

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

**Penmorfa Community Primary School
Sarnau
Llandysul
Ceredigion
SA44 SQE**

School Number: 667/234

Date of Inspection : 20-22 January, 2003

**BY
Miss D E Morris
Registered Inspector : WO83
Under Estyn contract number T/ 127/02P**

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

© Crown Copyright 2003

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CONTENTS

1. CONTEXT	4	
—The School and its Priorities		
2. MAIN FINDINGS		
The Main Findings of the Report	4	
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS		5
3.1. Standards achieved in Subjects and Areas of Learning	5	
3.2. Standards achieved in Key Skills across the Curriculum	6	
4. ETHOS OF THE SCHOOL		6
4.1. Pupils’ Spiritual, Moral, Social and Cultural Development	6	
4.2. Behaviour and Attitudes	7	
4.3. Attendance	7	
5. QUALITY OF EDUCATION		8
5.1. Teaching	8	
5.2. Assessment, Recording and Reporting	8	
5.3. Curriculum	9	
5.4. Support, Guidance and Pupils’ Welfare	10	
5.5. Provision for Pupils with Special Educational Needs (SEN)	10	
5.6. Partnership with Parents and Community, Schools and Other	11	
5.7. Partnership with industry	11	
6. MANAGEMENT	12	
6.1. Quality of Self-Evaluation and Planning for Improvement	12	
6.2. Leadership and Efficiency	12	
6.3. Staffing, Accommodation and Learning Resources	13	
7. SUBJECTS AND AREAS OF LEARNING		13
Standards achieved by Pupils		
Provision for the under-fives	13	
Welsh	14	
English	15	
Mathematics	16	
Science	17	
Design and technology	17	
Information technology	18	
History	19	
Geography	19	
Art	20	
Music	21	
Physical education	22	
Religious education	22	
8. SCHOOL IMPROVEMENT	23	
8.1. Progress Since the Last Inspection	23	
8.2. Key Issues for Action	24	
APPENDIX	25	
A Basic information about the school	25	
B School data and indicators	25	
C. Results of NC assessments and public examinations	26	
D. The evidence base of the inspection	26	

1. CONTEXT

The school and its priorities

The school is located in the small rural village of Penmorfa, near Cardigan in the county of Ceredigion, and the great majority of pupils come from the village and the surrounding areas. The area is described as one that is primarily economically disadvantaged. There are 20 pupils, aged between 4 and 11 years, on the school roll and they represent the full ability range. English is the main language spoken in the homes of 95% of pupils. 45% of the pupils are included on the special educational needs [SEN] register, a figure significantly higher than the county and national averages.

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

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

- to raise pupils' standards in Welsh in Key Stage 2 (KS2);
- to set individual targets for each pupil;
- to develop appropriate monitoring and self-evaluation procedures;
- to update job descriptions;
- to improve the school environment;

2. MAIN FINDINGS

The main findings of the report

The school is a homely and caring community. Pupils are happy in school and their relationships with staff are good.

- The quality of provision for children under-five is appropriate and promotes the Desirable Outcomes for Children's Learning. As the reception class includes only a very small number of children, no judgement is offered on standards of achievement.
- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	Key Stage 1	Key Stage 2
Welsh	Satisfactory	Satisfactory
English		Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory

Physical Education	Good (Swimming)	Good (Swimming)
Religious Education	Satisfactory	Satisfactory

- The standards of pupils' key skills, namely literacy, numeracy and information and communication technology (ICT), across the curriculum is satisfactory. There is no whole-school strategy to develop pupils' key skills across the subjects.
- It was judged that the quality of teaching was good in 20% of lessons and satisfactory in the remaining 80%. Teachers prepare their lessons carefully make good use of a range of teaching approaches and purposeful resources to provide pupils with interesting experiences. Where there are shortcomings in the teaching, tasks are insufficiently challenging to extend pupils' learning in all subjects.
- The quality of provision for pupils with SEN is good. Pupils receive individual attention and support which succeeds in developing their confidence as learners. They make consistent progress in their work.
- The school provides a broad and relevant curriculum which meets NC requirements and includes religious education. Whole school planning is not consistent across the curriculum and consequently there is insufficient progression and continuity in the learning.
- The quality of the assessment and recording of pupils' work is satisfactory. Pupils' work in the core subjects is assessed appropriately and in the best practice, detailed notes are kept. Work is regularly marked but teachers' comments to assist pupils improve the quality of their work are limited.
- The leadership and management of the school are satisfactory. The Head offers caring leadership and succeeds in establishing good relationships with pupils, staff, parents and governors. The governing body undertakes its responsibilities with increasing effectiveness. Although the SDP notes suitable targets for a range of curricular and general matters, the action plans give insufficient attention to determining targets with clear and measurable criteria. The information on staff development needs, time-scales and costs is limited.
- The school is developing appropriate self-evaluation procedures to monitor the quality of provision but they lack a clear structure. The process of monitoring standards of achievement and the implementation of policies in the classroom is at an early stage.
- The governors' annual report to parents and the school's brochure do not contain all the information that is required.
- The budget is managed satisfactorily. The governing body monitors expenditure to ensure value for money. During the current year, a percentage of the surplus available has been spent on improving provision for the younger pupils and extending support for SEN pupils. This additional expenditure is having a positive effect on improving standards of achievement.
- The school has made satisfactory progress in addressing a number of the key issues identified in the previous inspection report including improving pupils' oral and reading standards in Welsh, pupils' oral skills in English and developing play opportunities for children under five. Issues relating to the nature, range and challenge of the learning tasks provided, and the need to ensure

that the content of the school prospectus and the governors' annual report to parents meet statutory requirements remain key issues for attention.

- Appropriate attention is given to the Curriculum Cymreig in all aspects of the school's work and visits to places of educational interest enrich pupils' experiences. The extra curricular activities, arranged with the support of parents and friends of the school, contribute effectively to the development of pupils' skills in IT, art and music. Attention is given to developing team games by collaborating with other schools and outside agencies.
- Pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate courtesy and respect towards their teachers, other staff and visitors. The general standard of pupil behaviour is good and they play and communicate happily with one another.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were good in 15% of lessons and satisfactory in the remaining 85%.

- The quality of provision for children under five is appropriate and promotes the Desirable Outcomes for Children's Learning. As the number of children in the reception class is very small, standards of achievement are not discussed in this report.
- In KS1, standards in Welsh, mathematics and science are satisfactory. Standards in design and technology, IT, history, geography, art, music and religious education are also satisfactory. In physical education, standards in swimming are good.
- In KS2, standards in Welsh, mathematics and science are satisfactory. In English, standards in speaking and reading are good and satisfactory in writing. Standards in design and technology, IT, history, geography, art, music and religious education are all satisfactory. In physical education, standards in swimming are good.
- Boys and girls make similar progress in their work. Pupils with SEN achieve satisfactory standards in accordance with their age and ability.
- The school's results in the National Curriculum Assessment Tests and Tasks, during the period 2000-2002 compare favourably with national averages. In KS2, pupils' results in English, mathematics and science are consistently above the national averages. Standards in Welsh compare satisfactorily with national averages. As the number of pupils eligible for assessment in 2002 was very small, a summary of the results is not included in this report.
- In KS1, pupils' results compare satisfactorily with national averages. In 2002, on the basis of teacher assessment, pupils achieved Level 2 in Welsh, mathematics and science.

3.2 Standards in key skills

The standards achieved by pupils in the key skills across the curriculum are satisfactory. The teachers' termly plans note opportunities to promote key skills but there is no whole-school strategy. Lesson plans give insufficient attention to developing these skills across the subjects.

- Children under five make satisfactory progress in their ability to apply and improve their literacy, numeracy and ICT skills as learning media.
- In KS1 and KS2, pupils' listening skills are good. They listen well to teachers' presentations and to each other's contributions. Pupils' speaking skills in Welsh are satisfactory; more able pupils are ready to contribute and answer questions. In English, older KS2 pupils can express themselves effectively and respond confidently when discussing work across the curriculum.
- In both key stages, pupils' reading standards in Welsh are satisfactory. In KS2, reading standards in English are good. Individual pupils read extensively. Pupils make increasing use of their reading skills to gather information across the curriculum.
- In English and Welsh, pupils' writing skills are satisfactory. Pupils write for a range of purposes, but they have insufficient opportunities to write at length across the subjects. There is extensive use of work sheets and older KS2 pupils are over-dependent on copying ready-prepared notes.
- Pupils' numeracy skills across the curriculum are satisfactory. Pupils use their number skills satisfactorily in subjects such as science, design technology and geography. In both key stages, pupils' ability to use data has not been sufficiently extended.
- Pupils' ICT skills across the curriculum are satisfactory. In KS1, pupils make appropriate use of IT to reinforce their literacy and numeracy skills. In KS2, pupils can access and print information relating to class topics using CD ROMs and the Internet. In both key stages, pupils' word processing skills are satisfactory. Pupils do not develop their ICT skills consistently and purposefully in their work across the curriculum.
- Pupils with SEN achieve satisfactory standards in key skills, according to their age and ability.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school conforms fully with statutory requirements regarding daily acts of collective worship. Pupils contribute to these services but are not given sufficient opportunities to reflect.
- The school is a happy and caring community and all members of staff promote sound values. Pupils develop a good understanding of the rules linked to the school's logo and they understand the importance of respecting other pupils, adults and property. There are too few opportunities for pupils to demonstrate initiative.
- Pupils are aware of the need of people less fortunate than themselves, and they respond by collecting money for humanitarian causes.

- The opportunities for pupils to participate in community activities contribute well to their social development. They participate in Urdd activities and their experiences are enriched further through the ex-curricular programme which includes school clubs.
- As part of their work in school, informative visits are arranged to places of educational interest. Visitors and parents are invited to school to speak and work alongside pupils. These experiences succeed in extending pupils' curricular and cultural development.
- The Curriculum Cymreig is given good attention in the curriculum and in school activities and appropriate attention is given to developing pupils' awareness of other cultures and faiths.
- The school's inclusion policy contains references to racial equality and pupils are aware of the need for racial harmony.

4.2 Behaviour and attitudes

In general, pupils' behaviour and attitudes are good.

- The vast majority of pupils have a positive attitude to their work and there is a happy atmosphere to their communication and play. However, a small number of individuals have difficulty in concentrating and this interferes with other pupils' progress.
- The school has effective rules and regulations to promote good behaviour. A clear policy on preventing bullying is in place and no instances of bullying were observed during the inspection. No pupils have been excluded during the last year.

4.3 Attendance

Attendance rates are satisfactory.

- With some exceptions, pupils arrive on time and the school keeps to the timetable during the course of the day.
- The school has not set any targets to improve levels of attendance.
- On occasion, the methods used to complete the registers at the end of the term are inappropriate.

5. Quality of Education

5.1 Quality of teaching

It was judged that the quality of teaching was good in 20% of lessons and satisfactory in the remaining 80%.

- Teachers have a secure understanding of the great majority of the subjects that they teach and they make good use of a suitable range of teaching approaches and of purposeful resources to provide interesting experiences for pupils. The teachers' presentations are clear and the questioning relevant.
- There is a good relationship between the pupils and teachers and pupils receive constant praise for their efforts. Pupils are encouraged to co-operate and they receive good support.
- Lesson objectives are not always sufficiently detailed in terms of the knowledge and subject skills which are to be developed. When planning tasks, particularly In KS2, insufficient attention is given to ensuring continuity and progression in these skills.
- Although good attention is given to providing tasks that meet the needs of the wide age and ability range within classes, tasks are not always sufficiently challenging. In KS2, there is over use of worksheets which limit the nature and range of the tasks provided.

5.2 Assessment, recording and reporting

The quality of assessment recording and reporting is satisfactory.

- The quality of the base-line assessment carried out after children start school is appropriate, but no targets are set for further development. The assessment is discussed with parents. At present, there are no detailed records of children's development in the six areas of learning.
- The school's assessment policy has recently been reviewed. It offers balanced guidelines but as yet, it is not fully implemented.
- In KS1, pupils' work in the core subjects is assessed each term. A level is allocated to the work and reasons for the level, plus areas of future development, are noted. This is good practice.
- In KS2, pupils' work in the core subjects is assessed and the work is graded according to NC levels, but the assessments are insufficiently detailed. In both key stages, general observations are recorded on pupils' development in the foundation subjects.
- The school has started to compile individual portfolios which contain reference to pupils' personal and curricular development. The reading records kept in KS1 are detailed and refer to pupils' progress and the next steps that need to be addressed.
- The school analyses the NC tasks and tests satisfactorily in order to target aspects of the work that could be improved.
- Pupils' work is regularly marked. In the best practice pupils receive guidance on how they can improve the standard of their work. However, this approach is not consistent across the school.
- The arrangements for assessing and reporting the progress of pupils with SEN are effective.
- The reports to parents meet statutory requirements. Comments are included on all NC subjects, but they do not always provide a complete picture of pupils' standards of achievement in

different subjects. Parents appreciate the reports and the good opportunities they receive to discuss their children's work with the teachers.

5.3 Curriculum

The school provides a broad and balanced curriculum, including religious education, which meets statutory requirements. The quality of the curriculum is satisfactory.

- The curriculum provided for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. The activities, including play activities, are insufficiently planned and structured to promote pupils' skills in all areas of learning.
- The curriculum provided for pupils with SEN is appropriate. They have full access to all school activities.
- Useful policies have been prepared for all subjects and the schemes of work offer the staff clear guidelines.
- The curriculum is organised through a series of themes within a two-year cycle. In these plans good attention is given to cross-curricular aspects and to pupils' personal and social development.
- Termly plans offer satisfactory attention to aims, activities and assessment opportunities, but the activities offered to pupils do not always reflect the planning. This results in insufficient progression and continuity in pupils' learning as they move through the school. The tasks offered to pupils are not always sufficiently challenging to extend their learning.
- English and Welsh are used as teaching media in KS2, but the use of the two languages has been insufficiently structured to ensure balance in their use at all times.
- Pupils benefit from the support of peripatetic staff and volunteers.
- Good attention is given to the Curriculum Cymreig in all aspects of the school's work. The visits to places of educational interest enrich pupil's experiences.
- The school has a clear policy on sex education which notes that it is developed within the school's curriculum.
- The school has an appropriate homework policy and the tasks given to pupils contribute satisfactorily to improving standards.

5.4 Support, guidance and pupils' welfare

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

- Staff are aware of pupils' needs and provide individual support. Pupils in turn are ready to turn to staff for guidance.

- Pupils are well supervised during playtimes and lunchtimes. Teachers have been trained in first aid but no member of staff has a current certificate in first aid.
- The school has suitable policies for health and safety and all pupils have equal opportunities to school activities. Staff are aware of their responsibilities regarding child protection. The head is the named person and the school's policy follows recognised guidelines regarding responding to concerns.
- Suitable arrangements are made for pupils' personal and social education. The whole school's ethos contributes positively to developing this aspect.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is good.

- The school conforms with the new code of practice. A register of pupils with SEN is kept and their progress is reviewed in accordance with current requirements.
- The school has an appropriate system for identifying pupils with SEN. Standardised tests are set annually as part of the audit which identifies pupils who require additional support.
- Individual education plans (IEPs) have been prepared for these pupils and they include targets. The targets are suitable and include the strategies and skills to be developed. The contribution of parents in implementing the IEP is insufficiently identified.
- The pupils have regular support from the peripatetic SEN teacher. During these sessions, pupils are withdrawn either as individuals or in small groups. Good attention is given to the needs of the pupils and the work undertaken corresponds to their needs. The support teacher keeps detailed records of the work undertaken by pupils and liaises closely with the class teacher in order to ensure that the work is developed further within the class. The quality of support is good and pupils make progress according to their ability.
- Work is suitably differentiated in the class which, on the whole, ensures that less able pupils receive tasks that are matched to their stage of development.
- The governor with responsibility for SEN is fully aware of her responsibilities.

5.6 Partnership with parents and community, schools and other institutions

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

- The quality of the information provided to parents through the brochure, letters, notice board and open evenings, is satisfactory. The school operates a Home-School Contract but has no policy on this aspect.
- Parents contribute to the work of the school by assisting with extra-curricular activities such as school concerts and clubs. The Friends of the School Association collects money to purchase additional resources.

- Good relationships have been established with the community. The school plays an important role in this rural community and the school building is used as a meeting place by local societies and to hold evening classes. This partnership also includes the chapels and the various other institutions in the locality.
- Good links have been established with the two secondary schools. Y6 pupils, staff and parents visit the schools and regular visits are received from the staff of the secondary school, who also provide feedback on the progress made by the pupils in the secondary school.
- The primary schools in the area share documentation and arrange in-service training (INSET) days together. Pupils meet and compete with pupils from neighbouring schools in sport activities and through the Urdd programme.
- Useful links have been established with a number of agencies both local and national. There are useful links with the Urdd camp at Llangrannog, and the school has also established links, via the e-mail, with a school in France. The school receives students from Coleg Ceredigion.
- The school makes full use of the services provided by the UA.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- The school has established good links with local companies and shops, such as the caravan park which specialises in environmental projects. This link is used to develop pupils' awareness of this aspect. A local company makes a gift of surplus computers to the school and they are utilised fully to develop pupils' skills. The school's brochure has been sponsored by the local golf club.
- The school works closely with the local Urdd camp which enables the school to establish links with schools in other areas of Wales. This develops pupils' awareness of different communities both rural and industrialised.
- The school has received visits by the local policeman and fire officer who discuss their work with pupils. These experiences contribute to developing pupils' understanding of the world of work.
- The school has no policy or strategy to extend the role of industry and business in the curriculum.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school is developing suitable procedures to monitor the educational provision, but they lack a clear structure. The teachers discuss aspects of the curriculum and pupils' progress but the

process of evaluating the implementation of policies and standards of achievement in classrooms is at an early stage of development.

- The SDP provides an appropriate framework for identifying aspects for improvement and includes a number of suitable curricular and general priorities. The audit of what has been achieved to date is a useful aspect of the process and establishes a good pattern to be followed in the future. The existing action plans give insufficient attention to identifying targets with clear success criteria in order to measure progress. The attention given to the INSET needs of staff, the time-scale and costings, is limited.
- The process of setting targets gives satisfactory attention to analysing the results of NC tests in order to gather information about pupils' needs and to identify areas that need attention. Increasing use is made of this information in future planning.

6.2 Leadership and efficiency

The quality of leadership and efficiency is satisfactory.

- The head offers caring leadership and succeeds in establishing good relationships with pupils, staff, parents and governors.
- The school has a clear statement of its values and objectives. These aspects receive good support from parents.
- The governing body fulfils its responsibilities conscientiously. They carry out their curricular responsibilities in a satisfactory manner and they have a clear understanding of budgetary matters. Members visit the school and contribute to curriculum activities in the classroom.
- The head manages the budget carefully in consultation with the governing body and with the support of the UA's Finance Officer. Spending decisions are evaluated in order to ensure value for money. During the current year, a percentage of the surplus has been used to extend provision for the younger pupils and to provide additional support for pupils with SEN. This additional expenditure is having a positive impact on improving standards of achievement.
- The governors' annual report to parents and the school's brochure do not contain all the information that is required.
- The school's day-to-day administration is satisfactory.

6.3 Staffing, accommodation and learning resources

The management of resources is satisfactory.

- The teachers' qualifications are appropriate for the age range that they teach. They attend a good number of courses and the training is having a positive effect on the methods of teaching. To date, they do not have a role as subject co-ordinators.

- The school benefits from the specialist support of the language-support teacher and the SEN teacher. A classroom support teacher is employed to support children under five. In addition, good use is made of volunteers who are called the ‘Friends of the School’. The contribution of all these members is valuable and promotes the curriculum.
- The school is located on a very attractive site with an extensive yard and a field suitable for games. The building is in a satisfactory condition. The space within classrooms is limited but full use is made of the space available to provide educational experiences for pupils. The new extension called ‘The Cave’ is a valuable resource for investigative work. Storage space is also limited. The school does not have a hall and this restricts curricular provision in some subjects. Standards of cleanliness are satisfactory. The schoolyard has been painted with interesting games for the pupils.
- The school gates are not sufficiently secure to provide a safe boundary for the play area and there are no safety devices on the doors to prevent strangers gaining access to the building.
- The school has sufficient resources in most NC subjects and suitable use is made of them to support the learning. Resources are limited in music and geography. In KS2, good use is made of the interactive whiteboard to support teaching and learning.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. Children are offered a suitable range of practical activities. As the number of children in the class is very small, standards of achievement are not discussed in this report.

Good features

- The children are happy in school and they have a good relationship with each other and with adults. Through Bible and other stories they learn about caring for others and about friendship.
- The children enjoy listening to stories. They handle books appropriately and recognise individual letters and words. They read simple books at the level of their development. They can form letters correctly and copy neatly.
- The children can count to at least ten and can match objects and numbers. They can complete simple addition sums correctly. They can name basic shapes and they make appropriate use of mathematical language.
- The children can discuss the weather and name the days of the week. They use terms, such as ‘old’ and ‘new’, when discussing vehicles. While investigating magnets, they can sort correctly those objects that are magnetic. Their ICT skills are developing satisfactorily. They use the mouse confidently.

- They enjoy role-play and singing songs. They recognise some musical instruments and they can clap rhythms with reasonable accuracy. They produce colourful paintings and pictures and can discuss simply what they have drawn.
- They use small apparatus with increasing skill. Through play opportunities with large apparatus, they develop their physical skills and display increasing awareness of space.

Shortcomings

- There is insufficient planning of play activities and as a result children's skills are not extended consistently in the six areas of learning.

Welsh

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils listen well to stories and presentations. The vast majority of pupils make good efforts to respond and to participate in discussions about their experiences and their work.
- Pupils' reading skills are satisfactory and individuals read well. They can discuss the illustrations and characters in their books and use a range of strategies to read less familiar words. They demonstrate good attitudes and an interest in reading.
- Younger KS1 pupils can copy and form letters correctly. They write short sentences independently by following a set pattern. By Y2, pupils can write simple stories using a range of patterns. More able pupils can write short pieces of writing which display clear coherence.
- In KS2, pupils' speaking skills are satisfactory. The vast majority of pupils understand what is said and they respond satisfactorily in different situations. They ask and answer questions, and express their opinions simply on different topics.
- Pupils' reading standards are satisfactory. Some individuals read fluently and meaningfully. The vast majority understand the topics read. The more able use their reading skills to gather information from books and other sources.
- Pupils' writing standards are satisfactory. Pupils produce a range of writing and they succeed in varying their sentences to create different effects. Individuals write effectively displaying a good awareness of structure and coherence.

Shortcoming

- In both key stages, a small number of pupils lack confidence in speaking.
- In both key stages, a small number of pupils read without the necessary fluency. In KS2, individuals read carelessly.

- In KS1, the writing of a small number of pupils contains errors in punctuation and spelling. In KS2, a significant number of pupils' work contains errors in syntax, punctuation and spelling. The writing produced by individual pupils is brief and simple.

English

English is not taught formerly in KS1. In KS2, standards are satisfactory.

Good features

- In KS2, pupils' speaking skills are good. The vast majority of pupils listen well to teachers' presentations and to the contribution of their peers. In discussion they offer mature responses and opinions using correct language forms. They succeed in communicating confidently when discussing their experiences.
- Reading standards are good. The vast majority of pupils read accurately with clear expression and appropriate tone. They display a clear understanding of the content of their reading books and the more able pupils can describe the features of their favourite books and name their favourite authors. The less able pupils read satisfactorily according to their ability. Pupils make increasing use of their reading skills to gather information from a range of sources.
- Pupils' writing standards are satisfactory. The vast majority of pupils write across a range of forms. Their sentence formation and punctuation is generally accurate. Individual pupils produce interesting pieces of writing using correct syntax and punctuation. The purposeful language exercises assist younger pupils to acquire confidence in writing.
- The standard of handwriting of a significant majority of pupils is satisfactory.

Shortcomings

- When reading, a small number of pupils are careless and give insufficient attention to punctuation.
- Pupils have not developed the ability to write at length in a range of forms and their re-drafting skills are underdeveloped.

Mathematics

Standards are satisfactory in both key stages.

Good features

- KS1 pupils have a satisfactory understanding of number patterns and bonds. The more able pupils have a good knowledge of number processes and they use numbers confidently when computing both mentally and on paper.

- Pupils recognise 2-D shapes correctly. They know the value of different coins and can use them accurately to compute small sums of money. They understand simple fractions and can discuss halves and quarters confidently.
- Pupils can collect simple data and record it in the form of graphs satisfactorily.
- In KS2, the vast majority of pupils have a satisfactory understanding of the four rules of number and have a secure knowledge of place value. They use mental strategies confidently to calculate number problems. A good number of pupils know their multiplication tables and can recall them correctly.
- More able pupils have a secure knowledge of the relationship between decimals, fractions and percentages. They can estimate fairly accurately.
- The older pupils have a satisfactory knowledge of angles and the properties of shapes. They understand the concept of symmetry.
- The pupils' ability to interpret and present data is satisfactory.
- Pupils apply their mathematical knowledge satisfactorily in a range of practical situations.

Shortcomings

- In KS1, pupils' knowledge of 3-dimensional shapes (3D) is limited.
- In both key stages, pupils do not use a range of strategies when tackling number problems mentally.
- In both key stages, a good number of pupils lack confidence in discussing their work.
- In both key stages, pupils' skills in handling and utilising data have not been extended sufficiently.

Science

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils have a satisfactory knowledge of the main features and purposes of their senses and they can name the parts of the body correctly. They have a secure understanding of foods which are beneficial for them. They understand the conditions that are essential for plants to grow.
- Pupils' knowledge of magnets and their effects is good. They understand the way that some materials change through heating or cooling.

- Pupils observe carefully and come to sensible conclusions. They record their observations accurately in the form of drawings, tables and sentences.
- In KS2, pupils have a satisfactory knowledge of physical processes. They have a secure understanding of electrical circuits and can draw and label a complete circuit correctly. More able pupils have a secure knowledge of the effects of forces. They can identify the properties of a good number of materials and describe some of the way in which they change.
- The more able pupils work through their investigations in a well organised way and they are aware of the need for a fair test.
- Pupils record their work satisfactorily using correct terms.

Shortcomings

- In KS1, pupils are not aware of the need for a fair test when conducting investigations.
- In KS2, pupils' investigative skills have not developed sufficiently.
- In KS2, pupils do not record their observations sufficiently in the form of tables, graphs and writing. There is overuse of ready prepared notes.
- In both key stages, pupils do not make sufficient use of their ICT skills to support their work and to record their findings.

Design and technology

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils work with a suitable range of materials to produce different products. Their measuring, marking and cutting skills are satisfactory.
- Pupils can draw simple diagrams to represent their initial ideas and they record the process of making different artefacts neatly. More able pupils can express an opinion about the products.
- The quality of finished articles, such as the fridge magnets, is good. Pupils make good use of construction kits to create moving toys.
- In KS2, pupils work with a range of materials such as paper, textiles, food and construction kits. They can suggest ideas and chose materials to make different products.
- Before cooking, pupils investigate different needs amongst other pupils. They understand that individuals have likes and dislikes and they investigate a number of materials before beginning the task.

- Pupils can cut, shape and join a range of materials satisfactorily. They make satisfactory use of their mathematical skills to measure and create different shapes for their products.

Shortcomings

- In both key stages, pupils work with a range of materials but their skills do not develop consistently as they move through the school.
- In KS2, more able pupils' research and design skills are insufficiently developed.

Information technology

Standards are satisfactory in both key stages.

Good features

- Older KS1 pupils use their word processing skills satisfactorily to produce and present their writing. They can use a variety of programs to reinforce their basic skills and to create colourful images and patterns on screen. With support, they produce graphs to present the information that they have collected.
- In KS2, a good number of older pupils work independently with a variety of programs.
- Pupils' word processing skills are satisfactory and they can load, save, recall and print their work satisfactorily. They can combine text and illustration, change font, size and colour of their writing
- Older pupils can save and print information related to their topics using CD ROMs and the Internet. They are familiar with a digital camera and use the e-mail facility to send and receive messages.
- In KS1, pupils make suitable use of listening centres to develop their reading and listening skills.

Shortcomings

- In both key stages, pupils' skills have not developed sufficiently across the competencies.
- In KS2, pupils' ability to collect, organise, present and interpret information is underdeveloped.
- In KS2, pupils do not make consistent use of their IT skills to support their learning.

History

Standards are satisfactory in both key stages.

Good features

- Older KS1 have a good awareness of the difference between the old and the new. Pupils can discuss sensibly pictures and artefacts from the past indicating the differences between the past and present.
- They record their observations neatly in the form of drawings, words and sentences.
- KS2 pupils have a satisfactory knowledge of the Victorian era. They develop empathy with the period through visiting a school of the period and having an opportunity to discuss the artefacts.
- Pupils have a satisfactory understanding of chronology and of the fact that it is possible to divide the past into different periods of time.
- More able pupils can recall important facts about the history of the local area, such as the development of the town of Cardigan and the Rebecca Riots.
- Pupils record their observations in the form of stories and notes to a satisfactory standard.

Shortcomings

- In KS1, pupils do not have relevant vocabulary to discuss historical differences.
- In both key stages, a significant number of pupils have an insecure knowledge of the topics discussed.
- Pupils' use of ICT to gather information and to process their work in history is under-developed.

Geography

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils have a satisfactory knowledge of their local area. They can describe their homes and some of the main buildings in the community. They make suitable use of photographs to describe their area and the immediate locality. They use correct geographical terms.
- Pupils observe and collect evidence about the weather and record the information on a chart. They can compare the weather in their area with that of other countries they have studied. They are familiar with the features of each season and they can explain their observations.
- Pupils' mapping skills are satisfactory. Pupils can work together to produce an illustrative map containing correct directions.
- In KS2, pupils' knowledge of their local area is satisfactory. They can describe the area and note the processes that have contributed to its development.
- Pupils can discuss aspects of the environment confidently, displaying satisfactory awareness of their responsibility for it.

- Following a visit to a local town, pupils can make sensible observations when discussing the nature and the location of different places.
- Pupils are familiar with atlases and globes, and can discuss directions and distances satisfactorily.
- Through studying an area in an economically developing country, older pupils can identify similarities and differences between the area and their own district.

Shortcomings

- In KS1, pupils' knowledge of places beyond their immediate area is limited and they are unable to locate their area on a map of Wales.
- In KS2, pupils' mapping skills are underdeveloped.
- In KS2, the older pupils' knowledge of the topics discussed is insufficiently detailed.
- In both key stages, pupil's use of their ICT skills to support their investigations is underdeveloped.

Art

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils produce work of a satisfactory standard when recording their observations and recollections and as they give expression to their imagination. They use a suitable range of materials confidently to create a collage as part of their class theme. They produce effective work displaying texture, tone and pattern.
- Following a study of the work of a Welsh artist, pupils evaluate the artist's style producing effective pictures using pencil and crayon and emphasising line and colour.
- In KS2, pupils experiment effectively with different media to convey line, texture, tone and pattern in their work. They discuss these elements simply using appropriate language.
- When producing 3-D models, pupils discuss effectively the process of designing and making candles. Their drawing techniques, and their ability to experiment with different ways of painting a portrait, are satisfactory.
- When undertaking cross-curricular tasks, pupils produce representations that appropriately represent aspects of the subjects discussed.

Shortcomings

- Pupils' skills do not develop sufficiently as they progress through the school.
- In both key stages, pupils' skills in working in 3-D, including work with clay, is limited.

- In KS2, pupils' ability to discuss their own work and the work of other artists is insufficiently developed.
- In both key stages, pupils do not make sufficient choices in their work in art.

Music

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils sing a range of suitable songs to a satisfactory standard. Pupils frequently sing songs related to stories and this promotes their literacy skills.
- Pupils can clap the rhythm of their names correctly and can follow a simple rhythmic score confidently. Following a stimulus, pupils investigate a range of sound sources to create a particular atmosphere. They record their compositions satisfactorily in the form of a graphic score.
- When listening to music from different countries, pupils can differentiate between quiet and loud sounds and high and low sounds. Their understanding of musical elements is satisfactory.
- In KS2, pupils sing a suitable range of songs and have opportunities to perform in the school and in the community. The quality of singing is satisfactory.
- When studying a subject, such as history, pupils become aware of the music of the period. They know the names of famous composers and some of their compositions.
- When listening to music, pupils can identify orchestral instruments and specific musical elements. They use appropriate vocabulary to describe these features.
- In KS2, all the pupils learn to play the recorder. They demonstrate good progress in their awareness of notation rhythm and time. Some pupils also learn to play the violin. Pupils accompany the singing in the daily services and all these experiences contribute to raising standards in the subject.

Shortcomings

- In both key stages, pupils' singing does not demonstrate sufficient control of breathing, phrasing and dynamics.
- In both key stages, pupils' composition and appraising skills have not developed sufficiently.
- In both key stages, pupils' use of their ICT skills to support their work in music is underdeveloped.

Physical education

In the two lessons observed, standards in swimming were good. The scheme of work shows that the school offers pupils a varied programme of activities.

Good features

- In both key stages, pupils are aware of the importance of health and safety procedures in the swimming pool.
- In both key stages, pupils behave well. They listen and follow instructions correctly. They respond enthusiastically demonstrating increasing confidence as they master different techniques.

Shortcomings

- In both key stages, the skills of a small minority of pupils are underdeveloped.

Religious education

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils have a secure knowledge of familiar Bible stories and they can repeat them both accurately, both orally and in writing.
- Older KS1 pupils are aware of some of the main religious festivals and the significance of special days. Older pupils' understanding of principles, such as caring for others and friendship, is good.
- Older pupils understand the importance of the Bible to the Christians and the Torah to the Jews.
- In KS2, pupils have a satisfactory knowledge of the Bible. They can explain the differences between the Old and New Testaments correctly.
- Following work on the Ten Commandments, pupils offer sensible opinions on the reasons for having rules today.
- Pupils are aware of charities which offer people support. They discuss humanitarian issues sensibly, demonstrating empathy when comparing their lives with others who are less fortunate.
- Pupils are aware of the purpose of pilgrimage and can name some places where people go on pilgrimage. They are aware of the importance of the pilgrimage to Mecca to the Muslims.

Shortcomings

- In both key stages, pupils' ability to offer opinions on religious issues is limited.
- In both key stages, pupils' knowledge of religious symbols found in places of worship is limited.

- In KS2, pupils' writing displays insufficient depth and understanding of the topic discussed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made satisfactory progress in responding to a number of the key issues identified in the previous report, but some matters require further consideration.

It was noted in the previous report that the school should improve a good number of pupils' oral and reading standards in Welsh and also pupils' oral standards in English in KS2. The report added that there was a need to extend play experiences for the younger children, place less emphasis on the use of worksheets, provide more opportunities for discussion, and develop pupils' ability to work more independently. In addition, the school should review the teaching time for KS1 pupils, and ensure that the content of the school prospectus and the governors' annual report to parents met statutory requirements.

- By now, pupils' oral standards in English are good. In both key stages, standards in oral work and reading in Welsh are satisfactory and there are regular opportunities for whole class discussion. Play opportunities are provided regularly for children under five but they are insufficiently structured to extend their knowledge and skills in the six areas of learning. Teaching time has been reviewed and by now conforms with national recommendations.
- Although good attention is given to providing tasks that meet the needs of the wide age and ability range within classes, tasks are not always sufficiently challenging to extend pupils' learning in all subjects. There is extensive use of worksheets and opportunities to develop pupils' ability to work independently are limited. The school prospectus and the governor's annual report to parents need to be reviewed as they do not meet statutory requirements. These remain key issues for action.

8.1 Key issues for action

The school needs to:

- raise standards in the subjects and aspects that are satisfactory by addressing the shortcomings listed;
- strengthen whole-school planning, and provide challenging tasks more consistently to extend pupils' learning in all subjects;
- formulate a whole-school strategy to develop pupils' key skills across the subjects;
- develop a whole-school system for assessing and recording pupils' progress;
- strengthen the SDP as a management tool by including detailed action plans;
- extend the self-evaluation system to monitor the quality of provision and standards of achievement more effectively;

- ensure that the school prospectus and the governors' annual report to parents meets statutory requirements;
- address the health and safety issues raised in the report.

APPENDIX

School Data

A. Basic information about the school

School's Name	Penmorfa Community School
Type	LEA Maintained/Community
Age range of pupils	4-11
School Address	Sarnau Llandysul Ceredigion
Postal Code	SA446QH
Telephone number	01239654486

Name of Headteacher	Mr J Rees
Date of Appointment	January 1991
Chair of the governors/ The appropriate authority	Dr G Jenkins
Registered Inspector	Miss D Morris
Date of Inspection	20-22 January, 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total

Number of pupils		2	4	2	5	2	2	3	20
------------------	--	---	---	---	---	---	---	---	----

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

<i>Staffing information</i>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	9.5 :1
<u>Pupil : adult (fte) ratio in nursery classes</u>	:1
Average class size, excluding nursery and special classes	10
Teacher : class ratio	1.2 :1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
		Reception/KS1	KS2	Whole School
Term 1		93%	90%	91.5%
Term 2		88%	97%	92.5%
Term 3		93%	96%	94.5%

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

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002
As the number of pupils eligible for assessment at the end of Key Stage 1 was more than five but fewer than ten, summary information only is included.

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	100%	In Wales:	80.4%
----------------	------	-----------	-------

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than 5, summary information is not included.

D. Evidence base of the inspection

- The school was inspected over a period of three days.
- The team consisted of 3 inspectors including the lay inspector.

- 20 lessons were inspected.
- Pupils were questioned about their knowledge and understanding of the curriculum. They were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, the governing body and the parents.
- The 11 questionnaires returned were analysed.

E. Composition and responsibilities of the inspection team

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

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

