

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

**Ysgol Gymunedol Penlôn
Llwyncelyn
CEREDIGION
SY46 0HN**

School Number : 667 / 2296

Date of Inspection: 22 – 24 January, 2002

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Registered Inspector : WO72 / 16774
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Under ESTYN contract number – T/116/01P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

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

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1. CONTEXT

The school and its priorities

Ysgol Penlôn is a primary community school that is maintained by Ceredigion Unitary Authority [UA]. It is situated in a rural area some two miles to the south of Aberaeron. Children are first admitted to school on a part-time basis at the beginning of the term following their fourth birthday.

The school admits pupils from the full range of abilities. The school describes their background as one that is neither advantaged nor disadvantaged. 4% of the pupils are entitled to receive free school meals; this percentage is substantially lower than county and national averages. The number of pupils on the school roll has remained fairly consistent since 1998. Approximately 52% of the pupils come from homes where Welsh is spoken and approximately 65% speak the language to a standard that is equivalent to first language. The UA has placed the school in Category A which means that Welsh is the main medium of instruction, but the school aims to ensure that the pupils are fluent in both languages by the time they are ready to transfer to secondary school. Approximately 95% of the pupils have received pre-school education. 11 pupils [23%] have been placed on the special individual needs [SEN] register, a percentage that is slightly greater than the national averages; three pupils have statements of SEN.

The main priorities in the School Development Plan [SDP] are to:

- develop the school's self-assessment procedures;
- produce a homework file for each pupil;
- modify the reading record books;
- develop a structure for the teaching of science throughout the school;
- develop links with Europe;
- develop information technology[IT];
- provide a designated play area for the under fives.

In September 1999, the school was awarded the Basic Skills Agency Quality Mark. It has also won a Welsh Heritage Initiative prize for three years in succession. Developing the pupils' respect for the environment and their Welsh heritage features prominently in the aims of the school.

The present head was appointed in September 2001. One member of staff is on her first year in the profession.

2. MAIN FINDINGS

The main findings of the report

- The educational provision for children under five is appropriate. They achieve good or satisfactory standards in every aspect of the work. Standards of achievement are as follows:

| DESIRABLE OUTCOMES | STANDARDS |
|--|------------------|
| Language development, literacy and communication | Good |
| Mathematical development | Satisfactory |
| Creative development | Good |
| Physical development | Good |
| Knowledge and understanding of the world | Good |
| Personal and social development | Good |

- The curriculum includes all the subjects of the National Curriculum [NC] and religious education. It is enriched by a good range of extra-curricular activities, including numerous visits, inviting visitors into the school and a good number of competitive games. The pupils compete very successfully in games such as rugby, rounders, cross-country running, swimming, netball and football.
- The quality of curriculum planning is satisfactory in a substantial majority of subjects. Insufficient attention is given to planning the development in skills and concepts in the various subjects in accordance with pupils' age and ability; this is especially true of pupils in Y5 and Y6.
- The results of NC statutory assessments are better than county and national averages in KS1. The pattern in KS2 is varied; the results for Welsh and English are better than county and national norms while those in mathematics and science are lower than county and national norms. At one time the performance of boys in Welsh and English was inferior to that of the girls, but the gap between them has narrowed of late.
- In KS1 and KS2, standards of achievement are as follows:

| | KS1 | KS2 |
|-----------------------|--|--|
| Welsh | Oracy – satisfactory Reading – satisfactory Writing - satisfactory | Oracy – satisfactory Reading – satisfactory Writing – satisfactory |
| English | - | Oracy – satisfactory Reading – satisfactory Writing – satisfactory |
| Mathematics | Satisfactory | Satisfactory |
| Science | Good | Satisfactory |
| History | Good | Satisfactory |
| Geography | Satisfactory | Satisfactory |
| Religious education | Satisfactory | Satisfactory |
| Design and technology | Satisfactory | Satisfactory |
| IT | Good | Good |
| Art | Good | Satisfactory |
| Physical education | Good | Good |
| Music | Good | Good |

- The staff have adapted their plans to ensure that literacy, numeracy and information technology and communication skills [ITC] are developed across the curriculum, but these plans are not being implemented at present. In KS1 and KS2, standards in literacy and numeracy skills are satisfactory, but they are unsatisfactory in ITC.
- The provision made for pupils with SEN is good.
- In the early years, the quality of the teaching in three lessons out of every four is good; it is satisfactory in the remainder. The quality of the teaching is balanced fairly equally between satisfactory and good in the two key stages, the exception being the one lesson out of every ten in which they are unsatisfactory.
- Pupils' behaviour and attitudes are good. The policy relating to behaviour is comprehensive and a detailed section referring to the rules of the school is included in the handbook to parents.

- The assessment and recording of pupils' work is satisfactory; no records are kept for the foundation subjects and insufficient attention is paid to scientific enquiry. The accuracy of assessments is good and the quality of the annual reports prepared for parents is good; they are much appreciated.
- The pupils' spiritual development is satisfactory. Their moral, social and cultural development is good.
- The school is led satisfactorily and managed effectively by an industrious head. The ethos and sense of purpose that pervade the school are good. Day-to-day arrangements are satisfactory and resources are managed carefully. Responsibilities have been distributed evenly between staff members.
- The school development plan[SDP] is a useful management tool but contains too many priorities. The financial details included are not clear enough and members of the governing body are not sufficiently aware of its contents.
- The quality of the self-evaluation arrangements is unsatisfactory. As the head has only been in post for one term, some aspects of self-assessment have thus far not received any attention. The work of monitoring aspects of the curricular provision has begun, but to date, the arrangements have not had an effect on the quality and standard of the work.
- The school budget allows for 2.75 teachers to be employed, but by transferring funds from other headings within the school's finances, the school employs three full-time members of staff. Any shortfalls in the budget are compensated for by the generous financial contributions made by the parents and through their assistance in caring for and maintaining the school grounds.
- In order to ensure that the financial decisions taken provide value for money, the governing body has taken appropriate steps to evaluate their effects.
- The school's language policy reflects the language policy of Ceredigion UA, and by the time pupils reach the end of KS2 they are quite fluent in Welsh and English.
- The school has responded well to the key issues identified in the report following the last inspection carried out in 1996. The present head was appointed in September 2001. There is a continuing need for methods of responding to pupils' work to be further developed and the experiences provided for pupils need to match their individual needs more closely.
- The conscientious staff provide a stimulating environment and the ethos created within the school is homely, secure and caring. The school is very conscious of its responsibility to serve the community. The people of the area, and the parents in particular, are very supportive of all their efforts.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

- Standards in the early years are good in three lessons out of every four and satisfactory in the remainder. Standards are good in three lessons out of every ten in KS1 and KS2 and satisfactory in approximately six lessons out of every ten.

- In five of the areas of learning the standards achieved by the children under five are good; standards in numeracy are satisfactory.
- In KS1 and KS2, pupils' standards in Welsh are satisfactory. A number of pupils are reluctant to talk to visitors and the ability of a significant minority of pupils to express themselves orally is limited. A minority can read fluently. Errors characterise the written work a good number of the pupils.
- In KS2, standards in oracy, reading and writing in English are satisfactory. A significant minority of pupils express themselves with confidence. They read appropriate texts but the reading of a small number of pupils in each year group is laborious and mechanical. The written work of a significant number of pupils contains many errors.
- Standards in mathematics are satisfactory in KS1 and KS2. Some pupils lack the ability to handle mental tasks that are relevant to their age and level of development.
- Standards in science are good in KS1 and satisfactory in KS2. There is not enough emphasis on the investigative and experimental aspects of the subject and Y5 and Y6 pupils are not challenged sufficiently.
- Standards in history are good in KS1 and satisfactory in KS2. The work undertaken in KS2 is less challenging.
- In geography, standards are satisfactory in KS1 and KS2. There are gaps in the pupils' knowledge and understanding.
- In KS1 and KS2, standards in religious education are satisfactory. The pupils have a good understanding of other religions.
- Standards in design and technology are satisfactory in KS1 and KS2. There are some deficiencies in the design work and some of the tasks set lack challenge. The standard of the completed products is satisfactory.
- Standards in IT are good in KS1 and KS2. The work done in the subject is appropriately varied.
- Standards in art are good in KS1 and satisfactory in KS2. In KS1, there is an emphasis on experimenting with different techniques. In KS2, the pupils' specialist vocabulary has not been sufficiently developed.
- Standards in music are good in KS1 and KS2. The pupils perform and compose confidently.
- In KS1 and KS2, standards in physical education are good.
- In KS1, the results of NC statutory assessments are better than the county and national averages. The pattern in KS2 is varied; the results for Welsh and English are better than the county and national norms, while those in mathematics and science are lower than county and national norms. At one time, the performance of boys in Welsh and English was inferior to that of the girls, but the gap between them has narrowed of late.
- The provision made for pupils of varying abilities is satisfactory. On some occasions, the pupils, more especially at the upper end of the school, are not challenged sufficiently and the tasks provided for the less able pupils are not sufficiently varied.

- The standard of handwriting and the presentation of pupils' work is good.

3.2 Standards achieved in the key skills across the curriculum

- Children under five make good progress in their literacy skills in Welsh and satisfactory progress in numeracy. They can recognise letters and words and can copy out sentences. They can count up to ten and with support they can handle simple numbers; their mathematical language is developing satisfactorily.
- In KS1, standards in the skills of speaking, reading and writing in Welsh are satisfactory across the curriculum. Examples of extended talk and writing across the curriculum are few.
- In KS2, standards in the skills of speaking, reading and writing in Welsh are satisfactory across the curriculum. When given the opportunity, the pupils use a variety of sources to gather information. A good number are reluctant to talk in Welsh to visitors and are unable to provide extended utterances. Only a small minority produce extended pieces of writing.
- Pupils' oracy, reading and writing skills in English are developed incidentally during science lessons in KS2; standards are satisfactory. English is also used occasionally as a medium of instruction in some other subjects. There is no emphasis on improving the standard of pupils' language during these lessons.
- In KS1, full advantage is taken of every available opportunity to introduce the mathematical vocabulary that pupils need to discuss shapes and to carry out simple calculations across the curriculum. Despite this, the work has not been planned in a structured manner.
- In KS2, pupils' numeracy skills are satisfactory. They use co-ordinates and produce simple graphs as part of their work in geography. Simple number work is also undertaken when chronology is being discussed in history lessons.
- The use that pupils make of ITC skills across the curriculum is unsatisfactory throughout the school. The pupils do not use a range of programmes to reinforce their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' spiritual development is satisfactory. Their moral, social and cultural development is good.

- The school conforms to the statutory requirements and provides religious education and a daily act of worship. Pupils are given opportunities to contribute to services that are based in the Christian faith. The atmosphere created is insufficiently devotional and pupils are not given opportunities to reflect on their own beliefs and values.
- The atmosphere within the school is happy and welcoming. The staff promote values and attitudes of a high standard. Pupils are encouraged to respect others both within the school and in a wider context.
- Responsibilities are given to pupils of every age. Charities benefit from the support they are given by the pupils and from the generosity of their parents.

- The pupils' social and cultural development is fostered by their participation in open-air activities, after-school clubs and a variety of Urdd activities. Pupils' cultural and social development is also fostered by their involvement in concerts, local eisteddfodau and religious services.
- The Cwricwlwm Cymreig features prominently in the school's activities and this fosters the pupils' cultural development. The school's efforts to promote the pupils' understanding of their culture have been acknowledged by the Welsh Heritage Committee.
- Pupils' appreciation of other cultures and religions is fostered appropriately through the themes that are studied. Pupils from other cultures and faiths have been successfully assimilated into the life and work of the school.

4.2 Behaviour and attitudes

The general quality of pupils' behaviour is good and their attitude towards work is also good.

- The pupils treat their peers, their teachers and each other with courtesy. They are welcoming and respond maturely to adults.
- The pupils understand and appreciate the school rules.
- The pupils are interested in their work. They pay attention to the teachers' instructions and are ready to co-operate. Nevertheless, some individuals find it difficult to concentrate for extended periods.
- The parents support all the school's procedures and the response to the home-school contract has been wholly positive.
- No instances of bullying, sexism, racism or any other kind of discrimination were observed during the period of the inspection. Clear strategies have been established for identifying and dealing with any such cases, should they arise.

4.3 Attendance

Over the past year, the pupils' average attendance was slightly above 92%. This is satisfactory.

- The present data is adversely affected by the long-term absence of a pupil who has been suffering from a serious illness.
- Pupils are very keen to attend school and enjoy the experience.
- The pupils are aware of the school's expectations and furnish prompt explanations for absences.
- The school complies with the legal requirements relating to recording and presenting attendance reports.
- No instances of unauthorised absences have been recorded.

- Punctuality at the beginning of the school day is generally good. Appropriate attention is given to punctuality throughout the school day.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching of children under five is good in three lessons out of every four. In KS1 and KS2, the quality of the teaching is balanced fairly equally between satisfactory and good, the exception being the one lesson out of every ten in which they are unsatisfactory.

- Lessons include a variety of stimulating activities that engage and retain the interest of pupils and the teachers have a good level of knowledge in the subjects they teach. Classroom furniture is re-arranged and the composition of groups varied in order to match tasks to the differing needs of pupils.
- Good teaching is characterised by energetic and enthusiastic presentations, appropriate pace and effective organisation. Time is allocated at the end of lessons for pupils to reflect on what has been learnt.
- Where the teaching is satisfactory or unsatisfactory, although many of the above features are present, there are deficiencies. At times, the expectations in relation to some pupils are inadequate. The best use is not made of time in every lesson, especially where there are no supplementary tasks that pupils can turn to when they have completed their main tasks.
- There is little emphasis on asking questions that encourage pupils to provide extended answers.
- With the exception of tasks that are set as homework, the pupils are not sufficiently encouraged to investigate independently. An over-dependence on worksheets inhibits the creative development and the independence of the pupils; in some cases this also has an adverse effect on their language development. Investigative work is rare in science, mathematics, history, geography and religious education lessons.
- The pupils do not play a prominent enough role in ensuring the correctness of their work. They are given few opportunities to re-draft their work.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessing and recording are satisfactory; the quality of the reports provided for parents is good.

- The school's detailed assessment policy for the core subjects offers clear guidelines about the procedures that are to be followed. The procedures are implemented consistently across the three classes.
- The quality of the Baseline Assessment, carried out shortly after the children have moved into the reception class, is good.

- In KS1 and KS2, the assessment records that are maintained in the core subjects give the reasons for applying a level to a piece of work and detail the next steps necessary to develop a pupil's work. In general, these comments are not sufficiently detailed. Pupils' progress in experimental and investigative science is not recorded.
- The policy does not provide details of procedures to be followed in the foundation subjects. The staff discuss pupils' progress in the foundation subjects, but no formal records are kept. The annual reports demonstrate that the teachers are well acquainted with the pupils' progress.
- The quality of the annual reports to parents is good in KS1 and KS2; the parents appreciate them.
- The school has a portfolio of work in Welsh that has been assessed, but this does not contain examples of work produced by pupils from the school itself.
- In addition to operating an 'open-door' policy that provides parents with opportunities to discuss their concerns at any time, two parents' meetings are arranged during the school year in order that they may discuss their children's work.
- Class work and homework are marked regularly and positive written comments are often added, but the comments made do not include clear suggestions as to how pupils can improve their work.

5.3 Curriculum

With the exception of the lack of progression in the skills and concepts of the older pupils, the curriculum provided is broad and balanced, interesting and stimulating.

- The general quality of the curriculum provided for children under five is good and meets the requirements of the desirable outcomes in the six areas of learning.
- Sufficient time is allocated for all the NC subjects and religious education and an appropriate linguistic balance has been achieved in the use of Welsh and English as the teachers' medium of instruction in lessons across the curriculum. The school successfully implements the language policy of the UA.
- Mathematics and physical education are taught as separate subjects. The school successfully integrates the remaining subjects into cross-curricular themes.
- Insufficient use is made of IT across the curriculum.
- The school has recently produced a whole school policy for the development of the key skills; thus far it has not been implemented.
- The curriculum is reinforced by educational visits and by the contributions of adults and specialists who are invited to the school. These aspects contribute significantly to the experiences and development of pupils, more especially in geography and religious education.

- The school has adopted clear policies relating to health education and sex education. There is no detailed policy on racial equality, but the staff place a great deal of emphasis on the understanding of other cultures and on encouraging pupils to consider the differences between people. In order to ensure that the provision is appropriate the school has bought a stock of books of stories about people from different cultures. The pupils, who vary in their backgrounds, are tolerant towards each other and to other cultures and peoples.
- Although the school does not operate a personal and social education policy, the most important elements in the ACCAC non-statutory guidelines receive prominence in the activities of the school.
- There is an appropriate emphasis on fostering pupils' awareness of local history and traditions.
- The homework provided effectively reinforces the work undertaken in the classes.
- Because the lack of space in the school limits the development of aspects of physical education such as gymnastics, some lessons are arranged in the nearby Sports Centre. The physical education curriculum is appropriately broad and all aspects of the subject are dealt with well.
- In KS2, insufficient progress is made in the skills and concepts that are taught in science, history, geography and religious education.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided for pupils is good.

- All members of staff care for the safety and welfare of pupils; the school is a close-knit, happy community. The teachers know the pupils well and take great interest in them. The parents praise this aspect of the school's provision.
- The teachers are very aware of the steps that need to be taken to ensure the protection of children.
- All the pupils, without exception, are given equal opportunities in all the school's activities.
- The school's personal and social education and health and safety policies are implemented conscientiously.
- Appropriate steps have been taken to ensure the safety of pupils, but the main entrance into the school is not locked during the day.
- The sex education policy is clear; sex education is not taught as a specific subject, but pupils' questions are answered frankly. The area health visitor comes to the school to show the boys and girls a relevant video.
- Fire extinguishing equipment is inspected regularly and fire drills are arranged on a regular basis. The fire doors in the school hall and in the extension in which the younger pupils are accommodated, were locked during the inspection.

- Good care is taken of pupils when they are escorted in and out of the building in the morning and at the end of the school day.
- No separate play area is available for children under five, but the current SDP refers to the need to provide such a facility.
- No member of staff possesses a current qualification in first aid, but arrangements have been made for a member of staff to acquire such a qualification during the present term.

5.5 Provision for pupils with special educational needs [SEN]

The provision for pupils with SEN is good.

- Eight pupils have been placed on Stages 1-3 of the SEN Code of Practice and three pupils have statements of SEN.
- The school conforms in full to the statutory requirements and its policy and procedures for dealing with pupils with SEN are clear and appropriate.
- Appropriate and detailed Individual Education Plans, that contain suitable targets, are prepared for pupils with SEN.
- The pupils who are on Stages 2, 3 and 3* receive regular support from the part-time teacher. The provision is wholly appropriate and the joint planning that is undertaken by the SEN teacher and mainstream classes teachers ensures that appropriate progress is made. The provision is enriched by the differentiated activities that are arranged in mainstream classes.
- In the one-to-one withdrawal sessions, appropriate emphasis is given to the needs of individual pupils. These pupils benefit substantially from the help and support they are given by the two classroom assistants responsible for them.
- The pupils with SEN are fully integrated into the normal activities of the classroom and of the school, and the sensitive manner in which they are dealt with develops their confidence.
- The designated member of the governing body who is responsible for SEN has a good understanding of his responsibilities and of the school's SEN arrangements.
- Although the school's procedures for identifying pupils with SEN are appropriate, there are additional pupils in KS1 who need to be included on the SEN register.

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

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

- The parents' responses to the questionnaires show that the school's links with them are good. They are very supportive of the school's aims and of the education and values that are fostered by it. The links are maintained through a number of social and educational activities.
- An 'open door' policy has been established that allows parents to discuss any matter relating to their children at any time. The parents praise this provision and take full advantage of it.

- The Friends of the School Association provides very good support for the school; the members raise approximately £2000 per annum for school funds, which is a substantial contribution. The funds are audited regularly.
- Only two parents attended the annual meeting arranged by the governing body to discuss the year's work.
- Close links are maintained with parents by sending them numerous letters and by holding regular meetings. An information leaflet, detailing the activities in the three classes, is distributed every month. The parents are very appreciative of these links.
- The parents assist the school with Urdd activities and full advantage is taken of the specialisms offered by others in order to contribute to the pupils' education. Few opportunities are provided for parents to contribute to the education of their children.
- Effective links have been established with the various services provided by the UA.
- The school has good links with the local nursery school.
- In-service training activities are arranged together with a cluster of local schools; this enhances their effectiveness.
- The arrangements made for transferring pupils to the secondary school are effective; the curricular and pastoral links are good.
- There are gaps in the school handbook for parents. It does not contain details about the charging policy for school activities, the arrangements made for pupils with disabilities or the steps taken to secure the school site.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- A number of interesting schemes have been instigated recently, but to date they have not come to fruition.
- The school has succeeded in acquiring a grant of £730 from Education and Learning Wales [ELWa] to enable it to study the historical gardens and horticultural businesses that exist in the area.
- Members of the Information Technology Club have discussed ways of attracting financial support to facilitate the publication of a school magazine.
- The school appreciates the sponsorships it has received from local companies and businesses.
- The school does not have a formal policy document on links with industry and has not taken advantage of opportunities to locate teachers in business or industry for short periods.

6. MANAGEMENT

6.1 Quality of the self-evaluation and planning for improvement

The quality of the self-evaluation arrangements is unsatisfactory. As the head has been in post for one term only, some aspects of self-evaluation have not received attention.

- Staff meetings are held to evaluate the standard of pupils' work and to diagnose its strengths and weaknesses; thus far this process is not having a significant effect on the teachers' forward planning.
- No arrangements have been made for teaching to be observed.
- The head has prepared a brief and very general outline of intentions for raising standards in numeracy and literacy.
- The teachers have participated in sessions to discuss the evaluation of curricular and general issues. The comments are not detailed enough to enable them to arrive at a judgement about aspects that need to be improved.
- The school ensures that adequate resources are available to meet the needs of the curriculum. Arrangements are made for staff members to attend suitable courses in order to prepare them for the task of presenting all aspects of the curriculum.
- As the results of NC tasks and tests are not analysed, teachers cannot use this information when planning units of work.
- Appropriate quantitative targets are set annually, on a whole-class basis, for Y1, Y3 and Y5 pupils. Targets are not set for individual pupils.
- A computer-based procedure that generates statistical information about pupils' performance in mathematics has been established. This information will eventually be used to create a profile of individual strengths and weaknesses in various subjects. At present, the emphasis is on recording the progress rather than on setting targets for individual pupils.

6.2 Leadership and efficiency

The school is satisfactorily led and effectively managed.

- The head provides satisfactory leadership for the school; she works hard.
- The SDP, which covers a three-year period, is a useful document although it contains too many priorities. Financial details are not sufficiently clear and the attention given to the relationship between the criteria that indicate success and raising standards is inadequate. Members of the governing body are not sufficiently aware of the content of the SDP.
- The governing body administer the budget efficiently. Appropriate steps have been taken to monitor expenditure decisions in order to ensure value for money. The school has some £10,700 in its reserves this year, which is approximately 7.4% of its budget. Most of these funds will be used to finance the building of an extension to the infants' classroom. The school budget allows for 2.75 teachers to be employed, but by utilising funds allocated for

the care and maintenance of the school grounds, instrumental lessons and non-contact time for the head, the school is able to employ three full-time teachers. It is only by taking advantage of the generous financial contributions made by the parents and through their assistance in caring for and maintaining the school grounds that the school is able to balance its budget.

- No non-contact time is available for the head. This limits her ability to monitor the educational provision on a regular basis, to ensure that the curriculum plans are implemented or to relieve other members of staff of their teaching duties. This also limits the degree to which the inexperienced member of staff can be supported.
- The governing body carries out its duties and manages the school satisfactorily. A number of new members were appointed during 1999. They visit the school regularly and discuss their duties and curricular responsibilities with members of staff.
- The head offers the staff firm leadership on planning procedures, presentation and assessment. They plan together, evaluate each other's work and co-operate well.
- The good relationship that exist between the governing body, the head, the support staff and other members of staff create a homely and caring ethos. The teaching assistants contribute significantly to the work of the school.
- A good number of curriculum and management policies have been produced, but they have not been signed or dated by the chair of governors. The curriculum plans do not provide sufficient detail about the development of skills and concepts, especially in relation to the older pupils. This deficiency has a negative effect on standards in subjects such as science, design and technology, history, geography and religious education.
- Job descriptions, that detail their duties and responsibilities, have been prepared for each teacher.
- Neither the head nor the teachers have been appraised recently, but the head arranges individual interviews with the teachers as part of the school's staff development plan.
- The day-to-day administration and organisation of the school is good.
- The school provides value for money.

6.3 Staffing, accommodation and learning resources

Resources are managed efficiently.

- Staffing is adequate and the teachers' qualifications are appropriate for the age-ranges they teach. Industrious learning assistants perform their duties conscientiously and reinforce the teaching.
- Teachers' specialisms are used for the teaching of music, geography, IT and physical education. This arrangement has a positive effect on standards in music, IT and physical education. Members of staff have attended a good range of training courses.

- Displays in the classrooms and corridors are of good quality and contribute to the effectiveness of the teaching and learning.
- The general condition of the building is good. The parents have been responsible for much of the decorative work undertaken recently.
- The playground is of adequate size and the playing field is appropriate to the needs of pupils.
- The markings on the schoolyard, that are intended to facilitate formal and informal games, need to be renewed.
- Standards of hygiene, both inside and outside the building, are good.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the children under five

The children under five form part of a class that contains Y1 pupils.

The provision for the under fives is appropriate and fosters the desirable outcomes for children's learning. Standards of achievement are satisfactory or good in all areas of learning.

Reception children [4-5 years]

- The pupils make good progress in their literacy skills. The vast majority speak in a lively manner and ask and answer questions confidently. They can copy out sentences and a small number are beginning to read and write independently. The learners acquire Welsh to a satisfactory standard in a short period of time.
- The children's mathematical development is satisfactory. They calculate to ten and beyond and the development of their ability to sort and match is appropriate. They understand the concept of 'less than' and 'more than'. Their ability to recognise basic shapes is good.
- Children's social and personal development is good; they play together happily and concentrate well on their tasks.
- Children's knowledge and understanding of the world is developing well. They can talk well about the seasonal characteristics of winter, referring to some of the changes that occur in the natural world.
- Children's creative development is good; they can use a variety of media and painting techniques and sing a good range of songs and some nursery rhymes from memory. They make some use of IT to reinforce their creative work.
- Children's physical development is well promoted during physical education lessons. They move confidently and follow instructions. Their manipulative skills are developed as they handle small apparatus when painting, colouring and using construction kits.

Shortcomings

- The creative and role-play activities are not sufficiently structured; because of this some of the children's basic skills have not been fully developed.

- Insufficient opportunities are provided for the children to play with large toys.

Welsh

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

Good features

- By the end of KS1, pupils' listening and speaking skills are developing satisfactorily. They can listen to presentations for short periods and contribute to discussions. They answer questions sensibly and are ready to talk with their peers.
- KS1 pupils experience a range of reading activities and take their books home to read. Their reading skills are developing in accordance with their ability. The majority read to a satisfactory standard. The less able can decode words and convey meaning. The more able read fluently and confidently and can discuss the contents of their books.
- Pupils' writing abilities develop throughout KS1. By Y1, they can write individual sentences and by Y2 the most able can produce extended writing on a variety of subjects. They use a satisfactory range of sentence patterns and have an appropriate understanding of basic punctuation.
- In KS2, the more able pupils talk confidently and can contribute meaningfully to class discussions. With encouragement and support they produce extended responses.
- KS2 pupils' reading skills develop satisfactorily. A small number read more challenging books, express opinions about the books they are reading and refer to their favourite authors. Pupils' ability to gather information from different sources is developing well.
- In KS2, pupils demonstrate a growing awareness of the requirements of spelling and punctuation. Their grasp of verb forms is developing satisfactorily. By Y5 and Y6 a small number of pupils have acquired a good mastery of register, syntax and language conventions.

Shortcomings

- A good number of KS1 pupils are reluctant to talk to visitors and the oral expression of a significant minority of them is restricted. The range of their reading is also limited and, with the exception of a few individuals, they do not read with sufficient fluency.
- Errors in syntax and spelling are evident in the work of a significant proportion of pupils throughout the school. Pupils do not produce extended pieces of writing, independently often enough.
- KS2 pupils do not make sufficient use of the re-drafting process to evaluate, appraise and improve the content and correctness of their work.

English

English is not taught formally in KS1. In KS2, standards are satisfactory in oracy, reading and writing.

Good features

- In KS2, pupils listen appropriately and courteously to each other and to adults. Their command of the spoken language shows progress as they use it in a variety of contexts. They use the appropriate register when responding during class discussions. A small number of Y6 pupils express themselves well when talking and use a range of idioms and syntax.
- The vast majority of pupils in Y3 and Y4 read texts that are consistent with their ability with understanding. By Y6, a substantial number are confident readers and can read aloud fluently. A small number can refer to their favourite authors and express opinions about the content of books. Pupils' ability to gather information from a variety of sources is developing well.
- The more able pupils in KS2 express themselves clearly in writing and their work demonstrates a good degree of grammatical correctness. They produce extended pieces of writing that are coherent and well organised. The content of the writing is interesting and maintains the interest of the reader. The standard of pupils' spelling and grammar is good. They make good use of standard forms of English.

Shortcomings

- A significant number of pupils do not respond confidently or at length during class discussions.
- The reading of a small number of pupils is laborious and they do not always understand the text.
- The writing of a significant number of pupils is inadequate in length and correctness. Older pupils are not sufficiently aware of the requirements of paragraphing.
- Pupils do not evaluate or improve the content and correctness of their work often enough.

Mathematics

Standards in mathematics are satisfactory in KS1 and KS2.

Good features

- In KS1, the standard of pupils' mental work is satisfactory; their grasp of number bonds and tables is also satisfactory.

- KS1 pupils can repeat number patterns confidently and add and subtract numbers up to 10 and 20. They have a good understanding of halves.
- A small minority of Y2 pupils can deal confidently with money and most can calculate simple totals and give the correct change from 20p and 30p. They have a good understanding of the characteristics of two-dimensional [2D] shapes. They can draw a number of objects that have square corners.
- In KS2, pupils use a satisfactory range of strategies for carrying out mental calculations and with support the more able can explain the strategies that they have used.
- Y3 and Y4 pupils demonstrate a satisfactory understanding of pictograms, frequency tables and block graphs. The more able can discuss the characteristics of 2D shapes with confidence and can draw right angle, isosceles and equilateral triangles accurately.
- Y5 and Y6 pupils have a satisfactory understanding of equivalent fractions. Their understanding of perimeters, angles and area is good. They have a good understanding of the attributes of 3D shapes.

Shortcomings

- Little work is undertaken on probability or on the interpretation of line graphs and no work on the median, the mode and the mean was seen.
- Pupils' investigative skills are not sufficiently developed.
- Pupils do not deal rapidly enough with mental mathematical tasks.

Science

Standards are good in KS1 and satisfactory in KS2.

Good features

- Y1 pupils observe carefully and produce drawings of the experiments they have carried out to a satisfactory standard.
- Y2 pupils possess a good level of knowledge about devices that are electrically powered and about the dangers of electricity. They have a good understanding of the need for a circuit to be complete before a bulb can be lit with a battery.
- In KS1, when experimenting with magnets and the heating and cooling of materials and when they investigate the resistance of air, the pupils' ability to predict, to consider issues of fairness in testing and to come to a conclusion, are developing well.
- The knowledge and understanding of KS2 pupils is satisfactory and their scientific vocabulary is developing satisfactorily. With the support of the teacher, they experiment effectively in order to discover what will happen when a number of substances are mixed with water.

- KS2 pupils investigate to discover which materials conduct electricity and to determine the effect of inserting one or more bulbs into a circuit.

Shortcomings

- In KS1 and KS2, the excessive use of prepared worksheets has a negative effect on the development of pupils' investigative skills and on their ability to work independently.
- In KS2, the pupils' ability to measure accurately, to produce a variety of graphs and to use evidence to come to a conclusion, is inadequate. Older pupils' ability to control experiments, to produce tables and to select suitable equipment for carrying out detailed measurements independently, is inadequate.
- The work undertaken in Y5 and Y6 is insufficiently challenging.

Design and technology

Standards in KS1 and KS2 are satisfactory

Good features

- Y1 pupils can produce a cardboard puppet and use waste materials to make a model of a mosque to a satisfactory standard. They talk about their intentions beforehand.
- Y2 pupils produce simple designs and select appropriate materials in order to produce a game that includes an electrical circuit. They apply their knowledge of electrical circuits successfully and evaluate their products satisfactorily. Their knowledge of measuring, marking and cutting techniques is satisfactory.
- In KS2, pupils can follow instructions carefully when constructing a set of traffic lights. They are aware of the need to work safely.
- KS2 pupils design and make to a satisfactory standard and evaluate their products to a good standard. Their knowledge about gluing, joining and finishing techniques is satisfactory. The finished products are of a satisfactory standard.

Shortcomings

- Pupils' design skills do not develop adequately and the older pupils designs are lacking in detail.
- Pupils do not deal confidently with a variety of materials.
- KS2 pupils do not use the computer to control devices.

Information technology

Standards are good in KS1 and KS2.

Good features

- In KS1, computer programmes are used to reinforce pupils' skills and they use a word processing programme skilfully, importing pictures independently in order to enhance their work.
- With support, Y2 pupils can process simple data and produce a variety of graphs to a good standard. They can programme the turtle to carry out basic movements. They also use drawing software to produce pictures of a satisfactory standard.
- In Y3 and Y4, the use of word processing programmes is effective and pupils can import pictures and produce colourful headings without support. A variety of CD-ROMs are used to search for information.
- Y5 and Y6 pupils can import pictures, integrate them into a text and experiment with graphics to enhance their products before presenting them to an audience.
- Y5 and Y6 pupils use a spreadsheet to find the prices of a variety of products, produce a database that includes a substantial number of data about a variety of subjects and extract information of various kinds from it.
- Older pupils use a controlling device to draw complex triangles. They use the Internet, without support, to gather information.

Shortcomings

- Insufficient use is made of communications using electronic mail.

History

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils' understanding of chronology, as they discuss food preparation during different periods and consider the differences between different kinds of games, is developing satisfactorily.
- Pupils' ability to recall information about historical figures is good. They can explain why people acted in specific ways and what happened as a result of the decisions they made.
- KS1 pupils can identify a number of the differences between old and new buildings.
- Pupils in both the key stages have a firm grasp of the concept of change over time and of the differences between historical periods. They deal confidently with these aspects in a variety of contexts.
- In KS2, a majority of the pupils have an appropriate awareness of chronology; the more able pupils can arrange the main historical periods in their correct order.

- Pupils possess a good level of knowledge about the manner in which food production and living conditions have changed over the centuries. In studying the Celts they become aware of their way of life and can discuss it confidently.
- Y5 and Y6 pupils are aware of the levels of poverty that existed during the Victorian Age and their written work shows a considerable level of empathy. They can recall and date the main events of the period, list the changes that occurred and compare the conditions that existed then with their own lives today.

Shortcomings

- Pupils do not carry out their own investigations in order to arrive at their own conclusions and do not make sufficient use of IT to promote their work.
- In some of the studies undertaken there is a lack of depth in the pupils' work, more especially in the case of Y5 and Y6 pupils.

Geography

Standards are satisfactory in KS1 and KS2.

Good features

- In KS1, the pupils' knowledge about their own area is good. They use a good range of vocabulary to name and describe the main characteristics of the industry. They can locate their home area on a map of Wales and can find Wales on a map of the United Kingdom.
- When studying the differences in buildings and transport, KS1 pupils compare their home area with Aberaeron.
- Y3 and Y4 pupils' mapping skills are satisfactory. They can locate objects on a simple grid. They appreciate the importance of the town of Aberaeron in their own lives.
- Y5 and Y6 pupils can recall the characteristics of a contrasting area in Wales satisfactorily. They use geographical terms correctly to describe human and physical features within the locality.
- The older pupils compare their own area with a contrasting area and can explain how environmental conditions in both countries have an effect on farming methods.

Shortcomings

- In KS1 and KS2, the tasks set do not challenge pupils sufficiently.
- In KS2, pupils are unable to describe the positive and negative effects that people have on their environment. The older pupils do not discuss the cause and effect of geographical processes.
- The use of secondary sources for acquiring geographical information is not well developed.
- The pupils do not use ITC consistently enough to process geographical data and to search for patterns.

Art

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils' art techniques are good. They benefit from a range of experiences and produce work of a good standard in a range of media. They experiment successfully with colours and produce a variety of shades.
- Pupils produce detailed paintings of their homes, paying good attention to colour and texture. The more able use tissue paper successfully as they emulate the styles of famous artists.
- KS1 pupils produce pictures of good quality when emulating the work of famous artists. They draw effectively when observing still life objects and produce detailed drawings of a variety of buildings.
- In KS2, the pupils draw and experiment to a satisfactory standard with a range of media. They use a variety of objects effectively to produce drawings of Celtic jewellery.
- KS2 pupils emulate the drawings of famous artists and the great majority produce portraits of a satisfactory standard. The standard of their sketching techniques is also satisfactory.

Shortcomings

- In KS1 and KS2, as they discuss paintings and describe their intentions, the pupils' knowledge of specialist vocabulary is limited.
- In KS2, pupils do not experiment with a sufficiently wide range of methods and their ability to consider ways of improving their work is limited.
- KS2 pupils do not apply their knowledge of artists and their techniques when evaluating their own work.

Music

Standards are good in KS1 and KS2.

Good features

- KS1 pupils know a good range of songs, hymns and nursery rhymes and derive a great deal of pleasure from singing.
- Pupils can emulate rhythmic patterns and have a good awareness of tempo and dynamics.
- Pupils are familiar with a good number of percussion instruments and demonstrate good control when playing them. They pay appropriate attention to the quality of the sound produced.

- By Y2, pupils record their own musical compositions by using symbols; they give due regard to producing sounds that reflect the nature of the music.
- KS2 pupils quickly become familiar with a new tune and use intonation effectively when ascending and descending through the notes.
- Pupils work together effectively to produce a graphic score in response to a poetic stimulus and produce interesting compositions.
- Pupils evaluate their final products appropriately and improve their compositions to achieve good standards.

Shortcomings

- With the exception of the use made of CD-ROMs, pupils do not make sufficient use of IT to develop their work in music.

Physical education

Two lessons were observed. All aspects of the subject are dealt with adequately throughout the school. Standards are good in KS1 and KS2.

Good features

- In KS1, the pupils respond well to instructions and use space effectively when working individually.
- The youngest pupils successfully produce a good range of movements and complete their movements effectively by forming a variety of shapes.
- Y1 pupils can receive and send a beanbag accurately.
- KS2 pupils send, receive, pick up and catch balls to a good standard.
- KS2 pupils play small-sided games effectively and with increasing accuracy. They are beginning to devise strategies and tactics when playing games.

Shortcomings

- A small minority of pupils do not concentrate well on the tasks set.

Religious education

Standards are satisfactory in KS1 and KS2. The contents of the County Standing Committee Agreed Syllabus are implemented fully.

Good features

- KS1 pupils confidently recall a large number of Bible stories.
- They have a good level of knowledge about the main Christian festivals and understand the purpose of the celebrations.

- Pupils in KS1 are aware of the needs of children who are less fortunate than themselves and can write sensitive prayers of thanksgiving.
- In KS2, pupils are aware of the importance of rules in their everyday lives and appreciate the need for conservation in the natural world. They understand that faith has an effect on individuals and societies and that Christianity has had a far-reaching effect on life in this country.
- The pupils know about the characteristics of the religious buildings in their area and can discuss the activities that are associated with churches and chapels; they express meaningful opinions about religious rituals.
- Their awareness of other religions, such as Judaism and Hinduism, is developing satisfactorily.

Shortcomings

- In KS1 and KS2, there is little emphasis on investigating moral and spiritual issues.
- In KS2, the tasks set in Y5 and Y6 are insufficiently challenging and this has a negative effect on standards at the end of the key stage.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

An action plan, noting the school's response to the key issues identified in the previous inspection report, was prepared. Action has been taken in relation to a number of the recommendations included in the report.

- In 1996, it was necessary to establish methods of dealing with regular instances of pupil misbehaviour and discourtesy. The production of a behaviour policy has been given priority and there has been a marked improvement in the situation. The standard of pupils' behaviour is now good.
- The previous report noted that it was necessary to ensure clearer leadership, at a higher level, in every aspect of the life of the school. The present head was appointed in September 2001. During the short period since her appointment, she has shown that she can provide satisfactory leadership for the school. The development of some management issues, most notably self-evaluation, should continue.
- The need for staff to be developed, appraised and supported was noted, as was the necessity for the responsibilities of subject co-ordinators to be re-defined and for consideration to be given to the use made of their specialisms. By now every member of staff has a job description and responsibilities have been shared appropriately. The co-ordinators discuss schemes of work and samples of pupils' work with their colleagues on a regular basis. All staff members participate in decision-making and regular meetings are held to plan and to discuss pupils' progress. The aspirations of staff members are discussed during the personal interviews that are arranged for them and suitable induction arrangements are made for the newly qualified teacher.
- In 1996, standards were satisfactory in the majority of subjects, with two subjects judged to be unsatisfactory; good progress has been made since that date. Standards in design and technology are now satisfactory and standards in IT are good. Standards in science, art and history have improved in KS1 and standards in music and physical education have improved in both key stages.

- There was a requirement for the response to pupils' work, the recording of progress and the use made of assessments in the planning process, to be reconsidered in order to meet the needs of pupils on the basis of their general and linguistic ability and their age, more successfully. By now, the marking policy is being implemented although insufficient emphasis is placed on showing pupils which elements in their work are good and how they can eliminate some of the weaknesses. There is a continuing need for the school to improve its methods of differentiation by preparing a range of tasks that are appropriate for pupils of different abilities. The standard of assessment is satisfactory, but no records of pupils' progress in the foundation subjects are kept.
- The need for the school to engage in a more effective dialogue with parents was also noted. By now, numerous letters and communications are sent to them and the relationship between the school and the parents is good. The vast majority of parents appreciate the efforts made by the present staff to respond to their concerns, but some instances, where they express concern about the SEN policies of the school and the UA, remain. These concerns are no longer justified, but there is a need for the dialogue with the UA and with these parents to continue so that policy details and the action taken by the school to ensure the welfare of pupils can be explained to them.

8.2 Key issues for action

The school needs to:

- raise standards in the subjects judged to be satisfactory by paying attention to the shortcomings noted;
- ensure progression and development in the skills and concepts that are introduced in the various subjects across the school in accordance with pupils' age and ability, more especially in Y5 and Y6;
- produce a self-evaluation programme that emphasises the need for teaching to be observed regularly; [*]
- implement the schemes that have been produced for the development of the key skills in literacy, numeracy and ITC across the school
- develop the assessment scheme so that progress in the foundation subjects is recorded annually.

[*] There is a reference to this in the current SDP.

APPENDIX

School Data

A. Basic information about the school

| | |
|---------------------|--|
| Name of the School | Ysgol Gymunedol Penlôn |
| Type | Primary Community |
| Age range of pupils | 4 - 11 |
| School address | Ysgol Penlôn Llwyncelyn CEREDIGION |
| Postcode | SY46 0HN |
| Telephone number | 01545 580508 |

| | |
|----------------------|----------------------|
| Name of head | Mrs N Heddwen Davies |
| Date of appointment | September 2001 |
| Chair of Governors | Mr Clifford Williams |
| Registered Inspector | Mr Phil Mostert |
| Date of inspection | 22-24 January, 2002 |

B. School data and indicators

| <i>Number of pupils in each year group</i> | | | | | | | | |
|--|---|----|----|----|----|----|----|-------|
| Year group | D | B1 | B2 | B3 | B4 | B5 | B6 | Total |

| | | | | | | | | |
|------------------|----|---|---|---|---|---|---|----|
| Number of pupils | 12 | 5 | 7 | 5 | 5 | 5 | 7 | 46 |
|------------------|----|---|---|---|---|---|---|----|

| <i>Number of teachers</i> | | | |
|---------------------------|-----------|-----------|-------------------------|
| | Full-time | Part-time | Equivalent to full-time |
| Number of teachers | 3 | 2 | 3.3 |

| <i>Staffing information</i> | |
|--|--------|
| Pupil:teacher ratio, apart from nursery and special classes | 13.9:1 |
| Size of classes on average, apart from nursery and special classes | 15 |
| Teacher: class ratio | 1:1 |

| <i>Percentage of attendance during the three whole terms before the inspection</i> | | | | |
|--|-----------|------|------|--------------|
| | Reception | KS1 | KS2 | Whole school |
| Spring Term 2001 | 95.5 | 96.0 | 90.5 | 92.15 |
| Summer Term 2001 | 94.8 | 92.2 | 91.4 | 91.98 |
| Autumn Term 2001 | 94.0 | 91.2 | 92.4 | 92 |

| | |
|--|---|
| Number of pupils excluded during the previous 12 months. | 0 |
|--|---|

C. Results of NC assessments and public examinations

END OF KEY STAGE 1: 2001

| Percentage of pupils reaching at least level 2 in mathematics, science and English or Welsh | | | |
|---|------|----------------|------|
| According to Teacher Assessment | | By test | |
| In the school: | 100% | In the school: | 100% |
| In Wales: | 80% | In Wales: | 80% |

END OF KEY STAGE 2 : 2001

| Percentage of pupils reaching at least level 4 in mathematics, science and English or Welsh | | | |
|---|-------|----------------|-------|
| According to teacher assessment | | By test | |
| In the school: | 42.8% | In the school: | 42.8% |
| In Wales: | 64% | In Wales: | 63% |

D. Evidence base of the inspection

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

- 19 lessons were attended, sharing the time fairly equally between classes;
- their work was discussed with the pupils, the head, all members of the teaching staff and the support staff;

- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were listened to reading in Welsh and English;
- samples of pupils' work, including tapes of work in music, completed during the current term and during previous terms, were inspected;
- all the school's documentation, including its policies and long-term, mid-term and short-term plans were inspected;
- the School Development Plan was examined in detail;
- the attendance registers and records of pupil assessments were examined;
- detailed attention was given to the school budget;
- inspectors were present in the school service and in class services;
- a parents' meeting was arranged and attended by 18 parents; and 26 questionnaires were analysed;
- three letters were received from parents;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

| Name | Role | Sections of the Report | Subjects (section 7) |
|-------------------|------------------------|---|--|
| Phil Mostert | Registered Inspector | 1, 2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2, 8.1, 8.2, Appendix | Mathematics, Science, Design and technology, IT, Art, Physical education. |
| R Orina Pritchard | Professional Inspector | 5.3, 5.4, 5.5, 5.7, 6.3 | Welsh, English, History, Geography, Religious education, Music, Children under five. |
| Griff C. Morris | Lay Inspector | 4.1 part contributor, 4.2, 4.3, 5.6, | |

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