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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 18<sup>th</sup> birthday will occur during the academic year:

	R	Y 1	Y 2	Y 3	Y 4	Y5	Y6	Y7	Y8	Y9	Y1 0	Y1 1	Y1 2	Y1 3
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**

Pontgarreg Community Primary School is located between the village of Llangrannog and the main road that runs from Cardigan to Aberystwyth. The school serves a rural catchment area that is neither economically advantaged nor disadvantaged.

Over the past three years, there has been a slight reduction in the number of pupils attending the school. During the inspection, there were 55 pupils, aged 4-11 on the school register; they represent a full range of abilities, although the school claims that there are many less able pupils and only a small number of able pupils. 10% of the pupils come from homes where Welsh is spoken. The school claims that 20% of the pupils speak Welsh to a standard that corresponds to first language standards.

The Local Authority designates the school as being in Category A. This means that Welsh is the main medium used in the life and work of the school and the school aims to ensure that the pupils are completely bilingual by the time they transfer to the secondary sector.

9% of the pupils are entitled to receive free school meals and of the 20 who are included on the special educational needs [SEN] register 2 have statements of SEN.

The School Development Plan [SDP] for the year 2001–2002 notes the following main priorities:

- to provide opportunities for the children under five to play regularly with large toys and to extend the opportunities they are given to engage in creative and imaginative play;
- to increase the number of opportunities provided for pupils to discuss literary texts;
- to monitor the quality of the subject provision and pupils' achievement across the school.

During the period of the inspection, a part-time head was responsible for the school. He was also responsible for teaching class 3, namely Y5 and Y6. He had been in post for only a few days. In addition, a supply teacher was responsible for class 2, namely Y3 and Y4 pupils, and she had been in post for little more than two months. Because of these developments, the situation that existed in the school during the inspection was significantly different from the norm.

## **2. MAIN FINDINGS**

### **The main findings of the report**

The school provides a balanced curriculum of a satisfactory quality that meets the requirements of the National Curriculum [NC] and religious education. With the exception of English in Key Stage [KS] 2, schemes of work are available for all the subjects. They are of a satisfactory quality and some are of a good quality. Although attention is given to the development of the key skills in the planning of lessons, there are no whole school plans for this area. In general, pupils' behaviour and attitudes are good.

The standards achieved by the children under five are as follows:

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

In KS1 and KS2, Pupils' achievements in the NC subjects and religious education are as follows:

<b>SUBJECT</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Satisfactory
English	-	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- Standards of achievement in the basic skills are satisfactory. The vast majority of pupils listen well to the teachers' presentations and to each other, both in Welsh and in English. They contribute short, spontaneous responses and answer factual questions. Some individuals are able to extend their responses by offering justifications for them. Standards in oracy are satisfactory. Pupils' investigative reading skills have not been sufficiently developed. The emphasis on comprehension exercises and copying restricts the creative and imaginative writing of the pupils. Their spelling is inaccurate in Welsh and in English.
- Pupils' ability to use their numeracy skills in various contexts is satisfactory. By now, regular and purposeful use is made of information technology and communication [ITC] across the school and in various areas of the curriculum. The pupils respond enthusiastically. Pupils with SEN achieve satisfactory standards in the key skills, in accordance with their age and ability.
- The quality of the teaching was good in 38% of the lessons observed, satisfactory in 59% and unsatisfactory in 3%. The teachers plan lessons effectively, and, on the whole, establish good working relations with their pupils. Nevertheless, the tasks set do not always match the needs of the pupils. There is a tendency at times to make excessive use of tasks that offer pupils only a limited degree of challenge and this leads to able pupils underachieving.
- Pupils' spiritual and social development is satisfactory and their moral and cultural development is good. Pupils' devotional awareness is fostered satisfactorily during whole-school services, but few opportunities are provided for them to contribute to the worship. Pupils co-operate satisfactorily, but do not show initiative and are not given responsibility for aspects of their learning or in the everyday life of the school. They respond well to the school's emphasis on moral issues. A majority of pupils have a good awareness of the nature

of their community and of the culture of Wales and are encouraged to appreciate and to respect the creeds and customs of other people.

- The school's assessment system is satisfactory. Regular assessment tasks are set in the core subjects and comments about pupils' progress are recorded in KS1; this is good practice. The quality of the reports to parents is satisfactory, but the decision to distribute them to parents on the last day of the school term is inappropriate. The marking of pupils work is inconsistent. The school does not analyse data relating to pupils' performance, or their national assessment scripts, with sufficient thoroughness.
- The school has not operated the self-evaluation strategy which has been outlined in the SDP for several years and which was included in the Action Plan that was prepared following the previous inspection in 1997. No evidence of whole-school evaluations in any curriculum area was available and perceptions were not shared with staff members. The quality of self-evaluation is unsatisfactory.
- The school's leadership does not provide clear guidelines for improving the quality of the provision or the raising of pupils' standards of achievement. The SDP is not based on a process of effective self-evaluation or staff discussion. Consequently, it does not accurately reflect school practice. Formal staff meetings are not held and no minutes of staff discussions were seen. The school is heavily dependant on the efforts of individual teachers who work on their own with very little guidance. It is this effort that maintains the satisfactory standards that are such a prominent feature of pupils' achievements across the school.
- The governing body does not involve itself sufficiently in the curricular and managerial aspects of the school. The school's leadership has not established a relationship of trust and co-operation with a significant number of parents.
- The governors supervise the school budget with care in order to ensure value for money. The quality of financial control is good. However, in general, the school's leadership is unsatisfactory. As an educational establishment, the school is not achieving its potential.

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

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

Standards of achievement were good in 11% of the lessons observed, satisfactory in 78% and unsatisfactory in 11%.

- Standards were satisfactory in all the lessons involving children under five. Of the six areas of learning, the children achieve good standards in their personal and social development and satisfactory standards in the remaining five areas.
- SEN pupils progress in accordance with their age and ability. A small number of able pupils in each class are underachieving. As numbers in each year group are small, it was not possible to discern any significant variations between the performance of boys and girls.
- In 2001, the percentage of pupils who achieved Level 2 or better in the NC tests at the end of KS1 was significantly lower than the national average in Welsh, mainly because of the low standards achieved in oracy. The school's percentages were slightly lower than the national

figures in mathematics, but were close to the national average in science. The percentage of pupils who achieved the Core Subject Indicator [CSI], namely achieving at least Level 2 in Welsh, science and mathematics, was slightly lower than the average for Wales.

- The percentage of pupils achieving Level 4 or better at the end of KS2 in 2001 was lower than the national average in Welsh and in English, but significantly higher in mathematics and science. The percentage of pupils who achieved the CSI, namely achieving at least Level 4 in Welsh or in English, mathematics and science, was significantly higher than the national percentage for Wales.
- In 2002, on the basis of teacher assessments in KS1, the number of pupils achieving Level 2 in Welsh was very low, and much lower than the national average. The school's results were substantially lower in mathematics and significantly lower in science. The CSI is therefore substantially lower than the national percentage.
- In KS2, 100% of the pupils achieved Level 4 or better in 2002. This was achieved in Welsh, English, science and mathematics. The percentage of pupils who achieved the CSI are therefore substantially higher than the national average.
- Because of the low number of pupils in every school year, the above analysis must be treated with caution.

### **3.2 Standards achieved in the key skills across the curriculum**

- Pupils' listening skills are good in both languages. They listen well to the teachers' presentations and to each other. They offer brief comments spontaneously and respond to factual questions. Some individuals can extend their responses by citing reasons for their opinions. Oracy standards are satisfactory in both Welsh and English.
- Reading standards are satisfactory in the two languages. Only a small number of pupils read widely and their research skills have not been sufficiently developed. The emphasis on mechanical comprehension exercises across the subjects and on verbatim copying restricts the range of their creative and imaginative writing. Spelling standards are inconsistent in both languages. Some individuals write at length and with a good degree of accuracy when given the opportunity to do so. Writing standards are satisfactory in English and unsatisfactory in Welsh.
- In both key stages, pupils' ability to use their number skills in a variety of contexts is satisfactory. By now, pupils are making regular and purposeful use of ITC across the curriculum. The pupils respond with increasing enthusiasm. Pupils with SEN achieve satisfactory standards in the key skills, in accordance with their age and ability.

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

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

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

- Pupils' devotional awareness is fostered satisfactorily during whole-school services, but few opportunities are provided for them to contribute to the worship.

- The school's policies and day-to-day procedures, place considerable emphasis on moral values and on the importance of effort and dedication. Pupils respond positively to this.
- Pupils' ability to work together in learning contexts is developing satisfactorily. In general, they do not take advantage of opportunities to demonstrate initiative and to take responsibility for various aspects of their learning and in the everyday life of the school.
- Through their involvement in specific aspects of the curriculum, and through extra-curricular activities such as the Urdd, a majority of the pupils develop a good awareness of their community and of the culture of their country.
- The pupils respond well to the school's guidelines on racism. They are aware of various belief systems, know about the way of life of different people and respect these differences.

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

Pupils' behaviour and attitudes are generally good.

- During whole school sessions, such as morning assembly, and when travelling to swimming lessons in a nearby leisure centre, pupils' behaviour is good.
- Pupils move in an orderly manner from one activity to the next and are courteous when talking to visitors.
- In general, pupils play together happily and form close friendships. During lunch and mid-session breaks, pupils are appropriately supervised by staff on a rota basis.
- Very recently, certificates to promote good behaviour and effort have been presented in every class. This has had a positive effect on pupils' behaviour. No pupils have been excluded.
- Some pupils find it difficult to concentrate on their tasks, particularly when their curiosity and motivation have not been sufficiently engaged.
- The school has a general statement of its expectations with regard to behaviour and a list of school rules, but there is no evidence that the governors have formally adopted these documents.

#### **4.3 Attendance**

Attendance is good, and at times very good.

- Attendance percentages are consistently good throughout the year, especially at the upper end of KS2. With a few exceptions, pupils arrive at school punctually, and the timetable is adhered to during the school day.

- The procedures for recording attendance in the school registers are in accordance with the statutory requirements. None of the pupils are absent on a regular basis.
- Letters or telephone messages are received from parents to explain any absences from the school. There are no unauthorised absences.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of the teaching**

The quality of the teaching was good in 38% of the lessons observed, satisfactory in 59% and unsatisfactory in 3% of them.

- Teachers have a good level of knowledge and understanding of the subjects they teach. The school makes effective use of individual teachers' specialisms in order to strengthen its provision.
- All the teachers plan their lessons effectively to ensure that the teaching is relevant and that there is appropriate continuity and progression.
- In general, the teachers successfully establish a relationship of co-operation with pupils, and support them during group and individual activities.
- Almost without exception, the teachers gather pupils together at the end of each lesson in order to summarize the work done and to reinforce their learning.
- In the good lessons, teachers' presentations are lively and stimulating and lead to an enthusiastic response from the pupils. The questioning is of good quality and encourages the pupils to think and to consider carefully. The pace of lessons is maintained and the stated aims achieved.
- In the satisfactory lessons, although many of the good features mentioned are present, the tasks set do not always match the needs of pupils. An attempt is made to prepare worksheets that present challenges at various levels, but these do not always lead to purposeful activity. There is a tendency to make excessive use of mechanical tasks, such as comprehension and gap-filling exercises, at the expense of more extended and challenging tasks. During discussion sessions, there is a tendency to accept short and superficial responses. At times, low levels of expectation mean that pupils, and especially the more able of them, are not challenged sufficiently.
- In general, only rarely are pupils given opportunities to take responsibility for their learning and to develop their independence as learners.

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

The quality of assessment, recording and reporting the achievement of pupils is satisfactory.

- The school's system is based on a brief policy that gives prominence to assessment and the recording of progress as means of fostering pupil development.

- A file, that contains test results, a record of the books read and a record of discussions with parents, is maintained for every pupil. The arrangements to administer an assessment task in an aspect of the core subjects every term in order to set a level of attainment and to suggest the next steps in the learning process, are effective.
- The arrangements made to record the progress of the Children Under Five are thorough and effective.
- In KS1, records are kept of pupils' progress and of the difficulties they encounter in their reading. This is good practice.
- Two Parents Evenings are held every year, the first during the autumn term for the purpose of setting individual progress targets, and the second during the summer term. The parents appreciate these arrangements.
- The quality of the annual reports to parents is satisfactory, but the arrangements made to distribute them on the last day of the term are inappropriate.
- The school's procedures for marking and responding to pupils' work are inconsistent. The school does not analyse pupils' performance data nor national assessment scripts in sufficient detail in order to identify gaps or weaknesses in its provision.

### **5.3 Curriculum**

The school provides a balanced curriculum that is of satisfactory quality in the early years and across the key stages. It meets the requirements of the NC and religious education.

- With the exception of English in KS2, schemes of work are available for all subjects. There is no reference to English in the Language Scheme. The schemes are at least of a satisfactory quality; some are of good quality. The teachers maintain weekly teaching records that note the content of the teaching, the activities to be completed and the skills to be developed. Evaluative comments are sometimes added to them.
- Although appropriate attention is given to the development of some key skills across the curriculum, there are no specific whole-school plans. This aspect of the provision is satisfactory.
- Homework is set regularly and is recorded in a homework book that also serves as a medium for communicating with parents. This is a recent development and to date is not fully used as a means of communicating with the parents. The nature of the homework tasks set is varied; tasks are not always linked to work undertaken in the classes.
- Although a policy statement is available, no specific arrangements are made to foster pupils' personal and social education. Nevertheless, the general ethos of the school leads the pupils to adopt many of the attitudes and personal values that are detailed in the QCAAW framework.
- The extra-curricular activities arranged by the school and the contribution made by parents to these activities, contribute to pupils games skills as well as to their cultural awareness.
- The school makes every effort to ensure equality of access and opportunity for all pupils, including pupils with SEN, to every aspect of its provision.

- The curriculum is not modified for any of the pupils, and no pupils have been disapplied from its requirements.
- Appropriate attention is given to the Cwricwlwm Cymreig in several subjects, most especially in history, religious education, geography and art. It is also a feature of the school's extra-curricular provision.
- As a result of recent changes to the timetable, the total number of hours of teaching now meets the requirements in KS1.

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

The support and guidance provided for pupils is satisfactory.

- There are inconsistencies in the manner in which personal and educational guidance is provided for pupils and some pupils lack confidence to ask teachers for support.
- The school is aware of the child protection procedures.
- The school's procedures for ensuring the welfare, health and safety of pupils are satisfactory.

#### **5.5 Provision for pupils with special educational needs [SEN]**

The provision made for pupils with SEN is good.

- The school operates effectively, and in accordance with current legislative requirements, in identifying pupils who are considered to need additional support and in offering them the necessary level of support.
- Copies are retained of all correspondence with other relevant agencies.
- Individual Education Plans that provide details of the difficulties encountered by individuals have been compiled and these include the aims and educational targets that can be of assistance to the pupil.
- The member of the Governing Body designated as having an interest in SEN is aware of the provision available in the school.
- Two support teachers visit the school at different times to offer support to the pupils. The support they provide is caring and the pupils make progress when undertaking the activities arranged for them.
- The peripatetic teachers take full advantage of the opportunities provided for them to discuss the pupils' progress with the class teachers and the SEN co-ordinator.
- The support provided for pupils with SEN in mainstream classes is satisfactory.

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

Although there are some instances of good practice, there are important deficiencies in the school's relationship with parents and this means that this partnership is unsatisfactory. The partnership with the community, schools and other establishments is satisfactory.

- The parents support the aims and objectives of the school and are anxious to help in a variety of ways. They are responsible for the running of an after-school sports club that provides opportunities for pupils to develop various sports skills and to compete against their peers. Nevertheless, the school has not established a cooperative relationship with parents.
- The Parent-Teacher Association raises funds that are used by the school to purchase additional resources such as a computer, bookshelves, a sand tray and games.
- Parents are informed about the school's day-to-day arrangements in letters and by means of a circular that is distributed each term and includes pictures and examples of pupils' work. The majority of the parents who responded to the pre-inspection questionnaire were of the opinion that the school does not provide them with clear information about what is taught to their children.
- Although it has recently been modified by the head and approved by the governing body, the school handbook does not contain all the information that parents have a statutory right to receive.
- The governing body's annual report to parents, prepared with the assistance of the county, meets the current requirements.
- Pupils occasionally visit local places of interest, such as the chapel and church, for the purpose of promoting their work in religious education. The village show and carnival are supported and the local concerts, held on occasions such as Christmas, provide opportunities for pupils to develop their confidence when performing in public.
- An adventure playground, that is available for use by the community outside school hours, is located on land belonging to the school. A notice board providing information about village activities has been placed on the school wall.
- Appropriate links have been established with the nursery group from which children transfer to the reception class. Adequate arrangements are made for pupils who are transferring to one of the four nearby secondary schools at the end of Y6. Curricular links to ensure academic progression to the secondary sector are less well established.
- The school co-operates occasionally with two clusters of local schools, but these links have little influence on the work of the school. The school participates in sports activities, such as Campau'r Ddraig and competes against other schools. Pupils also take part in county events such as the County Proms and the Ceredigion Skiing Competition, and the girls' team has gone on to ski for Wales.
- Younger pupils have taken part in a drama workshop organised by the theatre-in-education group and pupils experience of science has been enriched through their participation in a science workshop' organised by one of the colleges of the University of Wales.

## **5.7 Partnership with industry**

The partnership with industry is unsatisfactory.

- There are few links with the world of work and no policy exists for the promotion and structuring of this aspect. No plans have been made to increase the teachers' awareness of the possibilities inherent in the world of work for enriching the curriculum.
- There are examples of successful partnerships with industry, such as the display created by older pupils which received an award from Dŵr Cymru for illustrating the use made of water in the school.
- Pupils have visited the local fire-service station. A visit to the Woollen Industry Museum increased pupils' understanding of the past influence of that industry on Welsh agriculture. The League of Friends of the local hospital have awarded prizes to pupils for planning posters promoting the work of the Health Service.
- Infrequently, members of the local community invited to the school to describe their life and work, and no visits are arranged to local business establishments. There are no examples of entrepreneurial education where pupils are given opportunities to familiarise themselves with the processes of the world of commerce and business. The school does not receive any commercial sponsorship.

## **6. MANAGEMENT**

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

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

- The school has not implemented the self-evaluation strategy outlined in the SDP.
- To date, no whole-school evaluation of any curriculum area has been carried out and perceptions have not been shared. Consequently, the arrangements for identifying the priorities in the SDP are arbitrary.
- Responsibilities for specific subjects have been assigned to individual members of staff who have worked independently to produce schemes of work. The quality of these schemes is at least satisfactory and at times good.

### **6.2 Leadership and efficiency**

The quality of the school's leadership is unsatisfactory. The quality of efficiency is satisfactory.

- The school's leadership does not provide clear guidance for improving the school's curricular provision or the pupils' standards of achievement. The SDP is not based on a self-evaluation process nor is it the result of whole staff discussions. It is not, therefore, a true reflection of practice in the school.

- No formal staff meetings are held to discuss a specific agenda in order to identify strengths and weaknesses, to set quantitative and qualitative targets and to measure progress towards achieving them. No minutes of staff meetings were seen.
- The school is heavily dependent on the efforts of individual teachers, working on their own. They have worked consistently to prepare schemes of work as a basis for their learning.
- The governing body does not engage sufficiently with curricular and organisational matters. The school has not succeeded in establishing a relationship of trust and co-operation with a significant number of parents.
- The school handbook does not contain all the information that parents are entitled to receive.
- The school makes efficient use of staff time and of the teaching spaces available. The uneven distribution of resources between classes impairs the effectiveness of their use.
- The governing body supervises the school budget with care in order to secure value for money.
- The day-to-day administration and organisation of the school is effective.

### **6.3 Staffing, buildings and teaching resources**

#### **Staff**

- There is a satisfactory match between teachers' qualifications and the subjects taught by them.
- Staff members regularly attend in-service courses but formal staff meetings are not held to share information and to extend good practice. This is unsatisfactory.
- Additional support is provided for half a day each week to release the head from her teaching duties to enable her to fulfil her administrative responsibilities. Sufficient advantage has not been taken of this arrangement to establish a monitoring system in the school.
- The teachers are not fully aware of their present responsibilities.
- There has been a considerable turnover of staff in recent years and this has led to an inconsistency and a lack of continuity in the learning experiences of a substantial number of the pupils.

#### **Buildings and classrooms**

- Although the building is old, its condition is satisfactory. Appropriate maintenance work has been carried out so that the fabric of the building is secure. The mobile classroom, which is located in the school grounds, is also in a satisfactory condition. In general, the space available for the number of pupils currently on role is adequate. Perimeter fences are sound and secure.

- Colourful displays, incorporating pupils' work, enhance the classrooms and exemplify the themes that are currently being studied. A number of stimulating games have been painted on the surface of the school yard and the murals on the walls of the corridors engage pupils' interest.
- An adventure playground that is available for use by the community outside school hours is located in the school grounds. The unpleasant smells that emanate from a septic tank, inconveniently located in the middle of the yard, reduce the children's ability to enjoy the facilities available.
- There are no suitably sized toilets available for the school's youngest pupils. Although paper towels are provided after the pupils have washed their hands prior to eating their dinner, towels are not available for the remainder of the school day. This is unsatisfactory.
- The fire extinguishers are inspected appropriately and a fire drill is held every term.
- Although the school is located in close proximity to the public highway, there is no safety system to prevent visitors from gaining unauthorised access to the premises.
- The building is maintained in a clean and tidy condition. Piles of old materials are accumulating near the rear door that leads to Class 3, thus further restricting space which is already at a premium. Rubbish is also accumulating under the mobile classroom.

### **Resources**

- The resources available for most NC subjects are adequate, although there is a shortage of materials for practical work in mathematics and science. In addition, there is a shortage of up-to-date information books. Some of the other books are in a poor condition.
- A substantial investment has been made in information technology [IT] equipment, including the purchase of an interactive white board. The school has a satisfactory range of software.
- The available resources are not evenly distributed between the classes.

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

### **Standards achieved by pupils**

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

The provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. Standards are good in one area and satisfactory in the remaining five.

#### **Good features**

- The children's personal and social skills are good. They relate well to adults and to each other. They co-operate well when involved in activities that require them to share and play together.
- Their language, literacy and communication skills are satisfactory. The vast majority of the children listen well and are ready to talk and to share their experiences in their first language. Progressively, they come to understand Welsh and a small minority attempt to use the language. They enjoy listening to stories. The oldest children in the group can identify letters and some familiar words; the majority have adopted reading-like behaviour and are able to enjoy simple books in shared reading situations. They have all begun to put marks on paper and can over-write and trace.
- The children's mathematical development is satisfactory. They identify colours and re-create patterns correctly. They count up to ten and know the value of numbers up to at least five. They identify some basic 2D shapes and sort and separate objects according to specific criteria. Their ability to use mathematical vocabulary is beginning to develop.
- The children make satisfactory progress in their knowledge and understanding of the world. They observe objects floating on water and features such as leaves, blackberries and a bridge as they walk around the school's perimeter fence. Their IT skills are developing appropriately as they plan an air balloon, take photographs with a digital camera and learn to control a computer mouse.
- The children's creative development is satisfactory. They display imagination when involved in role play, enjoy singing simple songs and are beginning to differentiate between loud and soft sounds as they experiment using different parts of the body. They produce pictures, patterns and 3D work to a satisfactory standard; there are some examples of good work.

- The children's physical development is satisfactory. They use small apparatus with increasing dexterity. During the physical education lessons they engage enthusiastically with their tasks and follow instructions appropriately. They effectively emulate the movements of their partners when engaged in movement games. They display a satisfactory level of physical skill when using some of the large toys.

### **Shortcomings**

- The children's acquisition of Welsh is slow and this limits their progress in the six areas of learning.
- Play experiences are not planned and structured in sufficient detail and consequently the children are not sufficiently extended.
- There is a tendency for children to lose interest and to waste time during physical education sessions.

### **Welsh**

In general, standards are satisfactory.

Listening standards are good, oracy and reading standards satisfactory and writing standards are unsatisfactory in both key stages.

### **Good features**

- The vast majority of KS1 pupils listen well to instructions and to their teacher's presentations. They respond during lessons by offering relevant comments and the more confident are able to reason and to use extended comments.
- Pupils read aloud texts that match their age and ability to a satisfactory standard; they understand and discuss the events in a story. They are aware of the function of the blurb that is to be found on the back cover of books.
- A small number of pupils write coherent sentences in response to their curricular experiences. They produce simple poetry in the form of rhyming couplets.
- In KS2, the standard of pupils' oral communication is satisfactory. They respond to teachers' instructions and questions and offer brief comments.
- A good number of pupils read to a satisfactory standard, understand the texts they are reading and can analyse words that are unfamiliar to them. The more able pupils read fluently and easily, although some of the texts they read are at times rather elementary.
- A small number of pupils record their responses to curricular experiences fairly accurately, using forms such as dialogue, letters and posters. They produce simple rhyming and non-rhyming poems and write extended stories.

## **Shortcomings**

- Some pupils in KS1, most notably among the boys, do not listen intently enough to their teachers' presentations nor to their peers.
- A number of pupils, from both key stages, do not read with appropriate expression. KS1 pupils are not aware of the function of some basic punctuation marks.
- The research skills of a good number of KS2 pupils have not developed sufficiently and they do not make enough use of reference books and dictionaries to assist them with their work.
- The written work of a good number of pupils, in both key stages, lacks refinement. They are content with producing individual sentences, or short, elementary pieces of writing; their spelling and grasp of vocabulary is unsatisfactory.

## **English**

English is formally introduced in KS2. Standards are satisfactory across the skills.

### **Good features**

- Pupils listen well to the teachers' presentations and to each other, and respond appropriately. When answering questions, the vast majority show that they understand the main points of the topic under discussion.
- They discuss satisfactorily in pairs, and occasionally in groups by responding appropriately to one another. From time to time they offer spontaneous comments which contribute to class discussions.
- Some individuals develop their ideas skilfully, express opinions and occasionally ask perceptive questions.
- Pupils' reading standards vary significantly according to their age and ability. In general, reading standards are satisfactory. Some pupils in every year group read challenging books fluently and meaningfully. They are interested in books, read widely, discuss characters from books and compare the books themselves with film versions of the story.
- Most pupils read books that are suited to their level of ability meaningfully. They show an awareness of the main points of the story. They can find information and other relevant material in print-based and electronic sources.
- In Y3 and Y4, the vast majority of pupils write in meaningful sentences when presenting news, descriptions, newspaper reports and the occasional poem. The more able pupils produce good imaginative and descriptive work; they have a wide vocabulary and punctuate correctly.
- The written work of the pupils of average and lower ability is more restricted in content. Nevertheless, these pupils are able to express their ideas.
- In Y5 and Y6, a good number of the pupils write stories that extend over several pages. They have a varied vocabulary and use dialogue effectively.

- Pupils make use of their word-processing skills in the presentation of their work.

### **Shortcomings**

- In general, the oral contributions of the vast majority of pupils are short and superficial. They rarely offer extended comments that present and reinforce a point of view.
- The reading of a significant minority of pupils is limited. Some pupils of average or lower ability are inclined to read mechanically and do not pay sufficient attention to punctuation in order to convey meaning. On occasion, they guess at words rather than attempt to analyse them systematically. Some individuals cannot identify common words.
- Pupils do not produce a sufficient amount of free and creative writing. They complete too many mechanical exercises and superficial comprehension tasks. Their written work contains too many examples of verbatim copying.
- Spelling mistakes detract from the written work of pupils across the ability range.

### **Mathematics**

Standards are satisfactory in both key stages.

#### **Good features**

- The vast majority of KS1 pupils handle numbers up to 100 and count in tens, starting from different points on the number scale. The more mature pupils work successfully on a game that reinforces and extends their understanding of place value.
- They handle simple fractions and relate them to a shape and its constituent parts.
- They have a satisfactory awareness of the attributes of some basic shapes and can explain the concept of symmetry by reference to their art work.
- In KS2, the more able pupils have an understanding of the four rules and of the concepts of factors and multiples.
- They have a good awareness of negative numbers and relate their use to a specific activity, such as measuring temperature.
- Y5 and Y6 pupils understand the concept of angles; they can identify, name and estimate their size satisfactorily.
- They use a computer programme to display and reinforce their understanding of orientation and the attributes of a triangle.

### **Shortcomings**

- In KS1, a good number of pupils are uncertain when dealing with number bonds during mental arithmetic exercises; their understanding of place value is insecure.
- Some pupils in Y3 and Y4 have an incomplete understanding of odd and even numbers; they cannot handle numbers with ease.

- A number of KS2 pupils, including the most able, have an uncertain grasp of concepts relating to shape and space, such as area, and of the attributes of some basic shapes, such as a rectangle.
- Some pupils have an insecure grasp of multiplication tables.
- Pupils are not sufficiently aware of the mental strategies that would help them solve number problems.

## **Science**

Standards are satisfactory in both key stages.

### **Good features**

- KS1 pupils appreciate that pushing and pulling can cause a vehicle to move and use Lego blocks to construct moving vehicles to prove their theory.
- Under the guidance of the teacher and classroom assistant, they carry out an experiment to demonstrate that increasing a slope influences the movement of a vehicle; they compare the performance of different types of vehicles and different kinds of tyres.
- Some of the more able pupils have a degree of understanding of what constitutes a fair test.
- A good number of the pupils can distinguish between materials which float and sink in water. They speculate before checking experimentally.
- The vast majority of Y2 pupils can describe how materials change their form when heated and melted and understand term such as 'liquid', 'freezing' and 'solid'.
- KS2 pupils further develop this work by dealing with the relevant processes in more detail. Y3 and Y4 pupils study the characteristics of solids, liquids and gases and have a satisfactory understanding of the work. They use terms such as 'condense' and 'evaporate' meaningfully.
- When studying magnetism, a good number of the pupils can describe the magnetic qualities of various materials and understand how magnets attract objects through paper, plastic and other materials. They achieve satisfactory standards.
- Some Y5 and Y6, pupils can differentiate between reversible and irreversible physical changes. They know of the methods employed to separate solids from liquids and how to purify contaminated water. Some individuals have a good understanding of these processes.
- The vast majority of KS2 pupils have a satisfactory understanding of the requirements of a fair test when carrying out investigations. Their ability to measure precisely is satisfactory.
- In Y5 and Y6, pupils are beginning to record their perceptions in the form of spreadsheets and block graphs by using IT programmes.

### **Shortcomings**

- There is an over-emphasis in the pupils' work, especially in Y5 and Y6, on comprehension and verbatim copying from various sources at the expense of seeking and interpreting information. Pupils' ability to investigate and to make decisions is undeveloped.
- The scientific knowledge and understanding of a significant minority of pupils is superficial. They do not always understand the significance of the knowledge they possess.
- Pupils are reluctant to think of a hypothesis and to consider ways in which it could be verified.

### **Design and technology**

Standards are satisfactory in both key stages.

#### **Good features**

- KS1 pupils show considerable skill when making products using salty dough or clay based on the designs they have prepared.
- KS2 pupils produce a range of designs based on their initial ideas in a satisfactory manner. They select and develop one idea in order to produce a model that incorporates moving components.
- When undertaking tasks that are relevant to their class theme, pupils produce containers for specific purposes. The work shows imagination and the finished products are of good quality.

#### **Shortcomings**

- In neither of the two key stages are pupils given adequate experience in designing and constructing mechanisms.
- KS1 pupils' ability to evaluate their work is underdeveloped.
- KS2 pupils are not able to discuss their products in a manner that demonstrates their understanding of the special characteristics of the materials they have used.

### **Information technology**

Standards are satisfactory in KS1 and satisfactory in KS2.

#### **Good features**

- KS1 pupils are aware of the current IT devices that are in everyday use.
- They manipulate the computer mouse confidently when using a word processor or an art programme.

- They make good use of appropriate software to record data in graphical form and to analyse the information that is displayed.
- In KS2, pupils are confident in their ability to use technology for a range of purposes. The most confident pupils use a specific programme to produce a picture story, selecting and modifying the size of illustrations so as to fit into the text.
- They make limited use of a variety of computer programmes.
- The pupils gain confidence rapidly as they learn to use programmes such as PowerPoint to illustrate new concepts; they know how to use a spreadsheet to record the results of a scientific investigation.

### **Shortcomings**

- KS1 pupils have not sufficiently developed their control technology skills.
- KS2 pupils do not use the technology to make changes to texts that they have composed.
- Pupils' use some programmes superficially and they do not apply their knowledge specifically across the curriculum.

### **History**

Standards are satisfactory in both key stages.

### **Good features**

- KS1 pupils have a satisfactory knowledge of the stories presented to them. They know a number of facts about characters such as Harri Morgan and Geraldus Cambrensis.
- The vast majority of KS1 pupils understand the concept of 'a long time ago' and by discussing artefacts and old pictures and talking to adults, they compare living conditions in the past with our present day way of life.
- When describing and discussing ways of celebrating birthdays in the past with those of today, the pupils have a simple understanding of a 'time line'. Most of them can place objects and events in their correct chronological order.
- KS2 pupils have a satisfactory knowledge of the lives of the Celts and of the explorers of the Tudor era. They write imaginative newspaper reports about historical events which demonstrate a knowledge of the living conditions that existed in that period.
- They can recall a great deal of information about the Second World War and offer reasons for some of the customs that were established during that period.
- Most of the pupils in Y5 and Y6 have a good level of knowledge about aspects of the history of Wales, such as The Daughters of Rebecca, William Morgan, Mari Jones, Thomas Charles and the Circulating Schools of Griffith Jones.
- The more able pupils show have some understanding of the main historical periods and know of some of the methods used by historians to acquire evidence from the past. They understand that historical information is transmitted orally, through the medium of documents and by using archaeological methods.

- By studying legends such as Culhwch and Olwen, some Y5 and Y6 pupils understand the difference between fact and legend.
- Pupils make use of CD ROMs to gather information about the past.

### **Shortcomings**

- A significant minority of pupils have only a superficial understanding of historical concepts.
- The over-emphasis on comprehension exercises and a general tendency to copy out notes, limits pupils' ability to research and to discover things for themselves.

### **Geography**

Standards are satisfactory in both key stages.

#### **Good features**

- KS1 pupils are familiar with the main geographical features of their locality and use appropriate vocabulary, such as cwm, river, forest, sea and cliffs, to describe it.
- They identify some differences between their own area and more urban areas.
- The vast majority can follow simple directions on a map of their locality.
- They know about the main features of the weather and the effect it has on plants and people.
- They collect statistics about the mode of travel used by class members to come to school and record and analyse the data that they have collected.
- Pupils' mapping skills develop further in KS2; they can locate places on a map, using two digit co-ordinates.
- By studying Lesotho as a country that is developing economically, Y3 and Y4 pupils know of the location of that country and about its geography; they are also aware that it is a country without a coastline. Some individuals compare Lesotho with Wales, in terms of size, population, language and currency. They know about living conditions in Lesotho and how these differ from living conditions in Wales.
- By Y5 and Y6, a good number of pupils make satisfactory comparisons between maps and aerial photographs and record their findings on a prepared work sheet.
- The more able pupils can analyse a weather map taken from a newspaper, and compare the weather in Llangrannog with the weather in other countries.
- Pupils study Snowdonia as an area which contrasts with their own. Some individuals have an awareness of what is meant by a 'national park'. They can answer a series of questions based on a study of an OS map of Snowdonia; the more able pupils understand the function of contour lines and understand their significance.

- A number of pupils use the Web and relevant CD ROMs to gather information about the topics they are studying.

### **Shortcomings**

- A significant number of pupils are unsure about the main points of the compass.
- Although the pupils have a great deal of knowledge, their geographical skills and understanding of concepts are not well developed.
- Pupils are highly dependent on teachers and work sheets. They do not raise their own geographical questions nor search for relevant evidence. They do not write in their own words in order to develop their ideas.

### **Art**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils develop an awareness of texture as they experiment with paints and materials such as sand and oat seeds.
- They make careful observations of repeating patterns; their use of the language of art is developing.
- They produce interesting pictures using combinations of water paint, wax crayons and tissue paper.
- In KS2, pupils' ability to observe and to emulate styles in pencil-work is developing satisfactorily. Their understanding of the techniques of producing various shades is developing well.
- A good number of pupils handle paints skilfully when painting objects and creatures that are relevant to the theme being followed.
- Pupils make confident use of appropriate IT programmes to illustrate objects in the environment and to experiment with colour and tone.
- Their awareness of famous European and Welsh artists is satisfactory and they produce interesting work when emulating the features of pictures they have observed.

### **Shortcomings**

- The quality of KS1 pupils' paintings does not sufficiently demonstrate an awareness of the use of shading.
- Little 3D work is produced in either of the key stages.
- In KS2, pupils' sketching work shows little development throughout the key stage.

- Y5 and Y6, pupils' use of the language and terminology of art is not sufficiently developed.

## **Music**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils sing a variety of appropriate songs that are related to their work. The quality of their singing is satisfactory.
- Pupils have an appropriate awareness of some musical elements. They identify loud, quiet, high and low sounds and reproduce them using various musical sources.
- In response to a stimulus, pupils can produce and organise sounds to create an atmosphere. They use tuned and untuned instruments.
- After listening to music, the pupils produce interesting and effective illustrations in response.
- In KS2, pupils sing a suitable range of songs and hymns. The majority maintain the correct key. Their vocal abilities are satisfactory.
- Pupils identify tuned and untuned instruments. They name musical notes and their value and discuss beat and rhythm appropriately. When composing a simple sequence, the more able pupils convey their rhythms in notational form.
- After listening to music of various styles and from various cultures, the pupils use musical vocabulary to discuss what they have heard and to express opinions simply.
- In response to various stimuli, the pupils produce effects using a variety of tuned and untuned instruments. They record some of their compositions in the form of graphical scores.
- A minority of the pupils take advantage of the opportunities provided to learn to play other musical instruments; this contributes effectively to the development of their musical skills.

### **Shortcomings**

- Pupils' control of phrasing, breathing and dynamics has not developed adequately in either key stage.
- The pupils do not make sufficient use of IT to develop their work in music.
- Pupils' ability to discuss and to express opinions about musical works is superficial.

## **Physical education**

Games lessons were observed in both key stages and a swimming lesson involving all KS2 pupils. Standards are satisfactory in both key stages.

### **Good features**

- KS1 pupils have a good awareness of the need to use space effectively.
- They display satisfactory control when responding to instructions and when moving parts of their body. A minority of pupils make satisfactory progress as they develop their skills in handling racquets using a beanbag or a ball. A good number work cooperatively when participating in paired or group activities.
- KS2 pupils understand the importance of dressing appropriately, warming up their bodies and easing their muscles at the beginning of lessons.
- The ball skills of the majority of pupils are developing satisfactorily and they generate interesting ideas when producing rules for a competitive game.
- They respond enthusiastically during swimming lessons and show increasing confidence when mastering various swimming techniques in the pool.

### **Shortcomings**

- KS1 pupils tend to lose the self-control that is required when undertaking physical activities. This can partially be attributed to the length of the lessons.
- KS2 pupils do not pause in order to observe carefully and to evaluate the performance of their peers.
- A minority of them are unwilling to concentrate fully on the instructions given and consequently their physical skills are not being sufficiently developed.

### **Religious education**

Standards are satisfactory in both key stages.

#### **Good features**

- KS1 pupils are aware of the fact that the Bible has a special significance for Christians. They also know that other religions have their special book.
- They can re-tell stories from the Bible, including some of the parables of Jesus.
- Some individuals realise that certain stories found in the Old Testament are also to be found in the Jewish Torah.
- By referring to life in school and life in the community, pupils come to understand the importance of having leaders and why society needs leaders.

- The pupils know about important characters in the history of religion in Wales, such as Mari Jones. They attempt to re-live her feelings and efforts through the medium of spontaneous drama.
- KS2 know a good range of stories from the Old and New Testaments and can re-tell them accurately in written form.
- Following a visit to a church, they are aware of the main features of the building and have a good understanding of their function. They know that churches and chapels are the meeting places of Christians.
- They discuss the attributes of good leaders in more detail than in KS1 and can name some secular and religious leaders.
- Pupils have a satisfactory knowledge about some of the main customs of the Jewish religion and of Islam. They are aware of the significance of the synagogue, the Ark of the Covenant, the Mosque and the Qu'ran.
- They know about the main Christian festivals and the customs that are associated with them.

### **Shortcomings**

- Many of the pupils are unaware of the significance of the knowledge that they are acquiring.
- The limited nature of the written work they complete restricts pupils' ability to respond in a personal manner during discussions.
- Regular copying and gap-filling work lead to uniformity and pupil underachievement at times.

## **8. SCHOOL IMPROVEMENT**

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

- The school has set quantitative targets to improve standards in Welsh, geography and information technology. However, strategies have not been established in order to meet the set targets and the school has not succeeded in improving the quality of the provision or the standards of achievement in these subjects.
- There have been changes in the manner in which pupils are allocated to classes, but this has not led to an improvement in their standards of achievement.
- Curriculum leaders have been designated for each subject but action has not been taken to develop their responsibilities. Constant staff changes have been a hindrance.
- The establishment of monitoring procedures have been included in the Action Plan and SDP on several occasions since the previous inspection, but are not being implemented at present. This continues to be a key issue.

### **8.2 Key issues for action**

The school needs to:

- raise standards in all the subjects and in all satisfactory and unsatisfactory aspects by attending to the shortcomings noted in the body of the report;
- establish and implement a self-evaluation programme in order to improve the quality of the provision and the pupils' standards of achievement;
- ensure that the school's leadership sets a clear sense of direction for the development of the school and that procedures are established to achieve the targets set;
- establish a co-operative relationship with parents in order to foster the development of the school;
- ensure that the parents' handbook conforms with the statutory requirements.

## APPENDIX

### School Data

#### A. Basic information about the school

Name of school	Pontgarreg Community Primary School
Type	Maintained by the LEA
Age range of pupils	4 – 11
Address of school	Pontgarreg Llangrannog Llandysul Ceredigion
Post-code	SA44 6AR
Telephone number	01239 654 415

Headteacher	Eirlys Evans
Date of appointment	11 March, 1983
Chair of governors	Cllr. Dr. J. G. Jenkins

Registered Inspector	Gareth Davies Jones
Dates of inspection	24 – 26 September, 2002

## B. School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	5	7	6	7	11	6	55

Staffing information			
	Full-time	Part-time	Full-time equivalent
Number of teachers	3	1	3.2

Staffing information	
Pupil:teacher ratio, excluding nursery and special classes	18:1
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to the inspection				
	Reception	KS1	KS2	Whole school
Term 1	91	96	96	95
Term 2	94	96	95	95
Term 3	92	95	97	95

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

### END OF KEY STAGE 1 : 2002

<b>National Curriculum Assessment KS1 Results: 2002</b>	Number of pupils in Y2: 7
As the number of pupils who were eligible to be assessed at the end of KS1 was higher than four but less than 10, only performance indicators are included.	

Percentage of pupils achieving at least Level 2 in mathematics, science and English or Welsh			
According to Teacher Assessment			
In the school	33%	In Wales	80.4%

### END OF KEY STAGE 2 : 2002

<b>National Curriculum Assessments KS2 Results: 2002</b>	Number of pupils in Y6: 5
As the number of pupils who were eligible to be assessed at the end of KS2 was higher than four but less than 10, only performance indicators are included.	

Percentage of pupils achieving at least Level 4 in mathematics, science and English or Welsh			
According to Teacher Assessment		By test	
In the school	100%	In the school	100%
In Wales	70%	In Wales	68%

#### D. The evidence base of the inspection

The school was inspected over a period of three days by a team of three professional inspectors and one lay inspector:

- 37 lessons were observed, with the time being fairly equally divided between classes;
- discussions about their work were held with the pupils, the acting head and all the teaching staff;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils were heard reading in Welsh and English;
- samples of pupils' work, completed during the term and during previous terms, were inspected;
- all the school's documentation was examined;
- the School Development Plan was examined in detail;
- the attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in the morning services;
- a parents meeting was held which 22 parents attended and 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	English, science, history, geography, religious education
Len Jones	Team Inspector	4.1, 5.2, 5.4, 5.5, 6.1	Welsh, mathematics, design and technology, information technology, art, physical education
Rhianwen H. Roberts	Team Inspector		Children under five, music
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, acting head, staff, pupils and parents for their willing co-operation during the inspection.**

