

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

**Penparc Community School
Penparc
Cardigan
Ceredigion
SA43 1SG**

School Number : 667/2324

Date of Inspection : 2 - 4 December, 2002

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Registered Inspector: W191 / 78807
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under ESTYN contract number – T/27/02P**

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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 of 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

Penparc Community Primary School is located outside the village on the main road between Cardigan and Aberaeron. The school serves the village and the surrounding community. During the inspection there were 97 pupils on the school register. 43% of the pupils come from homes where English is the main language, but 70% of them speak Welsh as a first language or to an equivalent standard. The pupils admitted to the school represent the full range of ability. 4% of them are entitled to receive free school meals. This is substantially lower than the national average. 30% of the pupils included are registered as requiring special educational needs [SEN]; a figure that is higher than the national average. One pupil has a statement of SEN.

In accordance with the Ceredigion County language policy, the school is designated as being in Category A. This means that Key Stage 1 [KS1] pupils are educated through the medium of Welsh, whilst at KS2, increasing use is made of English as the medium of their education. The aim is for the pupils to become fully bilingual by the age of 11.

The following priorities are identified in the School Development Plan (SDP) for the year 2002 – 2003:-

- to improve reading standards throughout the school;
- to improve the performance of boys;
- to monitor the National Curriculum [NC] more effectively;
- to set benchmarks in information technology (IT);
- to improve standards of correctness in pupils' writing in both languages;
- to adopt a new system of assessing pupils' work.

The school was last inspected in June 1997. Since that time, the school building has been extended.

2. MAIN FINDINGS

Main findings of the report

This is a good school. The provision made for the pupils is broad and stimulating and they respond by achieving good standards.

- The quality of the provision for children under five is appropriate for their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Very good

Physical development	Good
Creative development	Very good

- Pupils' standards of achievement in the various subjects in KS1 and KS2 are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	-	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education [dance]	Good	Good
Religious education	Satisfactory	Satisfactory

- Standards were good in 82% and satisfactory in 18% of the lessons inspected. Good standards are more prominent in KS2 than in KS1. In KS2, standards were good in 90% of the lessons. The equivalent percentage in KS1 was 71%.
- In 2002, the results of the NC tests in Welsh, mathematics and science in KS1 were substantially higher than the national average and significantly higher than the average for the county. The percentage of pupils achieving the core subjects indicator (CSI), [namely gaining level 2 in Welsh, mathematics and science] reflected the same pattern.
- In 2002, the NC test results in Welsh, English, mathematics and science in KS2 were substantially higher than the county and national averages. The percentage achieving the CSI [namely achieving level 4 in Welsh or English, mathematics and science] reflected a similar pattern.
- Over the last four years, the percentage of boys achieving level 4+ in the NC assessments has been significantly higher than the equivalent percentage for the girls in each subject. As the number of pupils involved is comparatively small, these statistics have to be interpreted with caution.
- In general, pupils' standards of achievement are good across the ability ranges, including pupils with SEN.
- The children under five make good progress in the key skills, namely literacy, numeracy and information and communications technology [ICT], across the six areas of learning. Listening standards are good throughout the school and standards in speaking, reading and writing are good in Welsh in KS1 and in Welsh and in English in KS2. There is a tendency for the reading of a significant minority of KS1 pupils to be stilted. In KS2 an over-emphasis on

copying limits the pupils' ability to express themselves in writing. Standards in numeracy and in ICT are good in KS1 and KS2.

- The quality of teaching was good in 81% of the work observed. A consistently good standard of teaching is one of the strengths of the school.

- The school provides a broad, varied and rich curriculum which meets the requirements of the NC and religious education. Good quality schemes of work have been prepared and the school makes effective use of teachers' specialisms by arranging for them to teach classes other than their own. The Cwricwlwm Cymreig and Personal and Social Education [PSE] receive appropriate attention and equal opportunities are provided for all the pupils.

- The quality of the arrangements for assessing and recording pupils' progress is good. Effective arrangements and an agreed timetable have been established for assessing the core and foundation subjects. Pupils' work is marked regularly, but the comments offered do not provide pupils with further guidance on how to improve their work. Reports to parents are of satisfactory quality; they do not always provide a complete picture of pupils' achievements across the subjects.

- Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. The school is a happy community which fosters respect for people and pupils and between pupils and one another. Although the quality of the daily act of worship is satisfactory, the atmosphere created in the services is not always appropriate. Pupils are aware of the need for mutual understanding and racial harmony.

- The provision for pupils with SEN is satisfactory. Although the school has reviewed its policy to conform with the requirements of the new Code of Practice, it is not being fully implemented at present. Individual Education Plans [IEP] have been produced for the pupils on the SEN register. The strategies identified in the IEP are not sufficiently detailed nor do the contributions of the pupils and their parents receive sufficient prominence. The pupil with a statement of SEN is given appropriate support.

- The quality of self-evaluation and planning for improvement is good. The SDP is derived from a self-evaluation of the school's strengths and weaknesses. The subject co-ordinators monitor and evaluate provision and standards of achievement in their subjects, but the comments relating to the quality of the teaching are not sufficiently analytical. Pupils do not contribute to the process. The minutes of staff meetings demonstrate that curriculum development and the standard of pupils' work are regularly discussed.

- The quality of the leadership of the school is good. The head acts as a facilitator, who arranges for co-ordinators to be released from their teaching duties in order to carry out their evaluative role. The strength of these arrangements lies in the fact that they engage the whole school and ensure that all members of staff contribute. The governors have much interest in the school's well being but are not all well informed about curricular and assessment issues. The school budget is well managed.

- The parents' handbook does not contain all the information to which they are entitled.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards were good in 82% and satisfactory in 18% of the lessons inspected.
- The standard of achievement of the children under five was good in four areas of learning and very good in the remaining two areas, namely knowledge and understanding of the world and creative development.
- Good standards are more prominent in KS2 than in KS1. In KS2, standards were good in 90% of the lessons and satisfactory in 10%. The equivalent percentages in KS1 were 71% and 29%.
- In KS1, standards are satisfactory in religious education and good in Welsh, mathematics, science, design and technology, information technology, history, geography, art, music and physical education [dance].
- In KS2, standards are satisfactory in religious education and good in Welsh, English, mathematics, science, design and technology, information technology, history, geography, art, music and physical education [dance].
- In general, pupils' standards are good across the ability range, including pupils with SEN.
- In 2002, the results of the NC tests in Welsh, mathematics and science in KS1 were substantially higher than the national average and significantly higher than the average for the county. The percentage of pupils achieving the CSI, [namely gaining level 2 in Welsh, mathematics and science] showed the same pattern.
- In 2002, NC test results in Welsh, English, mathematics and science in KS2 were substantially higher than the county and national averages. The percentage achieving the CSI [namely reaching level 4 in Welsh or English, mathematics and science] followed a similar pattern.
- Over the past four years, the percentage of boys achieving level 4+ in the NC assessments was significantly higher than the equivalent percentage for the girls in each subject.

3.2 Standards achieved in the key skills across the curriculum

- The children under five make good progress as they apply their literacy, numeracy and ICT skills across the six areas of learning included in the Desirable Outcomes.
- The standard of pupils' listening skills is good across the school. Pupils listen intently to the teachers' presentations and instructions, show interest and respond appropriately.
- Standards in speaking are good in Welsh in KS1 and in Welsh and in English in KS2. Pupils contribute confidently to class discussions and when working together in pairs and in groups. The vast majority can express opinions and points of view maturely.
- In general, standards in reading, both for pleasure and for gaining information, are good in both languages. The more able pupils in Y5 and Y6 discuss books confidently, talk about their

favourite authors and describe the main features of the books they have read. They gather information from electronic and print-based sources and use this information for specific purposes. The Welsh reading of some KS1 pupils is stilted.

- Pupils write regularly in Welsh in KS1 and in both languages in KS2. They write in a variety of language forms across the curriculum. In general, copied work limits pupils' ability to express their own ideas and to respond in their own words.
- Pupils' numeracy standards are good. They use their numeracy skills purposefully in subjects such as science, design and technology and geography. Pupils' ability to interpret information presented in graphical forms is good.
- Good use is made of ICT throughout the school and across the curriculum. Pupils use a good range of programmes to reinforce their learning in the subjects. They use CD-ROMs and the Internet to seek information for personal purposes. The use of ICT in music is not well developed.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school conforms with the statutory requirement for a daily act of worship. Although the quality of the services is satisfactory, the atmosphere created in them is not always sufficiently devotional and spiritual.
- The school is a happy community which promotes respect for people and property. The quality of the relationships between adults and pupils and between the pupils themselves is good.
- Pupils' values and moral attitudes are developed through raising their awareness of the needs of others less fortunate than themselves and by giving them opportunities to contribute to good causes.
- Pupils undertake their daily duties conscientiously. The social development of some of the older pupils is effectively fostered through the arrangement whereby they engage in weekly paired reading sessions with younger pupils.
- Arrangements are made for pupils to visit places of educational interest. In addition, visitors are invited to the school to address the pupils. These arrangements enrich the pupils' social and cultural experiences.
- The school contributes well to local culture by providing opportunities for pupils to take part in public services and concerts. Urdd activities are given a prominent place in the school calendar and pupils' experiences are further enriched through their involvement in the extra-curricular activities arranged.

- Appropriate attention is given to the Cwricwlwm Cymreig in the school curriculum and due attention is paid to the development of pupils' awareness of other cultures and religions.
- Although the school does not have a policy statement on racial equality, the level of pupils' awareness of the need for racial harmony is good.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- Pupils' behaviour is very good during lessons and the morning service, during their mid-day meal and during play intervals.
- In all the classes, pupils undertake their tasks enthusiastically.
- Pupils, across the age ranges, are courteous and welcoming to visitors.
- Parents and governors praise the pupils' behaviour. There have been no instances of pupils being excluded.
- Good work, behaviour and effort are rewarded by the allocation of team points. These arrangements are popular and have positive effects.
- Exceptional cases of bullying are appropriately dealt with when concerns are raised.

4.3 Attendance

Attendance is satisfactory.

- The school conforms with the statutory registration requirements.
- Letters and telephone calls from parents/guardians providing explanations for pupils' absences are received regularly. The letters are retained in a designated file, but no record is kept of telephone calls.
- In general, pupils arrive at school punctually and proceed from one class activity to another expediently.
- Where there are instances of regular absences, appropriate contacts are made with the pupils' home and the support of the authority's welfare services is sought.
- Attendance percentages are affected by some pupils who go on holiday during the school term. These include some instances of extended holidays that were authorised by the school.
- The school has not set a target for improving attendance levels.

- Statistics relating to whole-school absences are not reported to parents in accordance with the statutory requirements.

5. QUALITY OF EDUCATION

5.1 Quality of the teaching

The quality of the teaching is one of the strengths of the school. The teaching was good in 81% of the lessons observed and satisfactory in the remaining 19%.

- Teachers' knowledge and understanding of the subjects they teach is consistently good.
- Lessons are planned effectively to ensure that there is progression and continuity in pupils' experiences and that a range of relevant activities are provided for them.
- The relationships between the teachers and the pupils are positive and supportive. Pupils' efforts are praised regularly and they are constantly being urged to improve the standard of their work.
- In general, clear aims are established at the beginning of a lesson and the teachers' presentations engage the interest of the pupils.
- Teachers move effectively from group to group constantly extending pupils' thinking and ensuring that they are concentrating on their tasks.
- In the good lessons, teachers explain and question effectively so as to encourage pupils to further consider their work and to offer more extended responses. Teachers' expectations are high and they successfully maintain the pace of their lessons. They use an appropriate range of teaching techniques and summarise at the end of lessons in order to revise and reinforce pupils' learning. To a large extent, the teachers successfully differentiate the tasks they set so that they match their pupils' needs. Efforts are made to ensure that pupils understand what is expected of them.
- In the satisfactory lessons, about one in every five of the total, although some of the above-mentioned features are present, teachers' expectations are not sufficiently high and consequently some pupils are under-achieving. Other pupils are set tasks that are too difficult for them and this, at times, leads to teachers completing work on behalf of the pupils. At times, the pace of lessons lapses and pupils do not complete a sufficient amount of work.
- In both key stages, there is a tendency to rely excessively on the copying of work. Apart from the occasional need for handwriting practice, tasks of this kind lack purpose and limit the opportunities given to pupils to write independently.

5.2 Assessment, recording and reporting

The quality of the arrangements made for assessing and recording pupils' progress is good and the quality of the reports to parents satisfactory.

- The quality of the base assessments completed shortly after the children commence their full-time education is good. Following these assessments, appropriate tasks are set for pupils and are discussed with the parents. These arrangements, in conjunction with the information received from the local nursery, provide a good baseline against which to measure progress and further development. The progress and development of the children in the six areas of learning that constitute the Desirable Outcomes are regularly maintained.
- The school conforms with the statutory requirements as they apply to pupils with SEN. Appropriate assessments of their needs are produced, along with an IEP for each individual.
- The school has established effective arrangements for assessing and recording pupils' achievements. A strict timetable has been adopted for termly assessment in the core subjects. The foundation subjects are assessed annually. Pupils' work is levelled and annotated to indicate the criteria adopted. Appropriate targets for further development are identified.
- Pupils' work is marked regularly. In general the comments made praise the effort made but do not offer pupils guidance as to how they can improve their work.

- The annual reports to parents fully conform with the statutory requirements. Appropriate attention is given to all NC subjects and to the Desirable Outcomes. The reports are of satisfactory quality. The comments made do not always present a complete picture of pupils' achievements in the various subjects. The parents appreciate the reports and the opportunities provided to discuss them with the teachers.
- An open morning is held towards the end of the year to enable parents to examine and discuss their children's work. The school has an open door policy so that parents who wish to do so can discuss their children's development with teachers at any time.

5.3 Curriculum

The school provides a broad, varied and rich curriculum which meets the requirements of the Desirable Outcomes, the NC and religious education.

- The provision made for the children under five is planned effectively. They are offered a range of activities and valuable experiences that promote the 'Desirable Outcomes' in the six areas of learning.
- The curriculum is presented through whole school themes that are carefully planned to encompass the requirements of all the subjects and to ensure that there is continuity from one year to the next. Aspects of some subjects are taught through specific lessons.
- Policies and schemes of work of good quality have been produced in co-operation with the local cluster of schools. They are detailed and supportive and provide clear guidance for the teachers. Teachers' weekly plans adapt these schemes of work to meet the needs of the pupils in their care.
- The school makes appropriate use of individual teachers' specialisms by arranging for them to teach classes other than their own. In addition, the school buys in some specialist support in

certain subjects. This is an effective use of resources and a means of enriching pupils' experiences.

- In KS1, the teaching is through the medium of Welsh. In KS2, in addition to English as a subject, mathematics and science are taught through the medium of English. The use of English as a medium of instruction has not been planned to ensure gradual progression throughout the key stage.
- The school has recently adopted a policy for personal and social education [PSE]. It is of good quality and although mainly implemented through religious education, it is also an element in a number of other subjects. Teachers' weekly plans include references to PSE and to the key skills. The Cwricwlwm Cymreig also receives appropriate attention.
- The educational visits arranged to relevant locations enrich the school's thematic work, raise the level of pupils' interest and are an effective stimulus for a great deal of varied work.
- Homework is set regularly in accordance with the school timetable. Many of the tasks set are of a mechanical nature and are based on commercially produced worksheets rather than on the work undertaken in the classes. This limits the effectiveness of homework as a means of enriching and reinforcing pupils' learning.
- The school ensures that all the pupils are given equal opportunities in all aspects of school activities. Pupils with SEN integrate easily and regularly with their peers and enjoy participating in broad and stimulating educational experiences.
- A good number of pupils participate in weekly meetings of the Urdd branch that meets in the school under the guidance of the teachers. They have learnt a large number of popular songs which they sing with great enthusiasm. Sessions of Campau'r Ddraig are held every week with the support of parents, and competitive sports are played against teams from other schools.
- The curriculum has not been modified for any pupils and no pupils have been disapplied from its requirements.

5.4 Support, guidance and pupils' welfare

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

- All staff members are concerned to ensure the safety of the pupils. Parents praise this aspect of the school's provision.
- The pupils are happy in the school and are able to turn confidently to their teachers for support. The teachers know the pupils well and take great interest in them.
- Much care is evident as pupils leave school at the end of the day and during extra-curricular sessions. Pupils are adequately supervised during break times.
- The school's policy on sex education is implemented appropriately. The teachers respond sensitively when pupils ask questions.

- The teachers are aware of the appropriate steps to be taken to protect children.
- A member of staff has a current qualification in first aid.

5.5 Provision for pupils with special educational needs [SEN]

The provision made for pupils with special educational needs is satisfactory.

- The school has reviewed its SEN policy to conform with the requirements of the new Code of Practice but the policy is not fully implemented at present.
- The school has appropriate procedures for identifying pupils requiring additional help and support. Reading tests are administered annually to pupils in Y1 to Y6 and those requiring additional support to improve their reading are identified.
- IEPs have been produced for pupils on the SEN register and targets have been set for them. The strategies outlines in the IEPs are not sufficiently detailed, and the contribution of pupils and parents to the implementation of the IEP is not given enough prominence.
- These pupils receive regular help from a teacher who is employed to support them. The teacher consistently scrutinises their work and reports in detail on their development. The quality of the support provided is good and the pupils make progress in accordance with their ability.
- Some pupils with SEN receive support from class assistants who contribute significantly to their development. The class assistants co-operate effectively with the teachers.
- One pupil has a statement of SEN. This pupil is supported effectively by an assistant who contributes significantly to her development. In addition, the pupil receives regular and effective support from the specialist local education authority (LEA) advisory teacher. Every effort is made to ensure that the pupil is given access to a broad curriculum and is involved in the social life of the school.
- The member of the governing body with responsibility for SEN is fully aware of her responsibilities and has a good understanding of the arrangements made by the school.

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

These partnerships are good.

- The parents are very supportive of the aims and the work of the school. The flourishing Parent-Teacher Association raises funds which are used to buy additional resources for the school.

- The school has taken advantage of the voluntary efforts of parents to make substantial improvements to the condition of the internal and external fabric of the building and to provide a large parking area.
- The parents help with extra curricular activities such as Campau'r Ddraig, the Urdd, school visits and sports.
- The school handbook does not contain all the information that parents have a statutory right to receive, and neither its format nor its design encourages them to read it.
- The school plays an important part in the life of the local community by arranging performances in local churches and chapels and by visiting old people's homes. Visitors from the community are invited into the school to contribute to the themes being studied by talking about their reminiscences, their lives and their work.
- Appropriate links have been established with the nursery group that meets in a mobile classroom on the school yard.
- Extensive curricular links have been established with other primary schools in the area through arrangements to jointly produce policies and schemes of work.
- Curricular and social activities provide opportunities for the older pupils to familiarise themselves with the secondary school to which they will be transferring at the end of Y6. The school has participated in local initiatives to improve links between KS2 and KS3.
- The school appreciates the specialist support provided by the officers and advisers of the LEA.
- The school co-operates with local training institutions by providing appropriate work experiences for classroom assistants.

5.7 Partnerships with industry

Partnerships with industry are good in KS1 and satisfactory in KS2.

- The school receives financial support from local businesses that have links with the school.
- A number of computers have been provided for the school by, or with the support of, local employers.
- A baker visited the school to demonstrate his expertise to the younger pupils; his visit created a great deal of interest.
- The current KS1 curriculum is related consistently to the world of work. Pupils' mathematical skills are promoted through role-play in an imaginary supermarket. A study of the village has been enriched by a visit to a local garage where pupils discussed the nature of

their work with the workers. During one educational school visit, effective use was made of an information pack supplied by an international chain of eating-houses.

- KS2 pupils' understanding of industrial and geographical processes was enhanced by a project that followed the journey of a 'T shirt' from Sri Lanka to Ceredigion. This project received an award from a business agency.
- Some of the older pupils attended a county quiz on running a business. There are no examples of enterprise education where pupils are given opportunities to familiarise themselves with the processes involved in business and commerce.
- The school does not have a policy or written strategy to provide guidance in relation to the school's dealings with industry. Teachers have not attended any recent courses that would increase their awareness.

6. MANAGEMENT

6.1 Quality of self- evaluation and planning for improvement

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

- The school has developed appropriate procedures for evaluating the quality of its provision and pupils' standards of achievement.
- The SDP is based on a self-evaluation of the school's strengths and weaknesses. This process is repeated regularly in order to establish suitable priorities for the school. The SDP is a working document which focuses on the needs that have been identified.
- A firm timetable has been set for the self-evaluation programme and the curricular areas that are to receive attention over a period of one year are identified.
- NC test results are analysed carefully to set quantitative targets for the school. The school has effective arrangements in place for tracking pupils in Y3 and Y5. Data are analysed and the staff discuss the findings. A detailed analysis of pupils' scripts has not been undertaken.
- The subject co-ordinators monitor their subjects by evaluating curricular provision, the quality of the teaching and the pupils' work. They produce reports which suggest ways of improving the provision. The comments on the quality of the teaching are not sufficiently evaluative.
- Pupils do not take responsibility for evaluating their own work.
- The minutes of staff meetings demonstrate that curriculum development and the standard of pupils' work are discussed on a regular basis; this provides the subject co-ordinators with an appropriate focus for their work.
- Policies and schemes of work are reviewed to ensure that adequate resources are available to meet all the requirements of the curriculum.
- Data is analysed and the staff discuss the implications.

6.2 Leadership and efficiency

The quality of the school's leadership is good.

- The arrangements to hold weekly staff meetings, together with the existence of detailed policies and schemes of work, provide the school with a clear sense of direction.
- The results of the subject self-evaluation process, internal assessment and testing arrangements, the results of NC tasks and tests and the ideas generated during in-service training courses, are all regularly discussed at staff meetings. These discussions identify priorities for the SDP for the coming year.
- By including all staff members in the process, the support of each individual in the implementation of the school's policies and plans is ensured.
- The head functions as a facilitator who arranges to release the subject co-ordinators to enable them to carry out their administrative and evaluative responsibilities. He also evaluates aspects for which he is responsible.
- The end result of this process is the SDP which prioritises developments, allocates responsibilities, sets out a timetable, estimates costs and establishes criteria for measuring success. The emphasis of the SDP is on improving the quality of the provision and raising standards.
- Members of the governing body show much interest in the school's success and occasionally visit classes. With a few exceptions, they are not well informed about curricular and assessment issues.
- The school's resources are managed effectively and efficiently. Good use has been made of funds to improve the school library and to purchase additional resources.
- For a number of years, the school has been carrying forward substantial sums of money from one financial year to the next. This year it was decided to use these reserves to improve staffing levels. This is a temporary arrangement that cannot be continued once the reserves have been spent.
- The administration and day-to-day organisation of the school are effective. The school provides good value for money.

6.3 Staffing, accommodation and learning resources

These aspects are good.

- Staff qualifications appropriately match the subjects taught. Effective use is made of peripatetic teachers in subject areas such as Welsh and science, and of classroom assistants in general.
- Additional teaching support is employed to release the head for three days a week to enable him to teach groups from Y3 and Y4 and to undertake his managerial and administrative duties. The arrangement works well.
- Staff members benefit from the arrangements made for them to attend in-service training courses.
- Since the previous inspection, an extensive and convenient parking area has been provided. A purpose built extension was opened in 2001 to accommodate the children under five. There are now no important deficiencies in the building, although space is limited in the Y3 and Y4 classroom where there are 32 pupils.
- There are good quality displays in every classroom as well as in the corridors and school hall. They display a good balance of pupils' and teachers' work. A member of staff has painted attractive pictures of animals on the walls of the new extension and the corridor that leads to it.
- The building and school grounds are kept clean and tidy. The condition of the building is good.
- The fire extinguishers are maintained appropriately, but the school's electrical equipment has not been inspected within the limits of the specified inspection schedule. Some of the items kept in the 'first aid' box are old.
- The school yard is bare and lacking in any stimulus for pupils. The school does not have a playing field.
- There are adequate resources in each classroom to support the teaching of every subject. There has been a substantial investment in computers and in new library facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the children under five

Children under five

The provision made for the children under five is appropriate and promotes the desirable outcomes in the six areas of learning. There are no nursery age children in the school at present.

Good features

- The children make good progress in their personal and social education. They have good relationships with each other and with adults, and their behaviour is good. They enjoy participating in a variety of activities that foster co-operation, sharing and playing together.

They concentrate well on their tasks when working independently or as members of groups. Through stories from the Bible and various other stories, they learn about friendship and caring for others.

- The children's language, literacy and communication skills are good. They listen well and are ready to talk and to share their experiences. They enjoy listening to an appropriate variety of stories. They memorise verses, rhymes and songs. The vast majority display an interest in books and have learnt how to behave as readers. They all recognise some letters and familiar words and participate in shared reading activities with some of the older pupils in the school and with adults. Some individuals have developed appropriate reading strategies and the most competent independently read simple books that are appropriate for their age group. They can all write their names and copy out writing. The more able pupils write simple sentences independently by keeping to a set pattern.
- The pupils' mathematical development is good. They can count confidently to at least twenty and back from ten. They understand the terms 'one more' and 'one less'. They match numbers and objects correctly and can read simple sums and provide the correct answers. They identify two-dimensional [2-D] shapes and recognise and repeat patterns correctly. When involved in role-play activity in the toyshop, they understand the need to pay for things and can pay the appropriate amount correctly in pennies. Individuals can identify some coins.
- Pupils' knowledge and understanding of the world is very good. Through practical activities with water, they make observations about objects that sink and float, using the correct scientific terminology. The vast majority can predict that molten chocolate will revert to its solid form when placed in a refrigerator. They understand the concept of reversible change. When observing a collection of teddies, the children begin to differentiate, at a simple level, between the past and present, and correctly use terms such as 'a long time ago' and 'today'. When describing locations, they use simple geographical language accurately. They use a variety of materials to make products. Their information technology skills are developing consistently.
- The pupils' creative development is very good. After making musical instruments, they use them effectively to produce a variety of sounds. They sing a variety of songs suitable for their age group. They enjoy role-play activity in the Wendy house and shop. They can produce interesting pictures, paintings and 3-D work. They mix colours confidently and use a variety of techniques to produce textured effects.
- The children's physical development is good. They use small apparatus skilfully when cutting out with scissors, painting and writing. They follow instructions correctly during dance lessons and work in pairs and small groups. Their physical skills develop appropriately when they play with large toys.

Shortcomings

- In all six areas of learning, activities are not always structured in sufficient detail in order to develop some of the relevant skills.

Welsh

Standards are good in both key stages.

Good features

- KS1 pupils understand a good range of language and listen and respond well to the teachers' questions and comments. They enjoy listening to a story.
- By Y2, a good number of pupils make relevant contributions to class discussions and talk readily with adults. They have a good grasp of vocabulary and basic sentence patterns. The oral skills of pupils from non-Welsh speaking homes are developing well.
- A group of good readers in each year group reads fluently and meaningfully. Pupils of moderate ability read less challenging books to a satisfactory standard, decoding words with confidence. Pupils of a lower ability, including those with SEN, read simple texts; they recognise the sounds of the various letters.
- From Y1, all the pupils write individual sentences by over-writing; a number of them write sentences independently. A group of more able pupils can construct simple paragraphs by combining sentence patterns that are familiar to them. By Y2, the vast majority of pupils write more extensively. The more able pupils vary their sentence patterns well and use the concise form of the verb with a good measure of accuracy. They write across a range of language forms.
- Throughout KS2, the pupils listen well to teachers' presentations and to each other. They respond confidently and at length and offer spontaneous comments. They discuss skilfully in groups and in pairs, working together effectively. By Y5 and Y6, the more able pupils can provide explanations and express and defend a point of view.
- Pupils make satisfactory progress in their reading skills. The more competent read widely for pleasure and to gather information. They can discuss their favourite authors and express opinions about the type of novels that appeal to them. A good number of pupils, especially in Y5 and Y6, can gather information from books and electronic sources and use it appropriately.
- Pupils write across a range of different forms of language and for a variety of purposes. Virtually all the pupils, including those with SEN, can successfully compose paragraphs in their own words. Pupils of moderate ability can produce extended writing and the content of their work is often interesting.
- A small number of pupils in each year group produce written work of a high standard. They use rich idiomatic language, and have a good grasp of the concise form of the verb; they can vary the register to match the demands of the task. They write stories, descriptions and dialogues, and produce coherent passages of factual writing.

Shortcomings

- The spoken language of a number of pupils, in both key stages, contains many errors. Their grasp of the syntax of the language is insecure and their vocabulary restricted; they use many English words.
- The reading of a minority of pupils of moderate and lower ability is mechanical and syllabic. They consistently decode common words that should be familiar to them.

- The errors that are apparent in pupils' spoken language re-appear in their written work. Incorrect sentence patterns and spelling and punctuation errors appear frequently in their work. There is also a tendency for pupils at the upper end of the school to use dialect forms when standard forms of the language are required.

English

English is introduced formally in KS2. Standards are good.

Good features

- KS2 pupils listen and respond well in a variety of contexts. They increasingly offer spontaneous comments and ask questions which show an understanding of the work being undertaken. In Y5 and Y6, the more able pupils provide explanations of work previously completed, and can express and defend their opinions. They respond intelligently to literature and are beginning to use terms associated with literary criticism.
- Throughout KS2, pupils read an increasingly wide range of books. The more able pupils are avid readers. They read challenging texts and can discuss plot and events from stories and express opinions about their favourite books. Pupils of moderate and lower ability read books that match their age and ability meaningfully and make progress.
- KS2 pupils, including those of lower ability, write across a range of forms and for a variety of purposes. They show that they have an increasing awareness of register and audience. Most of the pupils produce extended pieces of writing, using a wide range of vocabulary and an appropriate style. In general, the standard of their spelling and punctuation is good. By Y5 and Y6, these pupils can put forward and maintain a point of view and provide relevant evidence.

Shortcomings

- The oral language of some pupils is limited and this prevents them from offering extended comments.
- A small number of pupils read carelessly and tend to guess at words rather than analyse them methodically.
- The written work of a substantial minority of pupils contains syntax, spelling and punctuation errors. Many of these errors are repeated from year to year.

Mathematics

Standards are good in both key stages.

Good features

- In KS1, the standard of pupils' mental work is good. They use a variety of strategies to solve problems in mental mathematics. They have mastered addition and subtraction well and by Y2 they use the multiplication and division process confidently.

- The pupils identify and name 2-D and 3-D shapes and the more able identify right angles.
- They are familiar with standard measures, and before undertaking measuring and weighing activities they make confident predictions about which is likely to weigh or measure 'more than' or 'less than'. They use mathematical language correctly.
- They have a good knowledge of time. They can name the seasons, the months of the year and the days of the week. They tell the time correctly.
- Pupils can collate simple data and record it in graphical form.
- In KS2, the vast majority of pupils have a secure grasp of the four rules of number. Older pupils use an appropriate range of reasoning skills when dealing with number problems and respond rapidly to oral questioning. They have a good recall of multiplication tables.
- They understand the concept of symmetry and know how to calculate the area and perimeter of shapes. They have a good knowledge of angles.
- Pupils' ability to analyse and display data is good. The more able pupils apply their mathematical knowledge well in practical situations.
- They measure accurately and their understanding of fractions and money is secure.

Shortcomings

- At the lower level of KS2, pupils' grasp of co-ordinates is not secure enough.

Science

Standards are good in both key stages.

Good features

- KS1 pupils undertake a good range of investigations; they make simple predictions, compare events and come to simple conclusions. They record their findings appropriately using simple block graphs or sentences. They are beginning to show that they have a good understanding of the requirements of a fair test.
- They have a good knowledge of plants and vegetables and are aware of how conditions affect their growth.
- They know that light comes from a variety of sources and can name everyday appliances that consume electricity.
- In their work on materials, they make observations as they investigate which material is best for insulation purposes. They classify the materials according to their attributes and describe them using correct scientific terminology.
- KS2 pupils make correct and effective use of scientific terms when discussing their work and have a good understanding of scientific concepts.

- Pupils have a good knowledge and understanding of the comparative positions of the sun, the earth and the other planets in the solar system, and can offer appropriate explanations for night and day.
- They investigate the effects of the changes which result from variations in the growing conditions of plants by observing plants that grow in the vicinity of the school. They offer intelligent explanations of the processes of pollination, the dispersal of seeds and germination.
- The pupils' ability to carry out scientific investigations is developing well. Their awareness of various kinds of forces is good and the more able understand the effect of up thrust on the mass of an object. They record their investigations competently, using diagrams, notes and graphs.

Shortcomings

- In both key stages, individual pupils are too dependent on teachers and other pupils and lack confidence in putting forward their own ideas.
- The independent investigations undertaken by KS2 pupils are not sufficiently challenging.

Design and technology

Standards are good in both key stages.

Good features

- KS1 pupils complete a good range of design and technology assignments and produce objects using a variety of materials, including cardboard, textiles and food.
- Pupils use an appropriate range of materials to make products such as puppets. They measure, cut, and join materials accurately and skilfully. They can discuss their work appropriately and evaluate at a simple level, making some suggestions as to how it can be improved.
- The pupils prepare simple diagrams to convey their initial ideas.
- In KS2, pupils work with a wide range of materials. They have a good understanding of the design process.
- They present their ideas in the form of sketch plans and select appropriate materials and tools to make a range of products, some of which include moving parts. They record their designs and label them correctly.
- Their making skills and the quality of the finish they apply to their products are generally good. Some individuals evaluate their work to a satisfactory standard.

Shortcomings

- In KS1, pupils' ability to evaluate their work has not been fully developed.
- In KS2, the ability of a small minority of pupils to work accurately and to adhere to original plans, has not been fully developed.

Information technology

Standards are good in both key stages.

Good features

- In KS1, pupils control the mouse confidently to produce shapes and patterns and they can follow on-screen instructions.
- They use their word-processing skills appropriately to produce and present written work.
- Pupils are aware of the potential of the technology for saving and printing information. They use various programmes to reinforce their work in numeracy and literacy. They use a drawing programme to produce simple drawings in conjunction with their class work.
- They make suitable use of reading centres to develop their reading and listening skills.
- In KS2, pupils use their computer skills independently and confidently across the majority of the subjects.
- They load, save, retrieve and print their work appropriately. They can import pictures, produce colourful headings and set them out in an attractive manner.
- Pupils use their word processing skills appropriately to record their work and to display the final copies of their written work.
- They send messages by e-mail and gather information from the Internet without assistance.
- The older pupils make appropriate use of a digital camera.

Shortcomings

- The work involving the control of a floor turtle has not been fully developed in KS1.
- In KS2, pupils' ability to use IT for modelling has not been fully developed.

History

Standards are good in both key stages.

Good features

- By comparing old and new objects and the customs of the present day and the past, KS1 pupils become aware of the differences between the past and the present.
- The pupils can set out models of bicycles, tools and machines in their correct chronological order and produce a simple time line.
- By Y2, the pupils can describe the characteristics and customs of yester-year and today in detail and their understanding of chronology is beginning to develop. They understand terms such as 'long ago', 'many years ago' and 'a long time ago' and use them correctly in their writing.
- The pupils have a good knowledge of modes of travel in the past and can talk about the Stage Coach, canals and coracles and the use that was made of them. Educational visits enhance their understanding by offering them direct experiences.
- KS2 pupils have a good knowledge of the historical periods they have studied. They can recall information about the forts and roads used by the Romans and about their eating habits. They can describe the clothing worn by the Britons.
- They show great interest in the events of the Rebecca riots. They can differentiate between the life-styles of the rich and the poor of the period and sympathise with farmers who had to pay unjust tolls.
- The more able pupils appreciate and understand different viewpoints and can express their own opinions with supportive evidence.
- They are aware of some of the main events of the Second World War and the dates on which they occurred and of living conditions at the time. The empathy that is evident in their writing shows that they can sympathise with the suffering of other people.
- By Y6, the more able pupils can identify a variety of historical sources and differentiate between direct and indirect evidence. They are beginning to understand the difference between fact and opinion.
- When playing a computer game in the context of their study of the drovers, the pupils arrive at decisions based on their historical knowledge. In doing so, they become aware of the concept of cause and effect.

Shortcomings

- The historical knowledge possessed by some pupils is insecure, and at times this leads to misunderstandings and the mis-interpretation of events.
- Although pupils have much historical knowledge, they are not always aware of its significance.

Geography

Standards are good in both key stages.

Good features

- KS1 pupils know what type of work is available in their own locality and can describe the jobs done by various people. Their knowledge was reinforced by a visit to a local garage.
- On the basis of information gained from a survey, and the attractions advertised in local papers, Y2 pupils have prepared a pamphlet inviting visitors to Cardigan. This work is of good quality.
- Pupils describe different kinds of weather and can link weather with the seasons. In addition, they are aware of the effects of the weather on the school building and cite specific examples.
- The pupils know about the contrasting features of the countryside and the town, and can compare landscapes, buildings and the nature of work to be found. They understand the concepts of 'near' and 'far'.
- The vast majority of KS2 pupils have a good knowledge of the different types of farms found locally and can describe and categorise them. They can trace a product from the farm to the shop and the more able pupils have a basic understanding of the concept of re-cycling and its advantages.
- Pupils have visited the River Teifi to study the stages in its development. Many of the pupils are knowledgeable about the journey of a river and use relevant geographical terminology. They differentiate between natural and human features of the landscape and can describe them in their own words.
- Pupils have a good understanding of co-ordinates and use them effectively to locate features on a map. By using the scale on a map they can measure distances accurately.
- In their study of an area in Peru, as a developing country, Y5 and Y6 pupils can compare that country with their local area in terms of landscape, rainfall and temperature. They present relevant statistics in the form of block graphs, line graphs and pie charts, and interpret them.

Shortcomings

- At times, pupils re-visit the same work at the same level from one year to the next, and there is insufficient progress in the work they undertake.
- Pupils are too dependent on copying notes at the expense of presenting information and expressing opinions in their own words.

Art

Standards are good in both key stages.

Good features

- KS1 pupils have a good mastery of techniques. They benefit from a range of experiences to produce work of good quality in a variety of media.

- They are aware of the various elements in art and discuss line, tone, texture and pattern appropriately. They produce their own colours and use them effectively in their paintings which are based on observations and on memory.
- Their understanding of the work of famous artists, including artists from Wales, is developing appropriately. They emulate the work of some of these artists in their own paintings.
- They use a computer programme to produce colourful and interesting pictures.
- Y2 pupils observe carefully when producing effective still life studies.
- In KS2, the pupils draw and experiment well with a wide range of media and techniques. They have a good level of awareness of perspective, line and tone, pattern and texture.
- When studying the work of a famous artist, they analyse his style and work in groups to emulate this style, producing colourful and interesting work.
- Pupils observe carefully when sketching still life objects, and individuals in each class produce work of good quality.
- Following the study of a specific kind of pottery, the pupils have designed interesting plates and have chosen the colours with care.

Shortcomings

- A small minority of pupils in both key stages do not use the correct art terminology.
- Little 3-D work is produced.

Music

Standards are good in both key stages.

Good features

- In KS1, the pupils know a variety of songs which are appropriate for their age. The quality of their singing is satisfactory.
- The youngest pupils in KS1 can identify the various sounds they hear in class.
- The majority can identify most untuned and tuned instruments. They suggest various ways of playing them and can emulate their sounds appropriately. They maintain beat accurately.
- In response to a stimulus, such as a poem, they compose music to convey the mood of the poem by using body sounds and some untuned instruments. After listening to their own

performance, they discuss the appropriateness of their compositions and express simple opinions. They suggest how the performance can be improved.

- In KS2, the pupils sing an appropriate range of songs, including a round, ‘cerdd dant’ and descants. They pay attention to phrasing and dynamics. The quality of the singing is good.
- They can maintain a beat, repeat rhythms correctly and bring both elements together when following notation.
- They listen critically to their compositions, and accept or reject suggestions to change and improve them. They use dynamics effectively when performing.
- All pupils receive recorder lessons and by Y5 and Y6 they can perform confidently with treble and alto instruments.
- Pupils listen to music of various kinds and respond by expressing their opinions.
- Some pupils benefit from the opportunities provided for them to attend instrumental tuition and are able to perform in concerts. This enhances their musical education.

Shortcomings

- In KS1, the pupils’ control of breathing and dynamics is inadequate.
- In both key stages, pupils’ use of IT in music is under-developed.
- KS2 pupils’ ability to discuss and express opinions has not been developed adequately.

Physical education

Three dance lessons were observed across the two key stages. The other aspects of the subject were not observed. Standards in the lessons seen were good.

Good features

- KS1 pupils have a good sense of rhythm and an appropriate awareness of space. They can recall what they have learnt in previous lessons and present a dance in its entirety by combining a variety of movements. They participate enthusiastically.
- KS2 pupils have mastered a number of folk-dance figures. They time their movements and change directions smoothly. The vast majority respond in a disciplined manner and work together effectively. They understand and use the appropriate terminology. They display interest and enjoyment when performing.

Shortcomings

- Some pupils find it difficult to maintain a beat, to move in unison with others and to combine a sequence of movements.

Religious education

Standards are satisfactory in both key stages.

Good features

- KS1 pupils have a satisfactory knowledge of some Bible stories and of some biblical characters.
- When discussing the story of Saccheus, a good number of them understand the difference between 'right' and 'wrong' and some of the more able pupils understand, in simple terms, the concept of 'repentance'.
- They understand the need for rules in society and have discussed the kind of rules they would like to apply in their own class.
- They are familiar with the main events in the story of the first Christmas and show that they have some awareness of the significance of the festival.
- A good number of KS2 pupils know some of the parables of Christ and a few individuals can explain their significance.
- Pupils have been discussing the concepts of fairness and justice in the context of the Peace Message issued by Urdd Gobaith Cymru. Some of them understand the ideal of not striking back, but acknowledge that this is difficult to practise.
- In their discussion of the Creation, pupils have become aware of the problems associated with pollution and of the need to be appreciative and grateful. Their understanding of such issues is satisfactory.
- Pupils have a satisfactory knowledge of some of the main Christian festivals. In the context of Lent they begin to understand the difference between the luxuries and the necessities of life.
- They have some knowledge of the main characteristics and rituals of Islam and some pupils can explain their significance.
- Pupils' have a satisfactory knowledge of some of the main characters in the history of religion in Wales. They have some awareness of the meaning of 'pilgrimage'.

Shortcomings

- Many pupils have an insecure and superficial understanding of much of the knowledge presented to them.
- The ability of a good number of Y5 and Y6 pupils to discuss religious issues and to express and share their opinions is limited.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last report

The previous report identified the following key issues:

- to build on the satisfactory or better standards achieved;
- to improve the standard of reading in Y5 and in religious education in KS2 in general;
- to ensure that the tasks set match the needs of individuals;
- to encourage older pupils to work more independently and to show more initiative;
- to ensure that the marking of pupils' work is more constructive and challenging;
- to improve the management of the school by arranging more effective evaluation of the current provision, and to set clear targets to improve the teaching and learning and pupils' achievements in general;
- to ensure that the subject co-ordinators play a more prominent role in the monitoring and evaluation of standards.

By now, the situation has improved.

- With the exception of religious education, standards in the other subjects have improved from satisfactory to good.
- Standards in religious education in KS2 have improved from unsatisfactory to satisfactory and reading standards in Y5 are now good.
- Considerable efforts are now made to differentiate provision in the lessons so that the tasks set match the needs of individual pupils. Much success has been achieved.
- Older pupils, especially the most able, now make constant use of the new library facilities and of the Web to seek and to process relevant information. In addition, the most fluent readers in Y6 read to the younger pupils for a short period during the Monday morning registration period. These developments help to foster the independence and initiative of the older pupils.
- Although the school has revised its marking policy, the marking is not detailed enough to help pupils to improve the standard of their work. This continues to be a key issue.
- The school has now established a self-evaluation procedure. Subject co-ordinators have been released from their teaching duties to evaluate every aspect of subject provision. Reports are prepared which identify strengths and weaknesses and set targets for improvement in relation

to the quality of the teaching and pupils' achievement. Nevertheless, the comments made about the teaching are not sufficiently evaluative.

- Curriculum co-ordinators now make a significant contribution to the school's monitoring and evaluating process.

8.2 Key issues for action

The school needs to:

- maintain the good standards which are being achieved;
- raise standards
 - in religious education where they are currently satisfactory
 - in the satisfactory aspects by attending to the shortcomings identified in the body of the report;
- improve the quality of the response to pupils' work so as to provide them with guidance on how to improve their standards;
- ensure that the annual reports to parents are more subject orientated and that they note the strengths and weaknesses in pupils' work;
- ensure that the parents' handbook contains all the information to which they are entitled.

APPENDIX

School data

A. Basic information about the school

Name of school	Penparc Community School
School type	Maintained by the LEA
Age range of pupils	4 – 11 years
Address of school	Penparc Aberteifi Ceredigion
Post code	SA43 1SG
Phone number	01239 810586

Headteacher	Mr Clive Rees
Date of appointment	05 January, 1981
Chair of governors	Mr Haydn Lewis
Registered inspector	Mr Gareth Davies Jones
Date of inspection	02 – 04 December, 2002

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	17	13	15	17	13	9	97

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	5	1	5.6

<i>Staffing information</i>	
Pupil: teacher ratio [excluding nursery and special classes]	17:1
Average class size, excluding nursery and special classes	19.4
Teacher: class ratio	1.12:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Reception	KS1	KS2	Whole school
Term 1	92.8	93.5	91.4	92.4
Term 2	95.0	94.3	92.6	93.9
Term 3	95.5	95.4	94.6	95.1

Number of pupils excluded during 12 months prior to the inspection	0
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C. Results of National Curriculum Assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment Results KS1: 2002			Number of pupils in Y2: 15					
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School	-	-	27	67	6	-
		National	1	2	11	62	24	-
	Task/Test	School	-	-	27	67	6	-
		National	1	1	11	62	25	-
WE: Oracy	Teacher Assessment	School	-	-	27	67	6	-
		National	1	2	12	62	23	-
	Task/Test	School	-	-	27	67	6	-
		National	1	1	12	62	24	-
WE: Reading	Teacher Assessment	School	-	-	27	67	6	-
		National	1	2	17	56	24	-
	Task/Test	School	-	-	27	67	6	-
		National	1	2	17	52	28	-
WE: Writing	Teacher Assessment	School	-	-	27	67	6	-
		National	1	3	21	64	11	-
MATHEMATICS	Teacher Assessment	School	-	-	13	60	27	-
		National	-	2	9	60	29	-
	Task/Test	School	-	-	13	60	27	-
		National	-	2	6	50	36	-
SCIENCE	Teacher Assessment	School	-	-	27	60	13	-

	National	-	2	10	67	21	-
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Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	75	In Wales:	81
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D Pupils who have been disapplied from the statutory arrangements
W pupils who are working towards level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment Results KS2: 2003			Number of pupils in Y6: 14									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	-	-	-	-	-	-	14	79	7	-
		National	-	-	-	1	1	6	19	48	25	-
	Prawf/Tasg	School	-	-	-	-	-	-	-	64	36	-
		National	-	2	1	1	-	5	14	47	30	-
Welsh	Teacher Assessment	School	-	-	-	-	-	-	36	50	14	-
		National	1	-	-	-	1	4	24	49	21	-
	Test/Task	School	-	-	-	-	-	-	-	50	50	-
		National	1	2	0	1	-	3	22	48	23	-
Mathematics	Teacher Assessment	School	-	-	-	-	-	-	21	57	22	-
		National	-	-	-	-	1	4	20	47	28	-
	Test/Task	School	-	-	-	-	-	-	21	29	50	-
		National	-	2	1	-	-	4	18	42	32	-
Science	Teacher Assessment	School	-	-	-	-	-	-	21	57	22	-
		National	1	-	-	-	-	3	15	52	29	-
	Test/Task	School	-	-	-	-	-	-	-	64	36	-
		National	-	2	-	1	-	2	13	51	31	-

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or

Welsh (first language)			
By Teacher Assessment		By Test	
In the school:	79	In the school:	79
In Wales:	68	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

D. The evidence base of the inspection

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

- 45 sessions or parts of sessions were observed with the time being shared equitably between the classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils' knowledge and understanding of their work was examined;
- the vast majority of pupils were heard reading in both languages;
- examples of pupils' current and past work were inspected;
- the school's policy documents and plans and the long and short-term plans of the teachers were analysed;
- the attendance registers and the pupils' assessment records were examined;
- detailed attention was given to the school budget;
- the inspectors attended the morning services;
- a parents' meeting was held which 22 parents attended and the 22 parents' questionnaires were analysed;
- two formal meetings were held with the governing body.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects
Gareth Davies Jones	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.3, 6.2, 8.1, 8.2, Appendix	Welsh, English, History, Geography, Physical education, religious education

Rhianwen H. Roberts	Team Inspector	4.5, 5.2, 5.4, 5.5, 6.1	Mathematics, Science, Design and technology, Information technology, Art, Music, Children under five
John Roberts	Lay Inspector	4.2, 4.3, 5.6, 5.7, 6.3	

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