

**REPORT**

**on the**

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

**RHYDLEWIS PRIMARY SCHOOL  
RHYDLEWIS  
LLANDYSUL  
CEREDIGION  
SA44 5PQ**

School Number: 667/2343

Date of Inspection: 23 – 25 June 2003

**By**

**Ms L Thomas**  
Registered Inspector 78384

Under Estyn contract number: T/216/02P

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh 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

The school is situated in the small village of Rhydlewis in Ceredigion. There are 32 full time pupils on roll, aged 4-11 years. Pupils are organised between two classes, one catering for Reception and Key Stage 1 (KS1) pupils (4-7 years) and the other for Key Stage 2 (KS2) pupils (7-11 years). Pupils in Y3 and Y4 are taught separately by the part-time teacher for four afternoons of each week.

The school states that the area from which the pupils are drawn is neither prosperous nor economically disadvantaged. Fifteen per cent of pupils are in receipt of free school meals. Pupils represent the full range of ability.

Thirty three per cent of pupils speak Welsh as their first language at home. The predominant language of the home for the other 67 per cent is English. Eight pupils are on the school's register of special educational needs (SEN), four on School Action, one on School Action Plus, two on School Action Plus Enhanced and one is the subject of a statement of SEN.

The school's main priorities for the coming year are:

- planning opportunities for pupils to discuss and come to conclusions in group situations and to develop the oral skills of KS2 pupils to improve their performance in National Curriculum (NC) Assessment Tasks;
- improve the thinking skills of pupils by following the 'Let's Think' course with Y1 pupils;
- maintain and improve the school's environment;
- focus on learning skills;
- plan in-service training for using the interactive white-board.

## 2. MAIN FINDINGS

### The main findings of the report

Rhydlewis Primary School provides a warm, friendly and welcoming environment for pupils. As a result, pupils enjoy coming to school and the vast majority thrive socially and educationally within its surroundings.

The overall quality of the provision for the under fives is appropriate to their needs. The children make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in the six areas of learning are as follows:

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

In Key Stage 1 (KS1) and Key Stage 2 (KS2), pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Good	Good
English	N/A	Good
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Very good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Very Good	Very good
Physical education	Good	Good
Religious education	Good	Satisfactory

- Standards achieved by pupils across the school were very good in eight per cent of lessons inspected and were good in the remaining 92 per cent.
- The school's 2002 NC results at the end of KS2 show that, in comparison with the national results for the same year, pupils achieve significantly above average standards.
- In both key stages, standards in applying literacy, numeracy and information technology skills across the curriculum are good.
- Pupils' spiritual, social, moral and cultural development is good.
- Pupils' behaviour is good. They interact happily together across the whole age range during playtimes and throughout the school day. They are friendly and courteous and relationships between them and adults are warm and supportive.
- Pupils have very positive attitudes to their learning. They enjoy lessons and listen attentively to teachers. They settle quickly to the tasks set and they persevere and concentrate well on their work.
- Levels of attendance are good and have been consistently above 95 per cent in the last three terms. During the inspection period, there was 100 per cent attendance from pupils. The school's attendance registers do not, however comply with statutory requirements. For example, registration is not carried out at the start of the afternoon session. The punctuality of the vast majority of pupils is good.

- Twenty-two lessons were observed during the inspection period. The quality of teaching was very good in 21 per cent, good in 75 per cent and satisfactory in 4 per cent. Good and very good teaching occurs in all classes and pupils are provided with a range of high quality experiences.
- The quality of assessment, recording and reporting is satisfactory. Assessment and record keeping procedures in the core subjects of Welsh, English, mathematics and science are good. There is no system of formal assessment and record keeping for other subjects.
- While the marking of pupils' work is regularly undertaken, comments made are not sufficiently constructive and do not identify ways for improvement.
- Annual written reports to parents are clear, informative and identify the ways forward for pupils. They do not, however, include individual attendance figures.
- The quality of the organisation of the curriculum in the early years and in both key stages is good. Whole school planning is good and pupils are provided with a good range of extra-curricular activities, including educational visits to extend and enhance their learning. The school promotes pupils' bilingualism in Welsh and English effectively and successfully achieves its aim of enabling pupils to be confident in using both languages.
- The quality of support, guidance and pupils' welfare is good. The school succeeds in creating a close family atmosphere in which pupils feel safe and secure. Pupils are well supervised at all times within the school building and playground areas. Safety procedures, involving more than one adult to supervise, are not always observed when pupils are taken off the school premises.
- The quality of provision for pupils with special educational needs (SEN) is good. They receive good quality support from the part-time peripatetic teacher, the learning support assistant for the pupil with a statement of SEN and from class teachers. As a result, the eight pupils identified with SEN make good progress and achieve good standards in relation to the targets set.
- Partnership with parents and community, schools and other institutions is good. Parents are very supportive of the school. The oral contributions and written responses of the overwhelming number of parents prior to the inspection were strongly in favour of the school. A concern was raised that some information on school matters is often sent out late and, as a result, there is insufficient time to prepare or change schedules.
- The school's partnership with industry is good. Pupils learn about the world of work in their community through visits to local farms, shops, a garden centre and a tourist centre.
- The quality of self-assessment and planning for improvement is good. A culture of self-evaluation is well established in the school and staff and governors have evaluated the school's strengths and weaknesses, using LEA guidelines.
- The quality of leadership and efficiency is good. The head teacher provides good leadership and is supported by a staff of high quality. Under his leadership, a close-knit family atmosphere has been created, in which pupils thrive.

- The governors are supportive and knowledgeable about the life and work of the school. They undertake their responsibilities conscientiously and, in most instances, effectively. The school prospectus, the governors' annual report to parents and the completion of daily registers do not, however, comply with statutory requirements.
- The school budget is well managed. The quality of staffing, accommodation and learning resources is good. Spending priorities are in accordance with the educational aims of the school. The school gives good value for money.
- Six key issues were identified in the last inspection report and four of these have been successfully implemented. The issue relating to assessment, recording and reporting has been partially met. The sixth key issue remains unresolved. The school prospectus and the annual report to parents remain as not fully meeting statutory requirements.

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

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

Standards achieved by pupils across the school were very good in 8 per cent of lessons inspected and good in the remaining 92 per cent.

- Children under five make good progress and achieve good standards in language, literacy and communication skills, mathematical development, personal and social development, knowledge and understanding of the world, creative development and physical development.
- Pupils achieve good standards in using the key skills of language and literacy, numeracy and information and communication technology across the curriculum.
- In KS1, standards of achievement are good in Welsh, mathematics, science, design and technology, information technology, history, geography, art, physical education and religious education. They are very good in music.
- In KS2, standards of achievement are very good in information technology and music. They are good in Welsh, English, mathematics, science, design and technology, information technology, history, geography, art, music and physical education. Standards of achievement are satisfactory in religious education.
- Pupils with SEN make good progress and achieve good standards in relation to the targets set.
- The results of the statutory assessments for KS2 pupils in 2002 were significantly above the county and national norms. There was no significant difference between the performance of boys and girls.

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

In both key stages, standards in speaking, listening, reading and writing in Welsh are good. They are also good in English at KS2. Pupils' literacy skills and use of ICT across the curriculum are good.

- Pupils make good use of their listening skills and the majority respond effectively to presentations, instructions and commands. Their speaking skills are good in Welsh and in English in KS2. In KS2, the majority often make extended contributions as they answer questions in both languages.
- Pupils have good opportunities to look for information in books. Older pupils, in particular, develop good research skills.
- Pupils across both stages and especially in KS2 have good opportunities to write for recording and creative purposes. The majority produce writing of a good standard in different forms and for a variety of purposes.
- Opportunities for pupils to use their mathematical skills to reason and analyse information when handling data are good. Their skills in using graphs and tables to present information are well developed, particularly in science.
- Pupils, particularly in KS2, make good use of their ICT skills across the curriculum. By the end of KS2, pupils' word processing skills, the use they make of CD-Roms and the internet and their use of data bases and spreadsheets to present findings are very well developed.

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

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

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

- The nature of the respect shown to all pupils is a noteworthy feature of the life of the school. Pupils in turn respond well to teachers and other adults and are very courteous and welcoming to visitors.
- Pupils develop a good understanding of the difference between right and wrong and the majority show respect to others. Relationships between pupils are good. They are quick to identify the needs of others and praise their achievements. Pupils of all ages co-operate with each other well during work and play.
- Pupils' social awareness and personal development are enhanced through fund raising activities for various charities and the very good links established with the local community. Pupils are also very aware of their responsibility for the environment.
- The school meets statutory requirements for daily worship. Assemblies make important contributions to pupils' moral and social development and include opportunities for pupils to take part in acts of worship. Opportunities for quiet reflection, however, are not as prominent.

- Pupils' spiritual development is further enhanced through the very good opportunities provided to experience pleasure and delight in the natural world around them.
- Good emphasis is placed on Y Cwricwlwm Cymreig and pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other cultures is developing satisfactorily, primarily through work in religious education and geography.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are good.

- The school expresses clearly its expectations for pupils' behaviour in the school prospectus and in the home/school agreement.
- KS2 pupils discuss appropriate school rules with teachers at the beginning of the school year; most of the rules are subsequently adopted by the whole school. The good behaviour and attitudes of individual pupils are celebrated and rewarded in the weekly achievement assembly.
- The school community has a warm, comfortable family atmosphere and is very orderly. All daily activities are carried out with a minimum of fuss. Older pupils make a significant contribution to school routines by helping to arrange furniture and support younger pupils during lunch. Pupils interact happily together across the whole age range during playtimes and throughout the school day.
- Pupils are friendly and courteous and relationships between them and adults are warm and supportive.
- Pupils have very positive attitudes towards their learning. They enjoy their lessons and listen attentively to teachers. They settle quickly to the tasks set and they persevere and concentrate well on their work. Pupils co-operate well with teachers and collaborate sensibly with each other.
- Pupils are well supervised to ensure that all feel happy and safe in school and there is close monitoring to ensure that no instances of bullying or unacceptable behaviour take place.

### **4.3 Attendance**

Levels of attendance are good.

- Whole school attendance is consistently above 95% in the last three terms. Attendance of KS2 pupils is above 97% and a high proportion of them have 100% attendance in some terms. During the inspection period there was 100% attendance from pupils. There have been no unauthorised absences recorded.
- Due to the small numbers of pupils on roll and the close relationship with parents, attendance of individuals is closely monitored. Good attendance is celebrated.
- The school's attendance registers do not comply to statutory requirements. Registration is not carried out at the start of the afternoon session. The school authorises family holidays in term time in excess of 10 days per year.
- The punctuality of the vast majority of pupils is good.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

Twenty-two lessons were observed during the inspection. The quality of teaching was very good in 21 per cent of the lessons observed, good in 75 per cent and satisfactory in four per cent.

- Teachers have a sound knowledge of the subjects they teach and of the requirements of the NC and religious education.
- Good support is provided by the learning support assistant and the peripatetic Welsh and SEN teachers.
- Good and very good teaching occurs in all classes and pupils are provided with a range of high quality learning experiences.
- Lessons are well planned and delivered. There are clear aims and objectives and a structure that involves good quality introductions followed by differentiated tasks and ending with a plenary session when the completed work is shared and discussed.
- In the one lesson where the teaching was judged to be satisfactory, the main shortcoming was that some of the activities were pitched at an inappropriate level for the age and developmental stage of the pupils.
- A wide range of good quality resources, including puppets and historical artefacts, are used effectively to support learning.
- Teachers provide very good language models for pupils to emulate and this has a particularly good effect on pupils' ability to speak Welsh.

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

The quality of assessment, recording and reporting is satisfactory.

- The school has a policy for assessment, recording and reporting which outlines appropriate procedures. Teachers have a very good knowledge of pupils' abilities.
- The school uses the LEA scheme for baseline assessment of reception pupils. Formal assessments of the under-fives are based on the Desirable Outcomes for Learning. An informative end of year report is produced which reflects children's progress in the six areas of learning.
- Assessment and record keeping in the core areas of Welsh, English, mathematics and science are good. The system of levelling work, according to National Curriculum criteria, is well developed. There is no system of formal assessment and record keeping for other subjects.
- While the marking of pupils' work is regular and consistent, comments made, for the most part, are not sufficiently constructive and do not identify ways forward for pupils.
- Annual written reports to parents are clear and informative. They identify ways forward for pupils. They do not, however, include attendance figures for pupils. Parents have ample opportunities to discuss their children's progress and achievement during each school term.

## **5.3 Curriculum**

The quality of the organisation of the curriculum in the early years and in both key stages is good.

- The curriculum for the under fives successfully promotes the Desirable Learning outcomes for Children's Learning.
- In KS1 and KS2 the school offers a broad and balanced curriculum that is relevant to the needs of its pupils. The requirements of all subjects, including religious education are met and there are good arrangements for the delivery of personal, social and health education.
- The programme of work is planned over a period of two years and much of the curriculum is delivered through termly themes. This arrangement works effectively. Whole school planning is good and good opportunities are provided for the development of key skills.
- The school promotes pupils' bilingualism in Welsh and English effectively and successfully achieves its aim of enabling pupils to be confident in using both languages. The planning and provision for Y Cwricwlwm Cymreig are very good.
- Pupils are organised for the most part into two classes. However, the part-time teacher is used for some of the time to teach Y3 and Y4 pupils separately thus enabling the head teacher to work with the older pupils in a smaller group. All the teachers succeed well in

differentiating the work effectively to meet the needs of the different ages and abilities within each class.

- Homework is set regularly in both key stages and the activities, particularly reading, have a positive effect on pupils' standards of achievement. Parents state that the recent introduction of the 'Llyfr Cyswllt' has helped them to become more involved in the process.
- Provision for pupils with SEN is good and all have access to the full range of learning activities.
- The school has a clear anti-racism policy which is promoted through its daily life and ethos and through the curriculum.
- Pupils have equal access to the full range of curriculum activities and to all aspects of school life.
- Pupils are provided with a good range of extra-curricular activities and they make very good use of educational visits to support their learning.

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

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

- The school succeeds in creating a close family community where pupils feel happy and secure.
- Staff know their pupils well and give full consideration to their personal needs. Pupils are aware that they can turn to any member of staff at any time for support and guidance.
- Teachers intervene very effectively in lessons to support and encourage pupils and to ensure they sustain their concentration. Pupils' achievements are acknowledged and celebrated in a variety of ways.
- Staff display good awareness of the relevance of personal and social education in the curriculum and pupils benefit from well established experiences in this area and from the very good examples which are provided by staff.
- A range of policies including those on health and safety and equal opportunities make important contributions to pupils' safety, welfare and development. The school has adopted the county guidelines for child protection, with the designated responsible person being the head teacher. Staff members hold up-dated first aid certificates. Good procedures are in place to contact parents and family members when necessary.
- The supervision of pupils within the school and on the play areas is very good. However, safety procedures, involving more than one adult to supervise children, are not always observed when pupils are taken off the school premises.
- Procedures for welcoming pupils when they first start school and for transferring them to the comprehensive school are effective.

## **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision and support for pupils with SEN is good. The majority make good progress and achieve good standards in the tasks provided.

- The school has an effective SEN policy which is well implemented. Guidelines used by the school conform with the new requirements of the new SEN Code of Practice.
- The head teacher is the SEN co-ordinator and is well supported by the visiting SEN teacher. The named governor for SEN also provides good support.
- Systems for identifying pupils with SEN are effective. Good use is made of baseline assessments and a number of other tests as well as teacher expertise.
- Eight pupils are identified as having special educational needs on the current school register. One pupil is the subject of a statement of SEN, two are identified as receiving school action plus enhanced provision and one other receives school action plus provision. Four other pupils have been placed in the school action category. All pupils are integrated fully within the main stream classes and follow a broad and balanced curriculum.
- In relation to available resources, the school's provision is good and the great majority of pupils make appropriate progress in relation to their specific needs.
- Good support is provided by a learning support assistant for the pupil with a statement of SEN.
- All pupils with SEN have Individual Education Plans (IEPs) and these are of good quality. They contain realistic targets and parents are involved fully in the process. The IEP for the pupil with a statement does not, however, clearly identify his needs.
- Good support, on a withdrawal basis, is provided by the visiting SEN teacher. The tasks set in the withdrawal groups are suitably challenging and match pupils' needs. There is effective liaison between the SEN teacher and class teachers. As a result of the provision made, all pupils make good progress and achieve good standards in relation to the targets set.
- Links with outside agencies are appropriate. The school makes effective use of their expertise and support for assessments and advice on provision.

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

Partnership with parents and community, schools and other institutions is good.

- Parents are well informed. They receive regular letters about the life and work of the school. The only concern raised by parents about the information they receive is that some notices relating to school activities are often sent out late and, as a result, there is insufficient time to prepare or change schedules.
- Parents approve of the daily diary (Llyfr Cyswllt) that provides information on homework, events and general requirements. This is an effective medium for parents to exchange comments with teachers. Parents have easy access to teachers at the beginning and end of the day and there are termly meetings to discuss pupils' progress. The Home School Agreement meets statutory requirements and has been signed by all parents.
- Parents are very supportive of the school. The oral contributions and written responses of the overwhelming number of parents prior to the inspection were strongly in favour of the school.
- The Friends of the School Association is active in raising funds towards school facilities and activities. Parents readily respond to requests for help from the school either collectively or as individuals. Some provide valuable help such as in gardening activities, the computer club, sports tuition and in providing transport for out of school educational activities. Of particular note is the way in which parents and governors have given freely of their time and expertise to decorate the interior of the building, thus creating a light and pleasant environment for pupils to work in.
- The school is an important element in the local community. Members of the community support school events and pupils contribute to local events and religious festivals. Some local individuals visit to speak to pupils about their experiences whenever these are relevant to the termly themes. Pupils use local resources to enhance their learning. The school also contributes an informative column in the local newspaper.
- The school co-operates well with other schools. The cluster of primary schools share INSET opportunities, share experiences and expertise and collaborate in drafting some schemes of work. They also collectively consult with pupils for their views on the organisation of the school that influences self-assessment.
- Y6 pupils are well prepared for the transfer between key stages. Links between KS2 and KS3 are well organised and facilitated by a nominated link teacher in the comprehensive school. There is an on-going developing scheme that aims to ensure continuity of learning and strengthen subject links. Teachers are benefiting from expertise available at the comprehensive school.
- There are no formal partnerships with institutions of teacher training.

## **5.7 Partnership with industry**

Partnership with industry is good.

- Pupils of all age groups effectively learn about the world of work in their rural community by visiting local farms. Opportunities that are also effectively exploited by teachers to extend pupils' experience of the rich environment and ecology of the locality.
- Pupils' visits to local shops and those in nearby towns develop their observation and research skills and enhance their learning in geography. They learn about elements within the local tourist industry.
- Local businesses have generously supported a number of initiatives at the school such as developing a school garden and a school calendar. A local garden centre donates plants for the school garden and provides advice and guidance for pupils in their planting and maintenance.
- The head teacher has benefited from Careers Wales courses concerning self-assessment and environmental studies.

## **6. MANAGEMENT**

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

The quality of self-assessment and planning for improvement is good.

- A culture of self-evaluation has been established at the school and the documentation relating to this aspect of school life is of good quality. Staff and governors have evaluated the school's strengths and weaknesses, using LEA guidelines.
- The school development plan (SDP) is detailed in terms of subject and aspect development. It contains references to strategies for improvement, criteria for evaluating progress and timescales for action. It has also been costed within the budget. A system for monitoring and evaluation of progress made in relation to features of the SDP is in place.
- Appropriate use is made of national and county data in order to compare aspects of the school's performance against other schools. Results of tests and NC tasks are analysed and strategies are in place to ensure that the information is being used to set NC targets for pupils. Appropriate procedures are in place to support the tracking and monitoring of individual pupils' progress.
- The process of monitoring curriculum subjects and other aspects of school life is effective and strategies for the monitoring of the quality of teaching have been commenced.

## **6.2 Leadership and efficiency**

The quality of leadership and efficiency is good.

- The head teacher, who has a 0.8 teaching commitment and no secretarial help, provides good leadership and is very well supported by a staff of high quality. Under his leadership, they have succeeded in creating a close-knit family atmosphere in which pupils thrive.
- The governors are supportive and generally knowledgeable about the life and work of the school. They undertake their responsibilities conscientiously and, in most instances, effectively. The school prospectus, annual report to parents and the completion of daily registers do not, however, comply with statutory requirements.
- Both staff and governors are involved in producing the SDP. The plan is effective in providing realistic targets for improvement and for planning appropriate steps to implement them.
- The school budget is well managed. Spending priorities are set in accordance with the educational aims of the school. The school manages its resources efficiently and effectively. Good use is made of staff expertise and resources in providing a rich and varied curriculum for pupils.
- Staff effectively undertake their duties to provide good quality long, medium and short term curriculum plans. In-service educational training corresponds well to curriculum priorities and has a very positive effect on the quality of teaching and learning.
- The school's administrative procedures and day to day practices are effective.

## **6.3 Staffing, accommodation and learning resources**

The quality of staffing, accommodation and learning resources is good.

- The school is suitably staffed for the number of pupils on roll. Staff qualifications and their experience are appropriate to their responsibilities. They benefit from a good range of in-service training experiences.
- There are suitable job descriptions for teachers and support staff. The school has adopted the system of performance management.
- The quality of the interior accommodation is satisfactory for the number of pupils on roll. There is, however, no school hall and this places constraints on the development of pupils' gymnastic and dance skills. In order to overcome this, the school has started using the facilities of the village hall but the safe transfer and supervision of pupils for these sessions pose staffing problems.
- The outside play area consists of hard and grassed surfaces. Apart from the fairly steep incline in the hard surface at the rear of the school, it provides a pleasant and stimulating play area. The creation of a school garden with seating areas enhances the outside environment for pupils.

- The standard of displays within the school is good and they contribute significantly to the establishment of a positive learning ethos.
- The supply of learning resources is good and they are used effectively to support the learning.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

Despite the fact that the five reception children (4-5 years) are educated in the same class as KS1 pupils, the educational provision for them is good and successfully promotes the Desirable Outcomes for Children's Learning. The children make good progress and achieve good standards in the six areas of learning.

#### Good features

- The children achieve good standards in **language and literacy**. They listen attentively and respond eagerly during stories and discussion sessions. Games and puppetry are used effectively to extend children's speaking and listening skills. Good progress is made in the development of early reading skills. Most of the children are reading simple texts in Welsh accurately and with understanding. They engage confidently in pattern work and tracing. Most can write their name and form letters clearly.
- Standards of achievement in **mathematical development** are good. The children confidently sort and match objects according to colour, shape and size. They recognise, name and order numbers to 10 correctly. They display good recall of number rhymes. They use mathematical language appropriately in a number of situations, particularly in relation to the passing of time. They name and describe flat and solid shapes and they learn to recognise monetary units during practical shopping activities.
- In their **personal and social development**, the children achieve good standards. They display good concentration and perseverance in their learning. They share, take turns and clear up after activities. They follow class rules and are developing well in their awareness of the feelings and needs of others. They are learning to dress and undress independently for physical education activities. They know the necessity to wash their hands and to keep clean after using the toilet or before handling food.
- Standards of achievement in the children's **knowledge and understanding of the world** are good. They discuss changes in the weather and know that weather patterns vary in different countries. They recognise different animals and plants and, in simple terms, can discuss their habitats. They learn to care for plants and animals and, in so doing, they observe growth and change. They enjoy using the computer and can handle the mouse with increasing confidence.

- In their **creative development**, the children achieve good standards. The children sing a wide range of rhymes and songs. They recall the words well and sing them clearly and tunefully. They use percussion instruments with confidence and most already display a good sense of rhythm. They use a range of materials to create 2 and 3D representational images. They use clay and small construction equipment to make models and achieve good standards in the work. They create colourful images and some of their paintings of sunflowers, after emulating Van Gogh's painting, are impressive and show a personal response of high quality.
- In their **physical development**, the children show good body control and use space effectively. When using wheeled toys and other equipment on the playground, they are aware of others around them and manoeuvre safely. They handle tools and construction toys with good dexterity and they handle scissors, pencils and paint brushes with increasing precision. While working on the computer, they handle the mouse adeptly and are able to make choices to activate some commands.

### **Shortcomings**

There are no significant shortcomings.

### **Welsh**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils listen attentively to stories and presentations. They are eager to respond and take part in discussions. The majority express themselves well, using a good range of vocabulary. It is particularly impressive how quickly the children for whom Welsh is a second language become competent and confident when using the language.
- Reading skills develop well. Most enjoy reading and can answer questions confidently about main features of the content of the books they are reading.
- Pupils develop good writing skills. The ablest in Y1 and those in Y2 write with increasing independence and at greater length. Much of their output demonstrates good awareness of the structure of sentences and language patterns.
- In KS2, the majority of pupils speak confidently and well. They ask and answer questions and display much interest in talking about their work and their hobbies. Most can offer an opinion and express points of view during class discussions and, in so doing, many use a good range of vocabulary.
- Reading standards are good and a few older pupils read to a very good standard. Pupils have participated in a county based first and second language book quiz. Members from one of the teams were selected to meet a favourite author in Aberystwyth who signed copies of his latest book for them. Most pupils can discuss a range of books and authors and express clearly their preferences. They use their reading skills competently to gather information from reference books and other sources.

- Writing standards are good. Pupils write across the curriculum and for different purposes. They demonstrate an increasing awareness of language forms. Most can communicate their ideas effectively. The work of a small number of older pupils is of a very high standard, reflecting originality, imagination and a very good grasp of punctuation and other writing conventions.
- The presentation of pupils' work across the school is of a good standard.

### **Shortcomings**

There are no significant shortcomings.

## **English**

English is not formally taught in KS1. Standards of achievement in KS2 are good.

### **Good features**

- Pupils express themselves with confidence, giving extended comments when discussing their work. Most listen attentively to teachers and to each other and await their turn to contribute.
- The great majority of KS2 pupils read fluently and accurately, showing interest and enjoyment in what they are reading. Many can talk confidently and with maturity about a wide range of literature and of favourite authors. They offer sensible and perceptive reasons for their preferences or dislikes. They are confident at using books and the Internet as sources of information to extend and enhance their learning in other subjects.
- Most pupils' written work is of a good standard. In general, pupils' written work is well organised and pupils are aware of the need to create an effect in order to maintain the reader's interest. Pupils in Y5 and Y6 use complex sentences and a good range of vocabulary to enhance their work.
- Most pupils use neat and legible handwriting and present their work to a good standard.

### **Shortcomings**

There are no significant shortcomings.

## **Mathematics**

Standards of achievement are good in both key stages.

### **Good features**

- The majority of pupils in both key stages develop and use an appropriate range of mathematical language.
- In KS1, pupils achieve good standards in their understanding of number and money values. Most distinguish between odd and even numbers. They add and take away accurately, including counting forwards and backwards in steps of different amounts. By the end of the key stage, the majority has a sound grasp of the 2, 5 and 10 times tables.
- The majority of pupils show a sound understanding of size, length and weight. They identify the features of two-dimensional shapes and some can identify and discuss the properties of some three-dimensional shapes.
- Pupils in KS1 produce simple graphs that are effective in recording a variety of information about, for example, the weather during different months, and features relating to personal details about themselves.
- Younger pupils develop a good understanding of halves while older pupils have a good understanding of quarters. Most Y1 pupils develop a good understanding of time and, in Y2, they identify the time in quarter hour intervals.
- The majority of younger KS2 pupils have a good understanding of number and money. They show a sound knowledge of length and weight. Their skills in estimation and rounding up numbers develop effectively.
- Pupils in Y3 and Y4 are able to read the time in five minute intervals and older pupils know the relationship between times on a 12 hour and a 24 hour clock.
- By the end of KS2, pupils' skills in handling number are of a good standard. The majority have a sound knowledge of tables and use this effectively to solve multiplication and long division problems relating to number and money.
- Across the key stage, the majority of pupils develop a good understanding of angles and measure them effectively.
- They identify in detail the features of two and three-dimensional shapes and their understanding of the principles of symmetry is good.
- The majority of pupils in KS2 demonstrate good skills of handling data in a variety of situations. They understand the main features of various types of graphs and can interpret them effectively. They compile their own graphs to present information effectively. Older pupils, in particular, make good use of their IT skills in this context.

### **Shortcomings**

- The majority of older pupils are insecure in their understanding of the relation between decimals, fractions and percentages.
- A few Y5 and Y6 pupils have an insecure grasp of some tables.

## **Science**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in both key stages demonstrate a very positive attitude towards the subject. They are aware of science all around them and develop a good science vocabulary.
- In KS1, pupils' close observation skills are developing effectively as they focus on a variety of small animals, including snails.
- They can name different parts of the body and are aware of the importance of healthy eating.
- They classify materials in a variety of ways, including whether they are soft or hard and most have a good understanding of how the shape and form of some materials can be changed. They are aware that some of these changes are irreversible.
- Most have a good awareness of different features relating to the life cycle of a buttercup and make good use of visits to a local pond to enhance their knowledge of pond animals. They have begun to develop a good awareness of the concept of food chains. They are aware of the importance of various types of habitats and of the importance of taking good care of pets.
- They are beginning to develop a good understanding of the importance of caring for their bodies, including their teeth.
- They demonstrate good investigative skills and are beginning to grasp the concept of a fair test as they explore the need for water to enable seeds to grow and the type of food which attracts snails.
- In KS2, pupils develop a very good knowledge and understanding of features relating to the environment and the natural world. They have a good understanding of the life processes of plants and have studied a buttercup in detail. They have a good understanding of the processes of seed dispersal.
- Pupils in Y5 and Y6 demonstrate a good understanding of the subject of food chains and have a good knowledge of features relating to the life cycle of a frog. The majority have a clear grasp of the concepts of fertilisation.
- The majority of KS2 pupils demonstrate good observational skills as they focus on a variety of pond creatures. They use various sources of information effectively, including

IT, to extend their knowledge and understanding of the creatures studied. They make good use of the digital camera in their work on the environment.

- They use graphs, including pie graphs, to present their findings. Most are proficient at analysing the data to determine the extent to which their findings support their predictions.
- They develop a good knowledge of body organs including the heart and their functions.
- They demonstrate good investigation skills as they explore the effect of exercise on the pulse rate. They use a variety of computer generated graphs to illustrate their findings.
- By the end of the key stage, pupils' skills of investigating, predicting, observing and recording are well developed. Most are secure in their understanding of the principles of fair testing.

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in KS1 have produced effective movable cut outs of small birds, using cardboard. Their work reflects their developing awareness and understanding of the importance of preparatory work, including generating and refining ideas. The finished products are attractively decorated and of good quality.
- In their work on food technology, pupils have collected information about healthy ingredients for sandwiches and are aware of the importance of cleanliness in relation to their work. Their initial work involved planning in pictorial form. On completion of the task, pupils discussed and evaluated their end products in relation to taste and presentation.
- They have designed and made an interesting array of puppets which are going to be used to produce a class story. The making process involved the use of cardboard and a variety of textiles. Pupils display good sewing skills in the process of making the puppets.
- KS2 pupils have worked effectively to bake bread. They demonstrate good research skills and their initial planning shows that they have focused on the balance of ingredients necessary for effective bread making.
- Across the key stage, the majority of pupils make good use of diagrams to plan the clay plates they have made to hang on doors. The end products, which have been attractively decorated, are of good quality. In their evaluations of the work undertaken, pupils have

focused effectively on what they learnt from the experience and have considered strategies to improve their work.

- Most pupils demonstrate good skills of generating ideas as they plan the construction of wooden bird-houses. They use a variety of tools adeptly to produce a range of good constructions. Their evaluations of the finished products are interesting and perceptive. They demonstrate that they are very aware of the importance of evaluation in improving their work.

### **Shortcomings**

There are no significant shortcomings.

### **Information technology**

Standards of achievement are good in KS1 and very good in KS2.

- KS1 pupils make good progress in their keyboard skills and the majority begin to use the mouse effectively as they join sentences together.
- The majority are beginning to demonstrate good word processing skills and they are able to incorporate illustrations into their written text.
- They make effective use of art programs to support their work in language and mathematics.
- They are making good progress in their data base work. Older pupils are able to feed in information on the weather to produce simple graphs.
- The majority demonstrate good skills in programming a floor robot.
- Across KS2, the majority of pupils show a good measure of confidence in their word processing skills.
- The majority are confident in using the internet to find information to support their work. Older pupils send and receive e-mail messages from another school.
- Across the key stage, the majority of pupils make good progress in handling data. Older pupils show good skills in collecting information and produce a wide variety of graphs. They use spread sheets effectively to record their work in science.
- Pupils use the digital camera skilfully when collecting information and processing it on the computer.
- They use Logo effectively to enhance their understanding of angles.
- Older pupils make particularly good use of power point to present well constructed presentations.

## **Shortcomings**

There are no significant shortcomings.

## **History**

Standards of achievement are good in both key stages.

### **Good features**

- In both key stages, pupils develop a good historical vocabulary.
- KS1 pupils' awareness of the past develops very effectively through studying life in Celtic times, comparing farming traditions now and 'slawer dydd', looking at old Victorian toys, and comparing seaside holidays now and in Victorian times.
- They make effective use of artefacts and pictures as well as visits to extend their knowledge and understanding of the past. For example, as a result of a visit to Castell Henllys, the children display good recall of some of the main features in Celtic lifestyles. A visit to the Barcud Centre in Tregaron enabled pupils to dress in Victorian clothes and play with Victorian toys. As a result, they are able to make sensible and perceptive comparisons with life then and now.
- In class, pupils dress up in beach wear worn in Victorian times and make effective comparisons with now and the past.
- Pupils in KS1 display good understanding of chronology in terms of now, long ago and very long ago.
- Pupils in KS2 have a good understanding of the conditions prevailing in Celtic times. They are aware of the reasons behind the building of hill forts and display good recall of Celtic traditions. They have made good use of their visit to Castell Henllys to enrich their understanding of life in Celtic times.
- In their study of life in Victorian times, pupils have effectively developed their skills of historical enquiry through finding out about Victorian customs, dress and ways of life through visiting an educational centre, researching in books and the Internet and by questioning local residents.
- Pupils in KS2 have studied the events surrounding the Second World War and display good understanding of the causes and effects of Great Britain getting involved in the war.
- They have developed research skills effectively by interviewing people who remember life during the war and by looking at evidence of pictures and posters from the period.
- They appreciate how difficult life must have been for people at the time and understand the need for evacuation and the rationing of food.

## **Shortcomings**

There are no significant shortcomings.

## **Geography**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in KS1 are familiar with weather patterns and how they affect the clothes they wear and their school routine.
- They are beginning to understand distance through their studies of the local area (near), Aberaeron, a contrasting area (far), and Botswana, another contrasting area (very far).
- They note some features of Rhydlewis and, after their visits to two local farms, they express simple opinions about locations and the use made of land.
- They use geographical language confidently during activities to note physical features on a visit to Aberaeron. They can make simple comparisons between the small town and their village.
- Pupils in KS2 are familiar with local maps and can identify the physical and human features of the district around the school. They can interpret keys and locate features using four-figure co-ordinates.
- Good use has been made of visits to a seaside town to add relevance to the study of a contrasting locality. Pupils are able to discuss knowledgeably the similarities and differences in the physical and human features of Rhydlewis and Aberaeron. In the process of their work they use geographical language confidently.
- Pupils have visited two local farms and studied and compared the layout of both. Through interviewing the owners, they know where the farmers get their food stock from and where the produce from the farms is sold and distributed.

### **Shortcomings**

There are no significant shortcomings.

## **Art**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils have good opportunities to use a range of materials, tools and techniques.
- Pupils benefit from the study of the work of famous artists and respond practically and imaginatively to the methods and ideas of others. They have produced good quality paintings based on Sunflowers by Van Gogh. The work of a few pupils is of very good quality reflecting skilful drawing, painting and observational techniques.
- They display a good awareness of tone and colour and have used appropriate techniques to provide different shades and textures in their paintings of themselves and when designing and making collages to display on classroom walls.
- In KS2, pupils' experiences in art are extended and they are able to speak confidently about their work. They concentrate on improving skills and techniques as they create a range of colours to depict a pond collage in the style of a Monet painting. This work, which is of good quality, is linked to a scientific visit that pupils recently made to a local pond.
- Pupils have looked closely at the work of Welsh artists such as Aneurin Jones and Mary Lloyd Jones and made good attempts at emulating their techniques on subject matter. Self-portraits by Y5 and Y6 pupils in the style of Aneurin's work are particularly effective.
- Paintings of World War 2 images and of camouflage in animals are of good and very good quality.
- Pupils in both key stages produce good computer-art work.

### **Shortcomings**

There are no significant shortcomings.

## **Music**

Standards of achievement are very good in both key stages.

### **Good features**

- In KS1, pupils know a wide range of rhymes, songs and hymns which they sing tunefully and with obvious enjoyment.
- Most perform effectively in two part rounds with older pupils.
- They have access to good quality percussion instruments and use these adeptly to accompany singing sessions and during composing activities. Most keep a beat effectively

and have a good sense of rhythm. They play the instruments imaginatively to create their own musical interpretations of bird and animal sounds.

- They respond to a conductor and follow musical directions. Older pupils have started learning the recorder and confidently follow graphic instructions on cards.
- In KS2, pupils build on the very good start they have made in KS1 in all aspects of NC music.
- They sing tunefully as a large group and perform competently in two rounds. They develop their musical ability by listening carefully to directions and following them accurately and immediately.
- They display very good musical understanding as they improvise on Welsh folk songs using the pentatonic scale.
- They discriminate well between dynamics, pace, duration and timbre and can describe their effects.
- Most identify and use musical terminology confidently.
- When evaluating their own work and that of others, many offer perceptive comments on how to improve.
- Despite being in such a small school, pupils have ample opportunities to perform in front of larger audiences, for example, in local concerts and as part of Urdd activities.

### **Shortcomings**

There are no significant shortcomings.

### **Physical education**

Not all aspects of the curriculum were observed during the inspection but talking to pupils and staff and scrutinising records indicate that pupils have access to the vast majority of requirements within the physical education curriculum. Lack of space, however, does curtail the development of gymnastic skills in KS2. Two lessons were observed during the inspection, a gymnastic lesson in KS1 and an outdoor games lesson in KS2. Standards of achievement were good in both lessons.

### **Good features**

- Pupils across both key stages, as well as their teachers, dress appropriately for indoor and outdoor sessions. They listen attentively to instructions.
- KS1 pupils develop a good sense of spatial awareness during warm up activities.

- They perform basic actions of travelling including stopping, jumping and landing effectively. The majority demonstrate good control as they perform sequences of movement. Their use of mats to develop their rolling skills is particularly effective.
- They display good skills in throwing, receiving and travelling with a ball.
- The majority generate ideas effectively and are making good progress in relation to evaluating their own performance and that of others.
- KS2 pupils are aware of the importance of warm up activities and demonstrate good walking, jogging and running skills. They use available space effectively.
- In relay work, the majority demonstrate good running techniques and good skills in receiving the baton at speed. They show a good competitive spirit when playing small team games. They show understanding and respect for rules.
- Pupils in both key stages have regular opportunities to develop their swimming skills and the school states that the majority make good progress.

### **Shortcomings**

- Some activities undertaken by reception and KS1 pupils are too difficult for their level of physical development.

### **Religious education**

Standards of achievement are good in KS1 and satisfactory in KS2.

### **Good features**

- Pupils in both key stages display good recall of well known stories from the Old and New Testaments. They display a good understanding of the importance of caring for others and of the need to develop good relationships.
- Across both key stages, pupils have a good understanding of the importance of prayer in worship and have written their own prayers.
- Pupils in KS1 develop a good awareness of the importance of friends and the importance of belonging to different groups, including the family. They are beginning to appreciate the importance of rules which they link to their knowledge of the ten commandments.
- Across the key stage, pupils develop a good knowledge of stories about Jesus including how he loved people who were considered undesirable such as Zaccheus and make good use of the parable of the lost sheep to enhance their understanding of God's care.
- They demonstrate a good understanding of how to care for animals as part of God's creation.

- They develop a good understanding of the importance of the Bible for Christian worship and draw well on their experience of visiting a chapel to identify the pulpit as the place where it is read. They are aware that other religions have their own special books, including the Torah for Jews.
- Pupils across KS1 develop a good understanding of the baptism service in the Christian church and are aware of features relating to a Sikh naming ceremony.
- As part of their focus on caring for the world, the majority of KS2 pupils have a good knowledge of the creation story as it is presented in the book of Genesis. They compare this with an Aboriginal creation story and a creation legend from North America.
- They have a good knowledge of Christian festivals and compare the festivals of Christmas and Easter effectively. They are aware of the relationship between the Easter story and the Christian celebration of Holy Communion.
- Pupils in KS2 develop a good knowledge of the different features of Jesus' life and the emphasis he placed in the story of the Good Samaritan on charitable work which they see as being very important to Christians. They demonstrate a good understanding of the importance of the work of Christian Aid in developing countries.
- They are beginning to develop their understanding of features relating to other faiths through focusing on the importance of the Khalifah as part of Muslim teaching about caring for the natural world.

### **Shortcomings**

- Overall, the majority of KS2 pupils demonstrate a limited knowledge and understanding of other religions.
- In both key stages, pupils' skills of using artefacts to enhance their knowledge and understanding of features relating to various religions are underdeveloped.

## **8. SCHOOL IMPROVEMENT**

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

Six key issues arose from the last inspection in January 1998, identifying the need to:

- to raise the standards of writing in Welsh, particularly in KS2; of reading and writing in English, including handwriting and presentation of work, and of geography in KS2;
- to evaluate the use of information technology as a means of assisting learning and teaching across the curriculum in KS2;
- to review the SDP, noting priorities and setting detailed targets which reflect the school's situation;
- to evaluate its mid and short term planning procedures to ensure clear learning objectives, differentiated work and assessment opportunities;
- to refine arrangements for assessing and recording pupils' development;

- vi. to ensure that the school prospectus and the annual governors' report to parents conform with the requirements of Welsh Office circular 22/96.

The first four key issues have been successfully addressed.

- i. Standards of achievement have been raised in all the subjects mentioned and are now of good quality.
- ii. Information technology is now a prominent feature in the teaching and learning. Standards of achievement have risen from being satisfactory at the time of the last inspection to being good in KS1 and very good in KS2.
- iii. Priorities are now clearly identified in the SDP and targets reflect the school's current needs.
- iv. Mid and short term planning now includes learning objectives and the work is suitably differentiated to meet the needs of the various ages and ranges of abilities in the classes.
- v. The refinement of arrangements for assessment and record keeping has been partially achieved. There remains work to be done to improve marking procedures and no formal assessment is undertaken in the foundation subjects.
- vi. All statutory requirements remain unmet in relation to the school prospectus and governors' annual report to parents.

## **8.2 Key issues for action**

The school needs to:

- address the shortcomings listed in subjects and aspects within the report;
- devise formal procedures to assess and record pupils' work in the foundation subjects and ensure that marking is sensitive but constructively critical;
- ensure that sufficient time is given to parents to respond to notices and information relating to school matters;
- ensure that there is adequate supervision when pupils are taken out of school for various activities;
- conform to statutory requirements in relation to registration, the school prospectus and the governors' annual report to parents.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Rhydlew Community School
School type	Primary
Age -range of pupils	4-11 years
Address of school	Rhydlew Llandysul Ceredigion
Post-Code	SA44 5PQ
Telephone Number	01239 851416

Headteacher	Mr Vaughan Jones
Date of appointment	October 1984
Chair of Governors/ Appropriate Authority	Rev Carys Ann Morris
Registered Inspector	Ms Lona Thomas
Dates of inspection	23-25 June 2003

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	5	4	2	8	3	7	3	32

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	90.4	93.05	98.2	95.3
Term 2	95.3	94.5	97.3	96.5
Term 3	95.2	95.9	97.2	96.7

Percentage of pupils entitled to free school meals	15
Number of pupils excluded during 12 months prior to inspection	0

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 2: 2002

<b>National Curriculum Assessment KS 2 Results: 2002</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)			
by Teacher Assessment		by Test	
In the school:	86	In the school:	86
In Wales:	68	In Wales:	68

## D. Evidence base of the inspection

- Twenty-two lessons were observed.
- A sample of pupils in both key stages was heard reading.
- A selection of pupils' written and practical work in all subjects was inspected.
- Inspectors held discussions with the head teacher, teachers and pupils during the inspection on a wide range of issues related to the school's work.
- The school's planning documents, attendance registers and various files and records were considered.
- Inspectors attended the daily sessions of collective worship.
- Ten parents attended the pre-inspection meeting and 16 questionnaires were completed.
- Discussions were held with governors in pre and post inspection meetings.

### E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas (RgI)	Early years; Welsh; English; history; geography; art; music.	Context; main findings; standards achieved in subjects and areas of learning; teaching; curriculum; leadership and efficiency; progress since the last inspection; key issues for action.
Mr J E James (Lay)		Behaviour; attendance; partnership with parents and community, schools and other institutions; partnership with industry.
Mr B W Jones (Team)	Mathematics; science; design and technology; information technology; physical education; religious education.	Standards achieved in key skills across the curriculum; pupils' spiritual, moral, social and cultural development; assessment, recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN; quality of evaluation and planning for improvement; staffing, accommodation and learning resources.