to create a mechanism to move them.
- Pupils research into structures. They use the information gathered as well as their knowledge of the features of certain materials to look into ways of bending paper to make a bridge strong enough to bear weight. They experiment in order to discern which method is the most effective.
- At the end of the key stage, pupils work effectively in groups to design and make small fairground horses, using their knowledge of cams.
- Pupils use appropriate vocabulary when describing their products; for example, axis and fulcrum.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, pupils employ information technology hardware and software confidently, and they display their good control of the mouse when changing text and moving pictures on the screen.
- In KS1, pupils exercise an increasing degree of independence and they can print their work.
- Pupils use information technology to process and record information. They can enter information to be stored, retrieve it and interpret it simply when required to do so.
- Pupils understand the importance of correctness when inputting information and directions into a database.
- The pupils use models or simulations based upon information technology to test and to investigate things and aspects of real or imagined situations, such as using the mouse to move objects on the screen.
- In KS2, pupils build upon the understanding and skills they have acquired formerly within the key stage. They are able to interpret, analyse and check the authenticity obtained on the information technology systems, and can choose the relevant elements to meet specific objectives.
- Pupils look for information on the Internet and on CD-ROMs to support their researches in history, language, science and geography. They search for information about Japan on the Internet, then print the information for the rest of the class.
- Pupils can employ a processing program to present information, placing it neatly within borders, and they choose illustrations to decorate their work, using an appropriate program.
- They change the size and colours of letters skilfully. They enter information into a database.

Shortcomings

- Pupils do not make sufficient use of the computer as a tool for learning and for presenting information across the curriculum, and their skills are underdeveloped.
- Pupils are not confident when modelling and do not investigate the effect of changing variables in simulations and packages such as Logo.
- The pupils are unable to control the movement of components in science and design and technology.

History

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages have a good awareness of chronology and they make good use of the time line. Key Stage 1 pupils are able to arrange vehicles from different periods in order, and can say in what way development has advantaged the life of man in general.

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- They recall a variety of stories and happenings. They begin to understand why people acted as they did and how their actions led to certain consequences. They can name some changes that have occurred and can explain differences in the way of life and work in the past, for example, life without electricity, school life and work in the quarries during Victorian times. They visit the local quarry to discover the history of quarrymen of the past and of workers today.
 - Pupils learn how to get information about the past from a variety of sources, including artefacts, buildings and people.
 - In KS2, pupils' knowledge and understanding of change over time in the local area is well-developed. They understand that people living in days of yore would have different standpoints from their peers and people of the present day.
 - Pupils use a wide range of sources such as photographs, primary and secondary sources and CD-ROMs to come to conclusions about aspects of the past. The ability of the oldest pupils to analyse information is developing well.
 - They organise their perceptions well, using various methods of conveying information effectively, and there are examples of extended prose dealing with aspects of a particular period they have studied.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have a good knowledge and understanding of location, and of the simple characteristics and features of places. They note the features of Pontarfynach and express simple opinions about local locations and the use made of land.
- They have an appropriate understanding of patterns and processes in human and physical geography. They can identify the physical and human features of the district around the school when creating maps and a plan of the village, and they display appropriate mapping skills for their age and abilities. They are able to create keys and locate features using a simple grid.
- In KS2, pupils successfully use a range of maps, photographs taken from the air, and various data. They locate features by using four-figure and six-figure co-ordinates.
- They use their knowledge and skills in fieldwork and employ their reference skills and follow geographical directions when they have access to the facilities of an adjacent open air centre.
- Pupils use a developing range of geographical terms with increasing correctness. They record information in numerous ways: in written reports, information booklets for visitors, diagrams and in tabular form.
- Pupils know about Welsh character and identity, and use their knowledge to compare Wales with other countries, such as Japan.

Shortcomings

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- There are no significant shortcomings.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils develop their knowledge of artists and painters of international repute and those who work in Wales, and they respond to the styles and ideas of such people as Jack Jones in a practical way. Some very effective work was seen of faces created in the style of Van Gough .
- Pupils develop an understanding of line and tone when painting, and they pay attention to the mixing of colours, to tone, shape and space. Pupils experiment sufficiently with various styles, a variety of materials, equipment and processes. There are examples of effective printing work and painting with charcoal.
- They begin to investigate into different kinds of art, craft and design in the local environment, and in different cultures.
- In KS2, pupils develop their knowledge of artists, craftsmen and designers who work in a range of media, including examples of the work of artists such as Picasso. There are examples of paintings of reflections in exceedingly effective colours and the pupils display the ability to portray skilfully what they see.
- They respond well to the methods and ideas of others, experimenting with different styles, techniques and resources.
- Pupils' sketching work indicates care and a good awareness of shape, form and space. They can discuss their work using the visual language of line, mood, colour, pattern and texture, and can apply these to their own work effectively. They draw objects, such as shoes, from different angles and experiment with sketching skills carefully and thoroughly.
- Pupils experiment with a range of materials, processes and 2-D and 3-D techniques.
- Pupils evaluate, revise and adapt their work when necessary.

Shortcomings

- There are no significant shortcomings.

Music

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

Good features

- In KS1, pupils can recognise notes, together with body signs, and sing notes correctly.
- They can name a good number of instruments and their knowledge of dynamics is effectively developed by playing untuned percussion instruments.
- Following their teachers' guidelines they compose short compositions on percussion instruments.
- They are able to discuss their achievements intelligently using musical terminology appropriate for their age.

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- In KS2, pupils develop an increasing understanding of musical elements such as beat. They know how many notes there are in a bar and the length of minims, crotchets and quavers. They use these terms correctly.
 - They control their breathing well while singing and can finger correctly when playing instruments. They can play tunes in harmony and play their parts correctly in a round.
 - In KS2, older pupils compose simple tunes which demonstrate their awareness of structure. They record their compositions on staves, identifying notes and time correctly. They play their compositions on recorders confidently.

Shortcomings

- There are no significant shortcomings.

Physical education

The full range of work was not observed, but standards were satisfactory in what was seen in KS1 and good in KS2. The school has no school hall nor an appropriate space for gymnastics, but makes arrangements to take the pupils regularly to a leisure centre some ten miles distant.

Good features

- In KS1, pupils display fairly good physical control, and can make large and small shapes well.
- They use space effectively.
- They use their bodies effectively to convey the growth, flowering and withering of a seed. They respond well to the sound of a tambourine.
- In KS2, pupils use their bodies well in movement and display a good awareness of those around them.
- They use hockey sticks skilfully and are always aware of danger.
- They control the ball well with the stick and guide it between the cones and strike it into the goal skilfully.
- Pupils concentrate well.
- School records indicate that the vast majority of the pupils are able to swim the expected 25 metres by the end of KS2.
- The vast majority of KS1 and KS2 pupils have achieved levels 4–6 as specified by the British Gymnastics Association.

Shortcomings

- Lack of concentration has a deleterious effect on the performance of some pupils in KS1.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 know stories from the Old Testament and a number of parables from the New Testament.

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- Pupils discuss sensibly what they see in symbols. They are able to express the feelings, memories and emotions they bring to mind.
 - They understand that their beliefs and faith make them behave in certain ways.
 - They understand, also, that love and sympathy go hand in hand, especially when people believe in Jesus Christ.
 - They express opinions sensitively, and display some knowledge of Christianity and Buddhism.
 - In KS2, at the beginning of the key stage, pupils learn about church architecture and can name parts of a church building and explain their significance.
 - In the context of a theme on travelling, pupils know that there are several references in the Bible to journeys, and they can name a number of them.
 - Following the same theme, pupils can present reports of Gladys Aylward's travels in China.
 - Pupils know the main characteristics of Islam and Sikhism, and that Muslims attempt to make a pilgrimage to Mecca once in their lifetime.
 - They know about Martin Luther King and his campaign for equal rights for coloured people in the United States of America.

Shortcomings

- There are no significant shortcomings.

8. IMPROVING THE SCHOOL

8.1 Progress since the last inspection

The school has made good progress by attending to the issues identified for action in the last inspection report.

Make wider use of written work in order to improve standards in English.

Currently, standards of achievement in English are good and pupils write in several forms for different purposes, including work in history and geography, which extends their skills.

Provide a balanced programme in design and technology in order to consolidate pupils' understanding of the design process.

Good progress has been made in addressing this matter. Pupils follow a thorough process when they investigate materials, design and make products. They understand the process well and their standards of achievement are good in both key stages.

Improving the provision for structured sports for the under-fives.

The school has planned a programme of work which includes frequent references to play. The pupils are given extensive opportunities of role-playing, and that supports their learning and their understanding across the curriculum.

Ensuring a better balance in the curricular responsibilities in order to monitor the provision and ensure progression and continuity across the school.

There have been staff changes since the last inspection. The curricular responsibilities have been designated anew, and currently, regular monitoring is an integral part of the self-evaluation programme. The better progression and continuity are reflected in the improved standards.

Using the SDP to set specific targets for the medium and long-term.

At present, the SDP includes targets for a period of three years as well as a detailed programme for the current year.

8.2 Key Issues for Action

To ensure improvement the school must:

- raise standards in those subjects deemed to be satisfactory, and attend to shortcomings in certain aspects;
- plan the development of key skills across the curriculum more carefully and implement the planning effectively;
- ensure the safety of the site.

APPENDIX

A. Basic Information about the School

Name of school	Mynach Community Primary School
Type	UA maintained
Age range of pupils	4–11
School Address	Pontarfynach Aberystwyth Ceredigion
Post-code	SY23 4QZ
Telephone number	01970 890234

Name of Headteacher	Mrs Rosemary Thomas
Date of appointment	1 January 1998
Chair of Governors	Mrs Sally Jackson
Registered Inspector	Mr Robert Jones
Date of inspection	20–21 May 2002

B. School Data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	3	2	2	2	5	6	23

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

<i>Staffing Information</i>	
Teacher:pupil ratio, excepting nursey and special classes	11:1
Average size of classes, excepting nursery and special classes.	11
Teacher:class ratio	11:1

<i>Percentage of attendance for the three terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	94	95	93	94
Summer 2001	96	90	79	88
Autumn 2001	94	95	93	94

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

END OF KEY STAGE 1: 2001

Results of National Curriculum Assessments in KS1: 2001	Total number of Y2 pupils: 3
The number of pupils who could be assessed at the end of KS1 was less than five, and consequently no summary of information can be included.	

END OF KEY STAGE 2: 2001

Results of National Curriculum Assessments in KS2: 2001	Total number of Y6 pupils: 3
The number of pupils who could be assessed at the end of KS2 was less than five, and consequently no summary of information can be included.	

D. Evidence base of the inspection

The inspection team consisted of three inspectors who were present in the school for a total of five inspection days. During the period of inspection:

- pre-inspection meetings were held with the headteacher, the staff, the parents and the governing body to discuss the life and work of the school;
- thirteen questionnaires were completed by parents and these were analysed carefully;
- school policies and documentation were studied before the inspection;
- discussions were held with the headteacher and curriculum co-ordinators;
- twenty-five teaching sessions or part-teaching-sessions were observed;
- inspectors listened to pupils reading, and discussed their work with them as part of an inspection of standards in NC subjects;
- samples of pupils' work from each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied;
- inspectors were present in every act of whole-school collective worship; post-inspection meetings were held with the staff and the governing body.

E. Constitution and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Robert Jones	RgI	1. Context 2. Main findings 3.1 Educational standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.3 Curriculum 5.5 Provision for pupils with SEN 6.1 Self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Welsh mathematics design and technology music physical education religious education
Mrs Sylvia Clough	Team	4.2 Behaviour and attitudes 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 6.3 Staffing, accommodation and learning resources	children under five English science information technology history geography art
Mr Tom Evans	Lay	4.3 Attendance 5.6 Partnership with parents, the community, schools and other institutions 5.7 Partnership with industry	

The inspectors who visited the school wish to thank the governors, the headteacher and staff, for the co-operation and courtesy extended to them during the inspection.