

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Gymunedol Pontrhydfendigaid  
Pontrhydfendigaid  
Ystrad Meurig  
Ceredigion  
SY25 6BL**

**School Number: 6672353**

**Date of Inspection: 13/03/06**

**by**

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**Date of Publication: 13/04/06**

**Under Estyn contract number: 1112305**



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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Y.G. Pontrhydfendigaid was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Y.G. Pontrhydfendigaid took place between 13/03/06 and 15/03/06. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a full inspection."

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
<b>Standards achieved in subjects and areas of learning</b>	16
Under fives	16
Welsh	18
English	19
Mathematics	20
Science	20
Design technology	21
Information technology	22
History	23
Geography	24
Art	24
Music	25
Physical education	26
Religious education	27
<b>School's response to the inspection</b>	27
<b>Appendices</b>	29

A	Basic information about the school	29
B	School data and indicators	29
C	National Curriculum assessments results	30
D	Evidence base of the inspection	30
E	Composition and responsibilities of the inspection team	31

## Context

### The nature of the provider

- 1 The school is located on the outskirts of the village of Pontrhydfendigaid, some six miles to the north of Tregaron. It serves a wide catchment area that is recognised as being economically disadvantaged and is included in the 'Communities First' scheme. The school is maintained by Ceredigion Local Education Authority. The attainment levels of the children vary when they are first admitted to school.
- 2 There are currently 50 pupils between 4 and 11 years of age on the school register and they are admitted on a full-time basis the term following their fourth birthday.
- 3 Eleven per cent of pupils are entitled to receive free school meals – a figure that is comparable to the county average (12%), but is lower than the national figure (19%). Twenty one pupils, (42%) are designated as having additional learning needs. This figure is considerably higher than county and national averages. Two pupils have statements of their needs.
- 4 Some one third of pupils come from homes where Welsh is spoken as a first language. In accordance with the policy of the Local Education Authority, Welsh is the main medium of teaching and learning up to the end of Key Stage 1, with both Welsh and English being used in Key Stage 2. National Curriculum Welsh Programmes of Study are taught.
- 5 Pupils are taught by three full-time members of staff. The headteacher took up her post in January 2005 and the other members of staff were also appointed since the last inspection held in April 2000. There has been considerable instability in the school's staffing for a number of years, and the current postholder is the fifth headteacher in a period of five years.

### The school's priorities and targets

- 6 The school's priorities and targets for 2005 – 2006:
  - raising the standards of the mathematical investigative skills of older pupils;
  - developing the computer skills of teachers;
  - developing the pupils' scientific thinking skills;
  - ensuring opportunities for all pupils to attend a theatre, dance and music performance;
  - developing the partnership with parents;
  - ensuring regular opportunities for pupils to perform before an audience;
  - ensuring opportunities for pupils to take part in team games.

## Summary

- 7 Ysgol Pontrhydfendigaid is developing well.
- 8 The findings of the inspection team matched the judgements made by the school in three of the seven Key Questions. A lower grade was awarded for Key Question 3 and higher grades for Key Questions 4, 5 and 7.

### Table of grades awarded

- 9 The inspection team adjudged the school's work to be as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

### Standards

- 10 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	66%	8%	--	--

### Learning skills for the under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

12 **Grades for standards in subjects inspected**

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
English	----	Grade 2
Mathematics	Grade 1	Grade 1
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

- 13 Across the school, the pupils, including those with additional learning needs, achieve good standards in terms of their knowledge, understanding and skills.
- 14 The communication skills of the under-fives are developing well. They make confident use of their mathematical skills during practical activities and make good progress in their ability to use information technology as an educational tool.
- 15 The standards of pupils' key skills in both key stages are good. They respond enthusiastically in class discussions, they read a good range of texts and write with increasing accuracy across the curriculum. They make effective use of their mathematical skills in different contexts and make good use of their information technology skills in a number of subjects. The vast majority display outstanding listening skills.
- 16 The pupils' bilingual abilities are developing well and in Key Stage 2 they come to be able to communicate freely in Welsh and English.
- 17 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years have in the main been within the upper 25% of schools. During the same period, in Key Stage 2, the performance has fluctuated from being within the upper 50% but outside the upper 25%, to the lower 25% group of schools.
- 18 Across the school, the pupils' personal, social and learning skills are developing particularly well.
- 19 They respond enthusiastically in lessons and have a very positive attitude towards their tasks. Their standards of behaviour are outstanding; they behave very responsibly, respect others and display a high degree of self-discipline.

- 20 For the last three full terms prior to the inspection, average levels of attendance at the school were around 94% and there is room for improvement. Pupils arrive punctually in the morning.

### **The quality of education and training**

- 21 In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
25%	68%	7%	--	--

- 22 The work of preparing and presenting lessons is undertaken thoroughly and is of a consistently high standard across the school. Teachers use a wide range of teaching strategies and an appropriate range of suitable resources in order to support and engage pupils.
- 23 The reports to parents, including the reports on the under-fives, conform to requirements. The observations outline the pupils' achievements and skills in each subject and offer recommendations on the steps required to make further progress.
- 24 Equal access is provided to a particularly broad and balanced curriculum. The provision is socially inclusive and secures equality of access and opportunity for all.
- 25 Although the policies, the schemes of work for curriculum subjects, the religious education syllabus and the areas of learning for the under-fives conform to requirements, there is not enough guidance in some mid-term plans to provide the necessary continuity and progression in pupils' learning.
- 26 The pupils' moral, social and cultural development is promoted very successfully. The class and whole-school assemblies promote the pupils' spiritual development, but they do not always place sufficient emphasis on the act of worship.
- 27 The quality of the partnership between the school and parents is outstanding and this was reiterated in the parents' response in the pre-inspection meetings and questionnaire.
- 28 The school is an integral part of the local community and it plays a key role in a large number of activities in the area.
- 29 The attention given to the Cwricwlwm Cymreig is an outstanding feature of the provision.
- 30 Pupils' awareness of global citizenship is promoted with great success through various curricular experiences and the links established with a number of foreign countries.

- 31 The quality of care, support and guidance provided for pupils is outstanding. The contribution of every individual is valued and their development is nurtured in a safe environment where the importance of friendship, courtesy and kindness is recognised. They are all given the opportunity to flourish.
- 32 A strong emphasis is placed on identifying pupils' additional needs at an early stage. They receive very good support.
- 33 The school's policies and practices nurture positive attitudes amongst pupils on issues such as recognising diversity and promoting equality on grounds of gender, race or background.

### **Leadership and management**

- 34 The positive and enthusiastic leadership of the headteacher co-ordinates the efforts of staff and governors to very good effect, and provides a clear sense of direction to the work of the school. Teamwork is an evident feature. Much has been achieved in a short time to stabilise the school and to raise standards. These are outstanding features.
- 35 The governors fulfil their duties conscientiously and they work well with the headteacher to set the strategic direction of the school. They know the school well, but there is room to strengthen their procedures in order to undertake regular monitoring of the quality of provision. There are minor shortcomings in the annual report of the governing body to parents.
- 36 The early review conducted by the headteacher of the school's strengths and shortcomings has been an effective tool for identifying what was required in order to improve the school. Good use was made of the information in order to make significant improvements in a short period of time. The curricular leaders play an increasing part in the arrangements, but as has been identified in the school's self-evaluation report, there is room to develop their roles further.
- 37 Overall, the school has made good progress in acting upon the Key Issues identified in the 2000 report. There has been outstanding progress in the standards achieved by pupils in a number of subjects, but more remains to be done to refine the school's schemes of work.
- 38 The number of teaching staff provides a favourable pupil:teacher ratio. The class teachers are supported by skilful and conscientious assistants. They work together very effectively with the teachers and make an outstanding contribution to the work of the team.
- 39 The pupils benefit from the contribution of visitors who share their experiences and from regular educational visits outside the school to enhance their learning. These are outstanding features of the provision.

- 40 The colourful displays on classroom walls are outstanding, they make a considerable contribution to creating a stimulating environment and they celebrate pupils' work.
- 41 The school's expenditure decisions are well linked to the priorities and targets in the school development plan. The budget is carefully monitored and the
- 42 The school provides value for money.

## Recommendations

In order to improve the areas inspected at the school, the staff and governors need to:

- R1: continue with the commendable work of raising standards;
- R2: refine the school's schemes of work in order to ensure the necessary continuity and progression in pupils' learning;
- R3: ensure a greater emphasis on pupils' spiritual development within the morning assemblies;
- R4: continue to develop the self-evaluation procedures, including the role of the governing body and the curricular leaders as indicated in the school's self-evaluation report;
- R5: ensure that the content of the annual report fully meets the requirements.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

- 42 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 43 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	66%	8%	--	--

44 The standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

45 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

46 In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
English	----	Grade 2
Mathematics	Grade 1	Grade 1
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 1
Information technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

47 Across the school, the pupils, including those with additional learning needs, achieve good standards in terms of their knowledge, understanding and skills.

48 The communication skills of the under-fives are developing well. They make confident use of their mathematical skills during practical activities and make good progress in their ability to use information technology as an educational tool.

49 The standards of pupils' key skills in both key stages are good. They respond enthusiastically in class discussions, they read a good range of texts and write with increasing accuracy across the curriculum. They make effective use of their mathematical skills in different contexts and make good use of their information technology skills in a number of subjects. The vast majority display outstanding listening skills.

50 The pupils' bilingual abilities are developing well and in Key Stage 2 they come to be able to communicate freely in Welsh and English.

- 51 In Key Stage 1 in 2005, according to teachers' assessments, 100% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2004 the figure was 71% (Wales 80%; Ceredigion 79%) and in 2003 it was 100% (Wales 79%; Ceredigion 79%). The school's results for 2005 were considerably higher than county and national averages (2004) in Welsh, mathematics and science. There are no obvious patterns of difference in the performance of boys and girls.
- 52 In Key Stage 2 in 2005, according to teachers' assessment, 86% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2004 it was 57% (Wales 72%; Ceredigion 75%) and in 2003 the figure was 50% (Wales 71%; Ceredigion 68%). The results for 2005 were higher than county and national averages (2004) in all subjects. There are again no obvious patterns of difference in the performance of boys and girls in this key stage.
- 53 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years have in the main been within the upper 25% of schools. During the same period, in Key Stage 2, the performance has fluctuated from being within the upper 50% but outside the upper 25%, to the lower 25% group of schools.
- 54 In their lessons, it was seen that pupils reinforce their knowledge, understanding and skills to particularly good effect and they make very good progress towards achieving their potential.
- 55 Across the school, the pupils' personal, social and learning skills are developing particularly well.
- 56 They respond enthusiastically in lessons and have a very positive attitude towards their tasks. Their standards of behaviour are outstanding; they behave very responsibly, respect others and display a high degree of self-discipline.
- 57 The creative skills of pupils of all ages are developing well. Across the school they complete very interesting work in subjects such as design and technology, and in the case of the under-fives and Key Stage 1 pupils, work in gymnastics.
- 58 For the last three full terms prior to the inspection, average levels of attendance at the school were around 94% and there is room for improvement. Pupils arrive punctually in the morning.
- 59 Pupils' ability to work independently is developing very well. They make good progress in their ability to organise their own work and their ability to solve problems is one of the school's strengths. They undertake responsibilities confidently.

- 60 Pupils' respect for the diversity of other beliefs, attitudes and cultural and social traditions is developing well. Their understanding of equal opportunities issues is also good.
- 61 The close co-operation between the school and the village extends the pupils' understanding of their community to very good effect. Through their curricular links and visits, the pupils' awareness of the world of work is given good attention.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 2: Good features and no important shortcomings

- 62 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 63 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	68%	7%	--	--

- 64 The work of preparing and presenting lessons is undertaken thoroughly and is of a consistently high standard across the school. Teachers use a wide range of teaching strategies and an appropriate range of suitable resources in order to support and engage pupils.
- 65 The outstanding features to the teaching include:
- the caring and respectful relationship between the teachers and the pupils in their care;
  - the way in which the teachers motivate pupils to learn, to reason and to conduct detailed observations;
  - the way in which pupils are encouraged to nurture their self-discipline and to accept responsibility for their own learning;
  - activities that are exciting, interesting and stimulate pupils to think in order to solve problems;
- 66 The good features to the teaching include:
- sharing learning objectives with pupils at the beginning of and during all activities;
  - clear explanations and open ended questioning;
  - opportunities for pupils to reflect on what they have learnt; and
  - tasks that motivate them to develop their skills and understanding at an appropriate pace;
  - purposeful use of information technology that promotes learning;
  - regular support through purposeful and timely intervention.

- 67 The teachers are well-informed and have a sound understanding of the subjects they teach and of the Desirable Outcomes for Under-Fives' Learning. It was seen that there is a commitment to maintain and improve teaching standards.
- 68 The school's assessment arrangements are good. New whole-school assessment procedures were introduced fairly recently that include tracking pupils' progress across the key stages.
- 69 The school has embarked on the process of creating portfolios for the core subjects that are of assistance when coming to a view on standards and moderating work levels. There is room to develop this work further.
- 70 Pupils' work is marked regularly and they are given constructive comments on how to improve their work. A new marking code was introduced recently that will be of assistance in improving the quality of pupils' work.
- 71 The school regularly promotes the development of pupils' bilingual competence by providing appropriate opportunities to develop and use their bilingual skills in subjects across the curriculum.
- 72 The reports to parents, including the reports on the under-fives, conform to requirements. The observations outline the pupils' achievements and skills in each subject and offer recommendations on the steps required to make further progress.
- 73 The school operates an open door policy for parents and two formal meetings are arranged for them during the year to discuss their children's work. These opportunities are greatly appreciated.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

- 74 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. Shortcomings in curriculum planning are primarily responsible for the lower grade awarded by the inspectors.
- 75 Equal access is provided to a particularly broad and balanced curriculum. The provision is socially inclusive and secures equality of access and opportunity for all.
- 76 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 77 Although the policies, the schemes of work for curriculum subjects, the religious education syllabus and the areas of learning for the under-fives

- conform to requirements, there is not enough guidance in some mid-term plans to provide the necessary continuity and progression in pupils' learning.
- 78 Good opportunities are provided for ensuring that pupils master the necessary basic skills and key skills.
- 79 The pupils take part in a good variety of extra-curricular activities such as the Urdd, local eisteddfodau and sporting tournaments, that extend and enhance the curriculum. The school also takes advantage of the talents of members of the local community through activities such as the 'Festival of the Storyteller'.
- 80 The pupils' moral, social and cultural development is promoted very successfully. Pupils are encouraged to raise funds towards national and international humanitarian causes. This is a means of developing the individual's responsibility towards his or her community and the planet in general. The class and whole-school assemblies promote the pupils' spiritual development, but they do not always place sufficient emphasis on the act of worship.
- 81 The quality of the partnership between the school and parents is outstanding and this was reiterated in the parents' response in the pre-inspection meetings and questionnaire. They are wholly supportive of the Home/School Agreement and the school's objectives. They are very active and raise considerable sums of money for the school.
- 82 There are good links and partnerships with local primary and secondary schools. They work together on training, curriculum and pupil transfer issues.
- 83 The school is an integral part of the local community and it plays a key role in a large number of activities in the area.
- 84 Good provision is made to promote pupils' personal and social development in specific sessions and by regularly weaving various aspects into activities across the curriculum.
- 85 Pupils' enterprise skills are developing well through the various links that have been nurtured with the world of business, including the contributions of visitors such as officers from the world of finance.
- 86 The attention given to the Cwricwlwm Cymreig is an outstanding feature of the provision. Pupils' awareness of Welsh cultural and historical heritage are sustained and extended at every opportunity through visits, visitors and studies of the work of artists and musicians from Wales. The quality of the provision for motivating and developing pupils' bilingual competence is good.
- 87 Pupils' awareness of global citizenship is promoted with great success through various curricular experiences and the links established with a number of foreign countries.

- 88 Pupils are aware of the need to operate in a sustainable manner through activities such as collecting paper to be recycled, together with work relating to the geography curriculum. However, there is room to strengthen further this aspect of the provision.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 1: Good with outstanding features**

- 89 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In forming a judgement, the school did not place sufficient emphasis on the outstanding features in the care and support provided for pupils.
- 90 The quality of care, support and guidance provided for pupils is outstanding. The contribution of every individual is valued and their development is nurtured in a safe environment where the importance of friendship, courtesy and kindness is recognised. The pupils speak confidently with adults and they ask for support and guidance as and when required. They are all given the opportunity to flourish.
- 91 There is an outstanding induction programme for pupils attending the school for the first time in order to encourage them to settle quickly into the life and ways of the school. The very useful and attractive pre-school pack is of benefit to new parents. Pupils who arrive as latecomers are also welcomed by teachers and fellow-pupils.
- 92 All pupils receive access to a particularly varied and relevant programme of personal and social education. The meetings of the 'School Council' and arrangements such as 'Big Friend and Little Friend' celebrate pupils' work.
- 93 The strategies for promoting good behaviour are an outstanding feature. The school is particularly successful in creating a climate that nurtures self-respect and respect for others amongst its pupils. During discussions with pupils, the inspectors received no indications of oppressive behaviour.
- 94 The registers are maintained according to statutory requirements and the attendance levels of all pupils are monitored.
- 95 The school promotes healthy eating practices and is part of the 'Healthy Schools' initiative.
- 96 The staff are well-informed about the guidelines for child protection and there are clear procedures in place to secure their safety and well-being.
- 97 A strong emphasis is placed on identifying pupils' additional needs at an early stage. They receive very good support and the individual education plans produced for them contain clear objectives, and good consideration is given to the contribution of parents and pupils. The plans are regularly discussed and reviewed with parents.

- 98 The school's policies and practices nurture positive attitudes amongst pupils on issues such as recognising diversity and promoting equality on grounds of gender, race or background. The school has produced an Accessibility Plan and there are appropriate arrangements in place to ensure that disabled pupils do not suffer from being treated less favourably.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

- 99 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question.
- 100 The positive and enthusiastic leadership of the headteacher co-ordinates the efforts of staff and governors to very good effect, and provides a clear sense of direction to the work of the school. Teamwork is an evident feature. Continuous improvements are secured; expectations are high and values and agreed ideas relating to learning, behaviour and inter-relationships are shared. Much has been achieved in a short time to stabilise the school and to raise standards. These are outstanding features and the school has failed to give them sufficient recognition when producing its self-evaluation report and awarding a grade for this Key Question.
- 101 Equal opportunities for all are promoted and detailed consideration is given to the views of all involved with the school when making decisions.
- 102 There is a wide range of management and curricular policies in place. The staff meet regularly after school hours and detailed minutes are kept of the discussions. It was seen in them that good emphasis is placed on the need to improve standards and the quality of aspects of the provision.
- 103 Good consideration is given to national and county priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and is recognised as a 'Healthy School'. It has also benefited from international links under the Comenius programme and has recently received considerable financial support for producing a travel plan to school.
- 104 The school has set targets for its pupils as required. Overall, they are challenging but achievable, and are based on an analysis of their potential as individuals.
- 105 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff whilst also addressing the priorities set for the school as a whole.
- 106 There are appropriate arrangements in place for fulfilling teachers' workload requirements.

- 107 The headteacher is attending a leadership course that facilitates her professional development and her leadership of the school. She is well supported by the support services of the local education authority.
- 108 The governors fulfil their duties conscientiously and they work well with the headteacher to set the strategic direction of the school. They know the school well, but there is room to strengthen their procedures in order to undertake regular monitoring of the quality of provision.
- 109 The school fulfils the requirements in relation to teaching time, but there are minor shortcomings in the annual report of the governing body to parents.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: Good features and no important shortcomings**

- 110 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 111 The early review conducted by the headteacher of the school's strengths and shortcomings has been an effective tool for identifying what was required in order to improve the school. Good use was made of the information in order to make significant improvements in a short period of time.
- 112 The school now operates on the basis of a two-year programme of subject monitoring and the work completed to date is effective and makes use of a good range of self-evaluation strategies, including drawing on direct evidence of what happens in the classroom itself. The records kept are clear, they focus effectively on outcomes and the way forward, and the curricular leaders play an increasing part in the arrangements. There is room to slightly refine the monitoring timetable to include evaluations of wider aspects of the educational provision in addition to measuring standards and further developing the role of the curricular leaders as identified in the school's self-evaluation report.
- 113 Effective use is made of local and national benchmarking information in order to compare the school's performance.
- 114 Consideration is given to the pupils' voice in the development of the school through the School Council. Although there is as yet no formal system for gathering the views of parents about the educational provision, apart from their representation on the governing body, the school works in a completely open manner. Parents are also encouraged to call in at the school to discuss face to face any concerns about the school's procedures or provision.
- 115 The self-evaluation report presented to the inspectors is of good quality. It is comprehensive and provides a useful overview of the school's position. It forms judgements on a number of aspects of the inspection, it identifies areas and aspects that are strengths together with those that require further

attention. It refers to a good range of evidence to support the judgements made.

- 116 The School Development Plan is a good quality document that guides the development of the school and sets its strategic direction. There are good links between the Plan's priorities and the content of the self-evaluation report. Developments are carefully planned; the expected outcomes are identified, together with the responsibility allocated to individuals. It also contains details of the resources required to support the developments. The implementation of the Plan, together with the impact of the developments on the school, are regularly discussed at staff and governing body meetings.
- 117 The findings of the inspection team matched the judgements made by the school in three of the seven Key Questions. Some shortcomings were highlighted in the school's schemes of work and this affected the grade awarded by the inspectors to Key Question 3. The grades were raised for Key Questions 4, 5 and 7, as the school was too conservative in its judgement.
- 118 Overall, the school has made good progress in acting upon the Key Issues identified in the 2000 report. There has been outstanding progress in the standards achieved by pupils in a number of subjects, but more remains to be done to refine the school's schemes of work.

#### **Key Question 7: How efficient are leaders and managers in using resources?**

##### **Grade 1: Good with outstanding features**

- 119 The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In awarding a grade, the school did not give sufficient recognition to the way in which it makes effective use of human and other resources to enhance pupils' experiences.
- 120 The number of teaching staff provides a favourable pupil:teacher ratio. They are all suitably qualified to fulfil the responsibilities highlighted in their job descriptions. Good use is made of their expertise by exchanging classes for teaching subjects such as music, geography and religious education.
- 121 The class teachers are supported by skilful and conscientious assistants. They work together very effectively with the teachers and make an outstanding contribution to the work of the team.
- 122 The human resources are enhanced further by the contributions of others, such as specialist teachers and volunteers, and these arrangements have a very positive impact on the pupils' experiences.
- 123 The range of resources for supporting the pupils' curriculum is very good and is appropriate to their needs and age range, including the under-fives. They are of good quality, accessible for pupils' use and are respected by staff and

pupils alike. The school is very well supplied with computers and all pupils receive regular opportunities to use them.

- 124 The pupils benefit from the contribution of visitors who share their experiences and from regular educational visits outside the school to enhance their learning. These are outstanding features of the provision.
- 125 There is an adequate number of rooms for teaching purposes and effective use is made of the space available. However, the hall is too small to meet in full the requirements of the physical education curriculum, but good use is made of the local leisure centre for indoor activities the school is not able to accommodate.
- 126 Overall, the internal and external condition of the building is good, although the school has noted in its plans the intention to improve the outdoor environment and provide more resources for the pupils on the yard. Standards of cleanliness are good, and although there are no designated toilet facilities for them, the building provides suitable disabled access.
- 127 The colourful displays on classroom walls are outstanding; they make a considerable contribution to creating a stimulating environment and celebrate pupils' work.
- 128 The teachers attend a good range of training sessions and this has a positive impact on their skills and understanding. They work together very effectively to share information.
- 129 The school's expenditure decisions are well linked to the priorities and targets in the school development plan. The budget is carefully monitored and the school provides value for money.

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

### **The under-fives**

#### **Grade 2: Good features and no important shortcomings**

- 130 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

#### ***Language, literacy and communication***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

- 131 The children listen attentively and they gain enjoyment from listening to various stories. They exhibit an interest in books and they come to recognise letters and read words and phrases. The most able children read simple books that are appropriate to their age and ability independently, and they are

able to discuss the content of the book in simple terms. They are able to correctly under-copy words and simple sentences, and individuals write sentences such as their personal news independently.

### **Shortcomings**

132 There are no important shortcomings.

### ***Personal and social development***

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

133 The children exhibit enthusiastic interest in their work and they play together very happily when engaged in indoor activities, and outdoor on the playground, and they show a willingness to wait for their turn when conversing and listening. They are able to develop a close relationship with their peers and adults and their behaviour is particularly good. They exhibit considerable self-discipline when engaged on specific tasks.

### **Shortcomings**

134 There are no important shortcomings.

### ***Mathematical development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

135 The children are able to accurately sort, match, count and arrange numbers, They are beginning to recognise simple items of coinage and can recognise two-dimensional shapes. They understand mathematical language related to capacity when playing with sand. They can differentiate between small and large and tall and short. They are aware that it is possible to record in graphical form simple information on how they travel to school.

### **Shortcomings**

136 There are no important shortcomings.

### ***Knowledge and understanding of the world***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

137 The children take an interest in their environment and they know about the main buildings of the village and are able to locate them on an appropriate map. They use terms related to the passage of time when handling old and new toys. They know about the dangers of electricity and that great care must be taken with electrical equipment in the home. They are aware of the features of the four seasons, and following a visit to Nant yr Arian, they are aware of changes in the environment and the homes of different animals. They know about the contribution of various workers to their lives, such as a

nurse and about the importance of dental hygiene. They use a range of computer programmes to sustain and support their work.

### **Shortcomings**

138 There are no important shortcomings.

### ***Physical development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

139 The children are able to control, pull and push as they steer large toys. They can confidently handle equipment such as scissors to cut materials and other equipment to paste them, and pencils and paintbrushes. They exhibit good development in their climbing skills and in their use of bat and ball in the gymnasium, and can complete a range of movements according to teachers' instructions.

### **Shortcomings**

140 There are no important shortcomings.

### ***Creative development***

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

141 The children enjoy role-play. They receive numerous opportunities to experiment and create, using a range of media and techniques, such as using equipment from the school environment to mix with paint to create pictures of faces. They respond to simple rhythmic patterns and are aware of instruments from different traditions such as African drums.

### **Shortcomings**

142 There are no important shortcomings.

<b>Welsh</b>
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#### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

#### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

##### **Good features**

143 Pupils in both key stages converse effectively with their peers and adults about their work and experiences. A number of pupils at the upper end of the school speak expressively as they perform confidently before an audience, modifying their speaking style for different audiences. Across the school, the pupils are outstanding listeners.

144 Key Stage 1 pupils are able to master reading skills according to age and ability, and a number read with good expression. They are able to appropriately discuss and respond to the contents of a book.

- 145 In Key Stage 2, pupils' reading skills are developing well and the most able pupils read fluently, with enjoyment and intelligent expression. They make relatively confident use of dictionaries and thesauri and are able to use and apply information from various sources, including reference works and the Internet to very good effect.
- 146 A number of pupils in Key Stage 1 achieve good standards in writing, exhibiting an increasing understanding of sentences, punctuation and correct verb forms. They are aware of the importance of writing for various purposes, such as producing rules for a Fireworks Night, or a letter of thanks to the staff of Bronglais Hospital.
- 147 Pupils in Key Stage 2 write for various purposes and audiences. They receive opportunities to write regularly in various forms, including letters, diaries and poetry. They are aware of the features of dialogue as typified between the characters in the novel 'Yr Hen Wraig a'r Pedwar Sŵn' (The Old Lady and the Four Sounds), and the most able pupils can write extended pieces of work, displaying an appropriate understanding of similes and punctuation. The work of the majority of pupils is paragraphed and is neatly presented.

#### **Shortcomings**

- 148 Errors of syntax and spelling are a feature of the written work of Key Stage 2 pupils.

<b>English</b>
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- 149 Pupils do not follow the programme of study for the subject on a formal basis until the beginning of Key Stage 2.

#### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

##### **Good features**

- 150 Pupils listen particularly well to the presentations of adults and peers alike. They make relevant and confident contributions to discussions during the English lessons. They are able to reason and defend their viewpoints and are aware of the need to modify their language according to requirements.
- 151 By the end of the key stage, the majority of pupils develop into good readers. They succeed across the key stage to read a variety of texts that correspond to their age, ability and interest. A number of pupils have a favourite author and they discuss the works of these authors with understanding and enthusiasm.
- 152 Pupils' writing standards are good. They produce an appropriate range of creative and factual work, including formal letters, book reviews, newspaper reports, and poetry and writing instructions. Pupils' ability to vary their sentences, to use paragraphing and to create different effects, to spell and punctuate with increasing accuracy, is generally good, with the most able pupils writing very effective extended pieces of work.

153 Overall, the appearance of pupils' work and the quality of their handwriting are good.

#### **Shortcomings**

154 There are no important shortcomings.

### **Mathematics**

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

#### **Outstanding features**

155 In both key stages, the pupils' mathematical problem-solving skills are an outstanding feature of their work. Pupils in Key Stage 1 were seen applying their skills to outstanding effect when measuring length, and in the case of Key Stage 2 pupils, their work on capacity. The ability of older pupils at the school to explain their reasoning and the methods they use are also outstanding.

#### **Good features**

156 In Key Stage 1, the pupils also have a good understanding of place value and they read, write and arrange numbers with increasing accuracy. They have a sound understanding of money and from their previous work it was seen that they make correct use of simple fractions.

157 Their understanding of the characteristics of two-dimensional shapes is sound. They recognise them according to their mathematical names and can accurately describe the main characteristics. They correctly use standard units when measuring mass and capacity and their understanding of time is developing appropriately. They collect a good variety of data and present it accurately in graphical format.

158 In Key Stage 2, the pupils have a very sound understanding of the place value of large numbers. They use the four rules with increasing assuredness; they can offer reasonable estimates of answers to number problems and they work accurately on paper and mentally. They handle decimals correctly and have a sound understanding of fractions and negative numbers.

159 Their understanding of the characteristics of shapes builds effectively on their work in the previous key stage and they come to be able to use an increasingly broad mathematical vocabulary. They are able to name and draw angles accurately. They collect a range of data and present it accurately, forming meaningful conclusions on the basis of their work.

#### **Shortcomings**

160 There are no important shortcomings.

### **Science**

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

**Good features**

- 161 In Key Stage 1, the pupils respond well to the teacher's questioning as they investigate and classify foods according to their characteristics, such as healthy and not so healthy foods. They offer their own ideas and make simple predictions of the expected results. They can name parts of the human body and have investigated things that grow.
- 162 They have a sound grasp of concepts related to physical processes. Their scientific vocabulary is developing well and from their previous and current work, it was seen that they record the findings of their investigations in a good variety of ways.
- 163 In Key Stage 2, the pupils build effectively on what they learnt in the previous key stage. They come to be able to design an investigation in an orderly manner, showing a clear awareness of the requirements of fair testing. They make detailed observations and measurements and effectively communicate their findings in textual, diagrammatic, graphical and tabular formats.
- 164 The pupils' knowledge and understanding of the programmes of study are good. They understand how parts of the body work, such as the heart and lungs, and the effect that physical exercise has on the rate of the heartbeat. They know that materials such as metal are conductors of electricity, how shadows are formed and that objects create sounds when vibrating.

**Shortcomings**

- 165 There are no important shortcomings.

<b>Design and technology</b>
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**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

**Outstanding features**

- 166 In both key stages, the standards achieved by pupils when conducting highly detailed investigations into topics before setting out to develop their projects are outstanding. Their ability to produce high quality finished work is also quite clearly an outstanding feature.

**Good features**

- 167 In Key Stage 1, pupils engage very successfully in assignments where they design and make a variety of objects. They develop their own ideas before selecting the most appropriate one for the task. They look in detail at a wide range of materials for their products, as in the case of the dish they created, before moving on to design and make some of their own. They pay good attention to the colour of their products and evaluate their work very carefully. When designing a cloak based on the seasons, they adhere to the brief they

were given and are happy to make modifications as they go on. They are able to explain and justify their decisions with confidence.

168 In Key Stage 2, the pupils' work shows a particularly good awareness of the characteristics of materials, such as strength and flexibility, and they are able to select the most appropriate material and medium for achieving a task such as finding the best way to close a piece of jewellery. They have a clear understanding of the requirements of the task in question and will make a number of broad designs before selecting the one that is most suitable for the work in hand. They produce imaginative ideas and use a wide range of interesting materials, including metal, in their products. They quickly learn embossing techniques and work skilfully to create their own jewellery based on Celtic patterns.

169 They evaluate their finished articles intelligently and make certain modifications in order to improve their effectiveness.

### **Shortcomings**

170 There are no important shortcomings.

## **Information technology**

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

171 In Key Stage 1, pupils make effective use of information technology equipment and software in a variety of appropriate contexts. They come to be able to create good quality pieces of written work and with assistance they can store their work, retrieve and modify it before printing. They make good use of simple art packages to create pictures related to their thematic work.

172 They display good mouse control as they move images on-screen and by moving pages of multi-media packages. They make good progress as they learn how to control the Turtle on-screen and on the floor.

173 In Key Stage 2, the pupils effectively communicate and handle information in different forms, including text, graphs and pictures. They have good mastery of the word processor as they edit and modify their work, and they are confident users of the Internet to search for information from various websites. They use art packages to produce good quality pictures.

174 Across the key stage, they make confident use of the interactive whiteboard. Their ability to use database programmes to record, search and re-arrange data is developing well. They exhibit good ability to use a digital camera and to print photographs without assistance. They have begun to familiarise themselves with the process of sending e-mail to friends abroad.

### **Shortcomings**

175 There are no important shortcomings.

## History

**Key Stage 1 - Grade 1: Good with outstanding features**

**Key Stage 2 - Grade 1: Good with outstanding features**

### **Outstanding features**

176 The standards achieved by pupils in both key stages when conducting historical investigations are outstanding. The visits to places of historical interest, local experts visiting the school, together with attractive exhibitions all make a considerable contribution towards developing the pupils' experiences and investigative skills.

### **Good features**

177 In Key Stage 1, the pupils' historical vocabulary is developing well. They use phrases associated with the passage of time in their proper context. They are able to skilfully compare old and new toys, and can recognise less obvious changes, such as the use of porcelain in a doll's body in the distant past, as opposed to the plastic used today.

178 Following their visit to Llancaiach Fawr, they are able to identify with the life of a child in the Tudor period. By drawing on their experiences, including role-play, they know about the various functions in a palace, the lifestyle and the clothes worn, and are able to compare them with life today.

179 They have a good awareness of historical events in Wales.

180 In Key Stage 2, pupils have a good awareness of the chronology of periods in history and they make knowledgeable use of timelines. They ask and respond to historical questions in a purposeful and detailed manner, and make intelligent comparisons between different historical sources. They are able to discuss the significance of primary and secondary sources in detail.

181 They are well-informed about the characteristics of society in the Victorian era. By comparing photographs and artefacts, they become aware of the value of the evidence for interpreting the past. They speak confidently, precisely and with enjoyment about living conditions in a workhouse, expressing practical and sensible reasons why they would not wish to live in that period.

182 The previous work submitted by pupils on the Second World War shows that they have highly accurate factual information, and that they are familiar with handling a wide range of different types of evidence. The methods used by pupils to present and record their work encompasses a wide range of skills.

### **Shortcomings**

183 There are no important shortcomings.

## Geography

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### Good features

- 184 In Key Stage 1, the pupils are very familiar with the buildings in their village and through their fieldwork, they make good use of their skills to observe and collect information on the types of houses in the village. They use their knowledge to design simple maps of the area and to identify improvements from which they feel the village would benefit.
- 185 They are able to differentiate between human and physical features in the locality and their geographical vocabulary is developing well. They have an increasingly good awareness of direction.
- 186 Their previous work shows effectively their ability to compare contrasting urban areas with their own.
- 187 In Key Stage 2, pupils come to be able to effectively read aerial photographs and maps to various scales. They understand the points of the compass and the function of a key on a map. They recognise a good number of the most common symbols.
- 188 Their previous work shows that they know of the features of a country in geographical contrast with Wales. They understand the impact that landscape and climate have on lifestyle. Their fieldwork in Morryston has taught them about the differences between that community and the Tregaron area.
- 189 In both key stages, the pupils benefit from the appropriate emphasis placed on the local dimension and the Cwricwlwm Cymreig. They become acutely aware of the importance of global citizenship and of their own responsibility with regard to the future well-being of the environment.

### Shortcomings

- 190 Key Stage 2 pupils are not familiar enough with using four and six figure map references.

## Art

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 191 Pupils in both key stages receive opportunities to undertake investigative work and to develop an understanding of the methods employed by a range of local craftspeople and artists as well as artists of national repute. Through these studies they come to appreciate the contribution made by such artists to art and culture in Wales.

- 192 Pupils use sketchbooks in both key stages to record their observations and experimental work.
- 193 Key Stage 1 pupils' awareness of colour and tone is regularly developed through activities such as mixing colours to create a pool of colour.
- 194 By experimenting to combine a range of materials with paint, they can effectively emulate the texture, tone and landscape colours of *Soar y Mynydd* by Ogwyn Davies.
- 195 Key Stage 2 pupils' investigative skills are developed by visiting and conducting detailed observations of patterns on the walls of Ystrad Fflur Abbey. By working with a local artist they succeeded in emulating and creating highly effective tile patterns and a mosaic mural.
- 196 They come to be able to create good patterns by emulating the styles of artists such as Van Gogh, Picasso and Cezanne. By using a variety of equipment and paint such as watercolour, oil and acrylic, it was possible to effectively promote the pupils' understanding of line, tone and perspective.

### **Shortcomings**

- 197 Pupils' use of two and three-dimensional techniques have not been developed sufficiently in either key stage.
- 198 There is little evidence of textile and weaving work.

<b>Music</b>
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### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 199 Across both key stages, pupils enjoy singing and they do so tunefully and with obvious enjoyment. Groups are able to display control of breathing, dynamics and pitch.
- 200 In Key Stage 1 pupils develop their awareness of rhythm. They are able to respond correctly to notation patterns, showing an elementary recognition of the value of notes, such as a minim and crochet.
- 201 They are able to compose background music to poems on themes such as 'Fireworks', using untuned instruments.
- 202 They begin to show an understanding of musical elements, such as dynamics and pitch, and of various styles such as jazz or a folk recital. They display a recognition of instruments such as a drum and keyboards.
- 203 In Key Stage 2, pupils effectively develop their understanding of musical elements through appropriate computer programmes. They recognise Italian

musical terms such as *ff* and *p* and can use them imaginatively by combining them with the lyrics of a song.

- 204 When responding to the stimulus of 'Colours', the pupils' compositional abilities are displayed, using a range of tuned and untuned instruments.
- 205 By studying the history of the national anthem 'Hen wlad fy nhadau', they become aware of the musical history of Wales.
- 206 The awareness of pupils in both key stages of music from other traditions is developed through activities such as an African drums workshop.
- 207 A number of pupils in Key Stage 2 take advantage of the opportunity to receive instrumental tuition.

### **Shortcomings**

- 208 In both key stages, pupils do not adequately evaluate their own work or the works of famous composers, including those from Wales.
- 209 Their ability to compose their own works using a variety of notation has not been sufficiently developed.

## **Physical education**

### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

- 210 During the inspection, evidence was seen that the school offers pupils the range of experiences required by the National Curriculum physical education programme of study.

### **Good features**

- 211 In Key Stage 1, in their gymnastics activities, the pupils work safely and display a good awareness of parts of their body as they experiment with different ways of moving about the hall. They work energetically and make effective use of space. They respond well to instructions and can remember different sequences of patterns as they move in and out of hoops. They begin to combine different movements and are happy to effectively evaluate their own work and that of others.
- 212 The majority are confident when working with apparatus, such as the horse and the benches, and their landing techniques are developing well.
- 213 In Key Stage 2, pupils develop into confident and safe swimmers. It was seen that they achieve good standards as they develop effective ways of moving on and below the surface of the water. They are constructive in their appraisals of each other's work.
- 214 Pupils gain great success in team events involving hitting games and net games and they respect the conventions of fair play.

## **Shortcomings**

215 There are no important shortcomings.

## **Religious education**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

216 Pupils in both key stages have an awareness of the meaning of festival and can refer to a good range of festivals that play a vital part in their own lives.

217 They are aware of the importance of prayer to a Christian and some pupils are able to compose their own effective prayers.

218 In Key Stage 1, pupils are able to discuss how to help others, as in a family situation. They can talk about the importance of everyday rules within a community such as a school, and are able to draw up their own rules.

219 Pupils in Key Stage 2 have an awareness of other religions, including Judaism, Buddhism and Islam. By writing a letter to a child belonging to the Islamic faith, the older pupils are able to contrast that faith with Christianity, exhibiting a good understanding of the main characteristics of both faiths. They appreciate diversity in society and religion. They also understand that communities have motivations similar to their own.

220 Pupils know of the significance of the Bible to the Christian faith and they realise that other religions also have holy books.

### **Shortcomings**

221 In both key stages, the pupils' knowledge of a range of Biblical stories has not been sufficiently developed.

222 They do not have enough awareness of religious leaders or of the characteristics of the significant pilgrimages of various religions.

## **School's response to the inspection**

We as staff, governors, pupils and parents take pride in the findings of the report, particularly given the difficult period of instability in terms of the number of headteachers. It is very pleasing to see that outstanding features are highlighted in a considerable number of aspects of the work of the school.

The report acknowledges the effectiveness of teamwork at the school, and we believe this to be the root cause of the success of the school. Staff have high expectations and their expertise and dedication are clearly identified as the inspectors adjudged 93% of the teaching and 92% of standards of achievement in lessons to be grades 1 and 2. Reference is made to the skilful and conscientious work of the classroom assistants and to the outstanding contribution they make to the work of the team. A great deal has been achieved in a short period of time and

this would not have been possible without the support of governors and the outstanding partnership with parents.

We are at all times very proud of the pupils of Ysgol Pontrhydfendigaid and take every opportunity to praise, congratulate and inspire them. It was therefore particularly pleasing to share some of the inspectors' comments with them. Reference is made to their enthusiastic responses and to their positive attitudes to their lessons, their outstanding behaviour and respect towards others, their ability to work independently and to confidently organise their own work and that the ability to solve problems is one of the strengths of the school.

## Appendix A

### Basic information about the school

Name of school	Ysgol Pontrhydfendigaid
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Pontrhydfendigaid Ystrad Meurig Ceredigion
Post-code	SY25 6BL
Telephone number	(01974) 831461
Headteacher	Mrs Joyce George
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr Vaughan Davies
Reporting inspector	Mr D M Cray
Dates of inspection	13 – 15 March 2006

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	--	9	3	8	6	8	8	8	50

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	--	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.7:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2005	--	92%	95%
Summer 2005	--	94%	94%
Autumn 2005	--	94%	96%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2005</b>	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80%

### National Curriculum Assessment Results: End of Key Stage 2

<b>National Curriculum Assessment KS2 Results 2005</b>	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	72%

## Appendix D

### Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- thirty lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-three responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; science; information technology; history; geography; physical education
Mrs Eleri Honour	Team	Key questions 2; 3; 4.	Under-fives; Welsh; English; music; religious education.
Mr Wil Owen	Lay	Contributions to key questions 1; 3; 4 and 7	
Amanda Lawrence	Peer Assessor	Contribution to key questions	Contribution to subjects

**School's Nominee:** Mrs Joyce George

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.