

REPORT

on the

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

**Syr John Rhys Community Primary School
Ponterwyd
Aberystwyth
SY23 3JX**

School Number: 667/2315

Date of Inspection: 1-3 March 2004

By

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Registered Inspector 78384

Under Estyn contract number: T/131/03P

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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:

{PRI VAT E }	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

Syr John Rhys Community Primary School is situated in the village of Ponterwyd in Ceredigion. In line with the LEA's policy for Category A schools, the teaching is mainly through the medium of Welsh. There are 18 pupils on roll, divided equally into two classes, one catering for pupils aged 4-7 years and the other for pupils aged 8-11 years.

Pupils are drawn from the village and surrounding areas. The school states that the residential area from which pupils are drawn is recognised as being mainly economically disadvantaged. The school also states that the pupil intake comprises many less able pupils and few able pupils.

The predominant language of the home for all pupils is English. Thirty five per cent of pupils are registered as being entitled to free school meals. Six pupils are on the school's register for special educational needs (SEN), five on School Action and one on School Action Plus.

The school has recently received an award to commemorate its Healthy School Status.

The last inspection of the school took place in the Summer Term of 1998.

The school's main priorities for the current year are to:

- provide more opportunities to develop and enhance pupils' language skills across the curriculum;
- continue to develop information and communications technology (ICT) across the curriculum.

2. MAIN FINDINGS

The main findings of the report

Syr John Rhys Community Primary School is a school with serious weaknesses which are a cause for concern. The most serious weaknesses, from which others have accrued, are its unsatisfactory systems of leadership and management. Urgent action needs to be taken to ensure that pupils in KS2 have an acceptable and consistent standard of education. The school, however, has positive features: in the quality of the education provided in KS1, the pastoral care given to all pupils, its friendly and inclusive ethos and its provision for spiritual, moral, social and cultural development.

The overall quality of the educational provision for the under fives is good and successfully promotes the Desirable Outcomes for Children's Learning. The children make good all round progress. 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
Creative development	Good
Physical development	Satisfactory

- 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:

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

- Standard achieved by pupils across the school were good in 35 per cent of lessons, satisfactory in 39 per cent and unsatisfactory in 26 per cent. No unsatisfactory standards were seen in KS1.
- No specific reference is made to NC assessment statistics in 2003 as the number of pupils in Y2 and Y6 was fewer than five.
- Overall standards of achievement in using key skills across the curriculum are satisfactory with good aspects in KS1 but are unsatisfactory in KS2.
- Pupils' spiritual, moral, social and cultural development is good and reflects the friendly, caring, Christian ethos of the school.
- The quality of pupils' behaviour is good throughout the school and their attitudes to learning are good in KS1 and are generally satisfactory in KS2. Pupils in KS1 are interested and well motivated. They concentrate and persevere with their tasks for a good length of time.
- In KS2, the majority of pupils behave well and display satisfactory attitudes to their learning. A few pupils however, become restless and fidgety when the tasks set do not interest and challenge them sufficiently.
- Pupils' attendance is good and most arrive punctually in school.

- The quality of teaching was very good in nine per cent of the lessons observed, good in 48 per cent, satisfactory in 34 per cent and unsatisfactory in nine per cent. The teaching with the under fives and in KS1 is always good and is sometimes very good. Lessons are well planned and the content is effectively matched to pupils' ability and prior attainment.
- The quality of teaching in KS2 is more variable. In design and technology, history and music, it is generally good with teachers displaying good subject knowledge and imparting this in an interesting and stimulating way. Teachers have suitably high, but realistic expectations, in terms of academic achievement and discipline.
- Teaching is less effective in other KS2 lessons where the planning is not closely linked to pupils' prior knowledge and attainment. In several lessons, the pace is too slow and tasks set are mundane and lacking in stimulation and interest for pupils.
- The quality of assessment and reporting is good for reception children and pupils in KS1. It is unsatisfactory in KS2.
- In KS1, pupils' achievements and progress are well monitored and the information gained is used effectively to promote higher standards. In KS2, assessments made are not used effectively to promote higher standards.
- Reports to parents do not comply fully with statutory requirements. Whilst they provide a comprehensive description of what has been covered in all NC subjects and religious education, they do not indicate clearly the standards achieved and how improvements can be made. Parents are not made sufficiently aware of the targets set for their children, nor is there space for parental comments.
- The quality of the curriculum in KS1 is good but is unsatisfactory in KS2. The curriculum in KS1, planned in co-operation with four other local schools, provides a broad, balanced and relevant range of good quality experiences for pupils. There is no continuity, however, into KS2. The curriculum for history and music is planned by visiting teachers who undertake the teaching in these subjects. The planning in these two subjects is not linked to that of other subjects and the overall curriculum for the key stage lacks coherence and cohesion and does not take sufficient account of individual needs.
- Good aspects of the school's curriculum include the provision made for the Cwricwlwm Cymreig, and the wide range of educational visits arranged for pupils that serve to enrich and enhance their learning experiences.
- Overall, satisfactory provision is made for the support, guidance and welfare of pupils. Good provision is made for pupils with special educational needs (SEN) in KS1 and satisfactory provision is made for pupils with SEN in KS2. Pupils make good progress in KS1 and achieve good standards in relation to the targets set. They make satisfactory progress and achieve satisfactory standards in KS2.
- The partnership with parents and the community, schools and other institutions is good. The Home/School contract, however, exists in draft form only and has not yet been distributed to parents.

- The school's partnership with industry is unsatisfactory overall. Some good contacts have been made with businesses and local enterprises that enable pupils to become familiar with the world of work but these are not developed through curriculum topics to reinforce and extend pupils' experiences during the visits.
- The quality of self-evaluation and planning for improvement is unsatisfactory. Development planning is not linked to clearly defined targets, and systems for implementing, monitoring and evaluating change are inadequate.
- The leadership and management of the school are unsatisfactory. The school functions daily as an orderly and well-organised community and there is effective pastoral care for pupils. Although informal discussions take place, there is a lack of professional liaison between KS1 and KS2. The key stages operate as separate entities and this restricts the development of continuity and progression in pupils' learning through the school.
- The Governing Body is very supportive of the school. They are not, however, provided with sufficient information on curriculum matters, and the content of policy documents are not discussed in depth. As a result, members do not have satisfactory oversight of the curriculum and standards of achievement in general.
- The school's response to the five key issues arising from the last inspection report is unsatisfactory. Much remains to be done to address them successfully.
- Financial matters are satisfactorily addressed and the management of resources is generally satisfactory.
- The quality of staffing, accommodation and learning resources is satisfactory.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were good in 35 per cent of lessons, satisfactory in 39 per cent and unsatisfactory in 26 per cent.

- Children under five achieve good standards in four of the six areas of learning. Children make good progress and achieve satisfactory standards in language, literacy and communication skills and in their physical development.
- In KS1, pupils achieve very good standards in art, good standards in mathematics, science, design and technology, information technology, history, geography, music and religious education. They achieve satisfactory standards in Welsh. There was insufficient evidence to make an overall judgement in physical education.
- In KS2, pupils achieve good standards in design and technology, history, geography, art and music. They achieve satisfactory standards in English and information technology. Standards of achievement are unsatisfactory in Welsh, mathematics, science and religious

education. There was insufficient evidence to make an overall judgement in physical education.

- Pupils with SEN make satisfactory progress towards the targets set in their individual education plans.
- No specific reference is made to NC assessment statistics in 2003 as the number of pupils in Y2 and Y6 was fewer than five.

3.2 Standards achieved in key skills across the curriculum

The overall standards of applying key skills across the curriculum are satisfactory with good features in KS1 but are unsatisfactory in KS2.

- Children under five make good progress in their development of language, literacy and communication skills and in their mathematical development. They are beginning to use their acquired skills effectively across the curriculum.
- Pupils' listening skills across the school are satisfactory. Most pupils, in both key stages, listen to their teachers attentively and to each other in classroom discussion. Their speaking skills, however, are unsatisfactory, essentially due to their limited vocabulary and understanding of the Welsh language. Pupils' ability to converse in English in KS2 is satisfactory.
- Pupils' reading skills in KS1 are satisfactory and older pupils are beginning to read for information and pleasure. In KS2, pupils' reading skills are unsatisfactory. Very few pupils read in Welsh with a satisfactory degree of fluency and many do not understand the words they read. Their writing skills in Welsh are also unsatisfactory because their vocabulary is very limited and even simple words are often spelt incorrectly. The skills of reading and writing in English in KS2 are satisfactory overall.
- Pupils' numeracy skills are good in KS1 and unsatisfactory in KS2. Good use is made of pupils' numeracy skills across the curriculum in KS1 science when pupils measure the distance toy cars travel, and for calculations in design and technology when model making. In KS2, the use made of pupils' numeracy skills is incidental and is not planned across the curriculum, so that pupils' skills are not developed systematically.
- Pupils' ICT skills are satisfactorily used across the curriculum. The acquisition of a small computer suite adjacent to the classrooms has made a positive impact on standards and reinforces pupils' learning. Good use is made of older pupils' ICT skills in geography to record changes in the weather over time.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is good.

- Pupils have a clear view of what is expected of them, and the school successfully creates a caring and supporting environment where pupils feel secure and respected.
- All staff, including non-teaching staff, provide very good role models reflecting high values and beliefs and concern for all pupils.
- Good provision is made for pupils' spiritual development. The daily act of collective worship is an occasion when all pupils meet together and have opportunities to consider the feelings of others. However, too little time is given for quiet reflection. Pupils are attentive and an air of reverence is apparent during prayers.
- Lessons, where pupils have opportunities to consider and reflect on spiritual and moral issues, make a very positive impact on pupils. In one lesson, reception pupils and those in KS1 re-enacted the story of the Good Samaritan and showed clearly their understanding of the importance of friendship, caring and respect for others.
- The overall provision for pupils' moral development is good. The school successfully promotes positive attitudes and staff work diligently to establish a climate of mutual respect where values such as honesty, truth, charity and fair play are fostered. Pupils have a clear understanding of right from wrong.
- The provision for pupils' social development is good. Pupils relate well to each other, helping and supporting each other in work and play. Most of the older pupils are happy to take responsibility and all pupils collaborate well in class.
- Pupils' cultural development is good. The school has a strong Welsh ethos, and through visits and visitors to the school, as well as curricular activities, pupils develop a good understanding of the heritage and culture of Wales.
- Pupils' knowledge and understanding of other faiths and cultures is not as well developed. Younger pupils have a good knowledge of some other religious beliefs, such as Hinduism, but knowledge and understanding of other religious beliefs is not well developed in KS2. In discussion, pupils express tolerance for others, and the school effectively promotes racial equality.
- Pupils' response to the school's provision for spiritual, moral, social and cultural development is good.

4.2 Behaviour and attitudes

Pupils' behaviour is good throughout the school and their attitudes to learning are good in KS1 and satisfactory in KS2.

- Pupils in reception and KS1 enjoy their lessons and respond positively to their teacher. They approach their tasks with interest and persevere and concentrate well.
- The majority of pupils in KS2 display satisfactory attitudes to their work, although a few state that they find some lessons uninteresting. A few lose concentration and become restless and fidgety when the tasks set do not interest and challenge them sufficiently.
- The vast majority of pupils are sensible and well behaved in class and as they move around the school. They are friendly and helpful towards each other and to visitors.
- Staff provide good role models that promote politeness and good manners.
- Parents in the pre-inspection meeting reported that some bullying has occurred in the school and that they are concerned for their children's safety during lunch time breaks. One pupil has recently been excluded from the school. No incidences of bullying were seen during the inspection.

4.3 Attendance

Levels of attendance are good.

- The school has a range of policies and procedures which ensure a good level of attendance. Average attendance over the past three terms was just over 95%.
- Registers are correctly administered and comply with statutory requirements. All absences are correctly categorised.
- Punctuality is good and ensures a prompt start to the day's lessons.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching in the lessons observed was very good in nine per cent, good in 48 per cent, satisfactory in 34 per cent and unsatisfactory in nine per cent. The unsatisfactory teaching occurred in KS2.

- The quality of teaching with the under fives and in KS1 is always good and is sometimes very good. Lessons are well planned and the content is effectively matched to the pupils' ability and prior attainment. Lessons proceed at a good pace and include sufficient variety and interest to ensure the full participation of pupils.

- The quality of teaching in KS2 is more variable. In design and technology, history and music, it is generally good with teachers displaying good subject knowledge and imparting this in an interesting and stimulating way. There is a good pace to lessons and the work is well matched to pupils' differing capabilities and prior achievement. Teachers have suitably high but realistic expectations of pupils in terms of academic achievement and discipline. These expectations are largely met.
- Teaching is less effective in other lessons in KS2 where the planning is not linked closely enough to pupils' prior knowledge and achievement. In several lessons, the pace is slow and tasks are mundane and lacking in stimulation and interest for pupils. There is insufficient differentiation in the work and too little challenge to inspire pupils to improve on past performance. As a result, it is very evident that some pupils are bored and not working to the utmost of their capabilities.
- In KS2, many lessons lack clear objectives and the organisation does not allow for plenary sessions where pupils can share, discuss and recap what they have learnt.

5.2 Assessment, recording and reporting

The quality of assessment and recording is good for reception children and in KS1. It is unsatisfactory in KS2. Reports to parents are unsatisfactory.

- Good use is made of information gained from baseline assessments to plan work for children under five. Progress is closely monitored and parents are kept well informed.
- The accuracy and consistency of assessment are variable across the school. It is good in reception and KS1 where pupils' achievements and progress are well monitored and the information gained is used effectively to promote higher standards.
- Whilst records of pupils' achievement are satisfactory in KS2 they are not well used to promote higher standards. The results of assessments are not sufficiently used to underpin teachers' planning in order to provide suitably differentiated work for pupils of different ages and ability.
- Targets for improvement are insufficiently precise and not clearly linked to the NC programme of study requirements and level descriptors. Targets are not shared with pupils and, in consequence, pupils in KS2 have too little knowledge of their own learning and how to improve.
- Overall, the records of pupils' achievements and progress in KS2 contain good features, such as in the recording of reading and language development. However, the information gained does not provide a clear picture of what pupils can do and what they need to do to further improve their work. In addition, insufficient assessments are made of pupils' personal development.
- Information gained from assessment does not form part of the school's self-evaluation programme.

- Pupils' work is marked routinely and errors corrected. The marking of pupils' work in class enables inaccuracies to be corrected and for pupils to respond. Comments made in KS2 pupils' books do not indicate clearly how improvements can be made.
- Reports to parents do not comply with statutory requirements. Whilst they provide a comprehensive description of what has been covered in all NC subjects and religious education, they do not indicate clearly the standards achieved and how improvements can be made. Parents are not made sufficiently aware of the targets set for their children, nor is there a space for parental comments.

5.3 Curriculum

The quality of the curriculum in KS1 is good but is unsatisfactory in KS2.

- The curriculum for the under fives is of good quality and successfully promotes the Desirable Outcomes for Children's Learning. Children receive a good range of interesting experiences in different areas of the work.
- The quality of the curriculum provided for pupils with SEN is good in KS1 and satisfactory in KS2.
- In KS1, the curriculum, planned in co-operation with four other schools, provides a broad, balanced and relevant range of experiences for pupils.
- There is no continuity in the curriculum into KS2. The head teacher has recently taken on board the curriculum guidelines issued by another LEA but these have not ensured that the work planned is appropriately matched to individual needs. The curriculum for history and music is planned by the visiting teachers who undertake the teaching in these subjects. Although the content for these subjects is appropriate, it does not link up cohesively with the overall curriculum for KS2.
- There is no whole school policy for the development of key skills and very little reference is made in teachers' planning on how these are to be developed across the curriculum.
- The Cwricwlwm Cymreig has a suitably prominent role in the school. Visits to places of interest, visiting speakers, Urdd activities and opportunities to share and discuss the work of Welsh artists serve well to enhance pupils' learning experiences and their pride in Welsh heritage.
- The school successfully introduces aspects of personal and social education into the curriculum.
- There are policies on sex education and equal opportunities. All pupils have equal access to the curriculum and the life and work of the school. There is no policy and no evidence of school strategies for promoting racial harmony.
- Regular homework, in general, supports the work in school. However, some parents of pupils in KS1 feel unable to support their children as comments and explanations in pupils' homework books are solely in Welsh.

- Pupils experience a good range of after-school activities, including Urdd and Homework clubs and a range of educational visits to places of interest in the locality and as far afield as Portmeirion. Such activities serve well to enrich and enhance pupils' learning.

5.4 Support, guidance and pupils' welfare

Overall, satisfactory provision is made for the support, guidance and welfare of pupils.

- The school provides a close-knit, friendly environment in which pupils' well being, on the whole, is effectively promoted.
- Teachers and support staff know pupils well and provide an atmosphere in which there is mutual trust.
- Good arrangements are made to monitor pupils' personal progress in KS1; satisfactory arrangements are made in KS2. Teachers readily make themselves available to keep parents informed about the progress pupils make.
- Pupils are well supervised within the school. Parents expressed some concern that pupils are not well supervised outside at dinner-time. As pupils were unable to go out to play during the inspection because of snow and ice on the playground, the supervision at break and dinner times was not inspected.
- Child protection procedures are based on guidance received from the local education authority. The school does not have its own documentation and no contact points, support agencies and training arrangements are listed.

5.5 Provision for pupils with special educational needs (SEN)

Overall, satisfactory provision is made for pupils with SEN.

- Six pupils are on the school's register for SEN, five are on School Action and one is on School Action Plus. Policies and procedures conform to the SEN Code of Practice.
- Pupils are fully integrated into classes and, where the work is appropriately differentiated to match their needs, make at least satisfactory progress during lessons.
- Individual educational plans (IEPs) are of good quality in KS1 and are of satisfactory quality in KS2. Liaison with parents on the content of the plans and about their children's progress is satisfactory.
- In KS1, pupils with SEN make good progress and achieve good standards in relation to the targets set in their IEPs. Pupils in KS2 make satisfactory progress and achieve satisfactory standards.

5.6 Partnership with parents and community, schools and other institutions

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

- Parents, in general, appreciate the work done by the school and are supportive of the efforts made on behalf of their children. A minority, however, express concern regarding some aspects of school life, mainly the supervision of pupils and the lack of challenge in some lessons in KS2.
- A few parents help within the school during craft and other activities. They also give freely of their time to help with ground maintenance work and a range of social events.
- Information to parents, including the school prospectus, letters and meetings is of good quality but the end of year reports do not provide sufficient information on standards of achievement and progress made. The Home/School contract exists only in draft form and has not been distributed to the parents.
- There is no formal association for the parents, but the school regularly arranges meetings, to include all parents, to support the school in fundraising and social activities.
- The school is an important institution within the village and surrounding district, and is well aware of its community responsibilities. It contributes well to the cultural life of the village with concerts, religious services, fairs and other celebratory events. In return, community members give good support to the school. The school/community hall provides facilities for various evening clubs, such as the Young Farmers' Club. These events are administered by the Hall Committee which is also prominent in its support of the school.
- The school has developed links with a Breton language school in Brittany, as well as schools in Denmark and Italy. This partnership has enriched the European dimension of pupils' education. Pupils also make good contributions to a range of charities.
- There is a particularly close relationship with the Cylch Meithrin which uses the school hall for its activities. Very good professional and social links have been developed with other schools at the KS1 stage. Staff meet regularly to discuss curriculum issues and there is evidence of the benefits derived from the links in the quality curriculum that exists in this phase of pupils' education. Similar links with neighbouring schools in KS2 are not so well developed. The arrangements for the transfer of Y6 pupils to the two schools in the secondary sector are good.
- Good support is received from the LEA, with ready advice from its officers. Good links have also been established with members of the local Police, Fire Brigade and the Forestry Commission.
- At times, the school provides students from Coleg Ceredigion with opportunities for work experience.

5.7 Partnership with industry

The partnership with industry is unsatisfactory overall.

- There is no policy to guide the work in industrial links. Pupils' knowledge of the world of work is, however, apparent through their contacts with a number of businesses.
- Visits and contacts have been made with retail outlets and small rural businesses. Of value, is the partnership with the Forestry Commission and power generators, as well as tourism and culturally based enterprises.
- Much of the interesting work undertaken is not, however, developed effectively through curriculum topics to extend and reinforce pupils' experiences during the visits.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school has a satisfactory policy for self-evaluation and planning but it has not been adequately implemented.
- There are no firm procedures in place for self-evaluation, and planning for improvement is largely informal.
- Since the last inspection, standards of achievement have been maintained, and some have improved, in KS1. Standards generally have dipped in KS2. Whilst this is recognised by the school, no procedures have been put in place to critically evaluate the quality of its provision in order to put in place effective procedures for improvement.
- The school has identified a number of targets for improvement but they are rather vague and not based on an evaluation of standards. Development planning is not linked to clearly defined targets. Systems for implementing, monitoring and evaluating change are inadequate.
- Key issues, identified in the last inspection report, have not been satisfactorily addressed.

6.2 Leadership and efficiency

The leadership and efficiency of the school are unsatisfactory. This is a similar position to that found at the time of the last inspection.

- The school functions daily as an orderly and well-organised community. The head teacher and staff provide effective pastoral care for pupils.
- Although informal discussions take place, there is a lack of professional liaison between KS1 and KS2. The key stages operate as separate entities and this restricts the development of continuous and progressive curriculum and assessment, recording and reporting procedures.

- The two part-time teaching staff also plan the work in history and music separately. There is little evidence of staff meetings and discussions to ensure that pupils are provided with coherent and cohesive learning experiences.
- There has been a significant change in the membership of the governing body since the last inspection but the governors remain very supportive of the head teacher and staff. They are not provided with detailed reports about curriculum matters by the head teacher and staff, and the content policy documents are not discussed in depth. As a result, members do not have satisfactory oversight of the curriculum, standards of achievement and the progress made by pupils.
- Financial matters are satisfactorily addressed and the management of resources is generally satisfactory.

6.3 Staffing, accommodation and learning resources

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

- The school is suitably staffed for the number of pupils on roll. The two teachers have attended a satisfactory range of in-service courses and, in particular, have benefited from being part of a new initiative where a group of schools monitor the effectiveness of curriculum practice, in particular subject areas, in each other's work-place.
- Support staff work effectively with teachers and make an important contribution to the life and work of the school.
- In general, the accommodation provides good space for the number of pupils on roll. The outside area provides very good facilities, including hard and grassed areas and room to sit in pleasant surroundings.
- The classroom for pupils under five and those in KS1 is arranged to maximum advantage to create a stimulating and interesting learning area in which the curriculum can be taught effectively. The classroom for pupils in KS2 provides more restricted space, mainly because of the old-fashioned furniture and lack of interesting learning areas.
- The school has a good range of learning resources and these are, for the most part, used effectively. They are easily accessible to staff and pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for the four pupils who are under five is appropriate to their needs and they make good progress towards the Desirable Learning Outcomes for Children's Learning.

Good features

- Development in **language, literacy and communication skills** is satisfactory. Children all understand class instructions and respond appropriately. They use the pictures in books sensibly to develop their understanding of the story. They recognise a number of letters and can formulate them properly. All can write their name.
- **Personal and social development is good.** Children understand what is expected of them in terms of classroom behaviour and respond effectively. They concentrate for a satisfactory length of time and they are aware of the need to take their turn during activities. They show curiosity and interest when discovering new things. They understand the need for hygiene when preparing for dinner and after going to the toilet.
- **Mathematical development is good.** Children begin to use mathematical language such as longer/shorter and more/less. They recognise numbers from one to five and some recognise numbers to 10. They can work out simple sums within this range of numbers. They can make sets and sequences based on colour and shape. Most can name two dimensional shapes and know that they have certain features.
- **Knowledge and understanding of the world is good.** They begin to understand the passage of time, as they look at old toys brought into school and study pictures of long ago. They know that life today is different from that of long ago. They exhibit simple mapping skills. Discussions about the weather and a class weather chart help the children become aware of seasonal changes. They are beginning to get an idea of forces through pushing and pulling small toys along a slope.
- **Physical development is satisfactory.** Children handle writing and painting equipment well. When using the computer, they show good competence in using the mouse. In physical education lessons, they show a measure of self-discipline over their bodies and some use space well. They handle large toys adeptly.
- **Creative development is good.** Children work confidently with different media to create paintings and collage work of good quality. They handle untuned musical instruments adeptly when creating simple compositions and develop a good understanding of rhythm and beat.

Shortcomings

- Some pupils do not use space well when undertaking physical educational activities in the hall. A few become too noisy and are not attentive when instructions are issued.

Welsh

All pupils speak English as their first language at home. Standards of achievement are satisfactory in KS1 and unsatisfactory in KS2. Judgements in KS2 are based on pupils' achievements to Y5. There is only one pupil in Y6 who has very recently joined the school and does not speak Welsh. Pupils in KS1 make good overall progress.

Good features

- In KS1, pupils listen well and respond satisfactorily to instructions and presentations. Some pupils respond well when discussing their personal and curricular experiences.
- By Y2, pupils make sound progress in reading. All read to a satisfactory standard, with one pupil achieving good standards.
- Pupils' writing develops satisfactorily. They have good opportunities to write for a variety of purposes, across the curriculum. Their writing includes short poems that rhyme, letters to Father Christmas, a newspaper article, their own conclusion to a story, and a dialogue between a naughty pupil and the teacher. They also record, in their own words, work in other areas of the curriculum. All achieve satisfactory standards, and one pupil achieves good standards.
- Most pupils in KS2 listen attentively to the teacher and to each other. Despite their limited vocabulary, some make valiant attempts to respond to questions and to give explanations.
- Most read simple texts to a satisfactory standard. One pupil reads with good expression and accuracy. A new reading scheme is helping pupils to find books that interest them.
- Pupils write in a variety of forms, such as letters, dialogues and portraits of different characters. The majority of pupils write short, simple pieces, using basic words and elementary syntax. One pupil writes at length and achieves at least satisfactory standards and, in some of the writing, good standards. Satisfactory use is made of ICT word processing skills to edit and present the work.
- Overall, the standard of handwriting is satisfactory in both key stages and the majority of pupils present their work neatly.

Shortcomings

- In both key stages, the oral skills of the majority of pupils are very limited and they cannot converse confidently and easily in Welsh.

- Most pupils in KS2 state that they do not read for pleasure in Welsh. This is reflected in their lack of reading fluency and in their inability to discuss favourite books and authors.
- Poetry writing is under developed in KS2.
- The majority of pupils in KS2 find writing difficult. They have an insufficient range of vocabulary and a grasp of sentence structures to write confidently and at length. As a result, the standards they achieve in writing are unsatisfactory.

English

Standards of achievement are satisfactory in KS2.

Good features

- Pupils listen attentively to their teacher and most pupils listen to each other when engaged in class discussion. They show a basic understanding of the main points in a story.
- Most have a satisfactory vocabulary and speak clearly. More able pupils speak confidently, particularly when speaking about things that interest them and about events with which they are familiar. In discussion, one pupil's well-developed vocabulary engaged the listener as he recollected a story he had read.
- Pupils' reading abilities are very variable. At best, one pupil talked vividly about the story he was reading, showing a good understanding of significant ideas and characters. In this instance the pupil has a good understanding of how to find information in library books and expressed the enjoyment he derived from reading.
- Pupils write in different forms and for different purposes and their sentences are generally grammatically correct. At best, the writing is lively and thoughtful, displaying a good vocabulary.
- Whilst pupils' writing across the curriculum is of variable quality, there were isolated examples of good, imaginative, writing, as for example, in history. Most pupils make satisfactory use of their ICT word processing skills to present their work and to help them to develop their editing skills.

Shortcomings

- Some pupils' reading skills are unsatisfactory. They have difficulty reading familiar words and are unclear as to their meaning. The majority of pupils cannot discuss a range of books and authors. In discussion, some pupils report that they read infrequently for pleasure and information.
- Pupils' writing skills are variable, ranging from satisfactory to unsatisfactory in several instances. Pupils' grasp of spelling and punctuation conventions is generally insecure.

Mathematics

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

Good features

- Pupils in KS1 use mathematics as an integral part of classroom activities, as when investigating how far a toy car would travel as the angle of slope was changed. Pupils use familiar mathematical language, and measure distance with a good degree of accuracy. Pupils in Y2 are familiar with simple graphs and interpret them correctly.
- Pupils in Y2 have a good understanding of place value to 100. They recognise number sequences and can count in odd and even sequences to 15. These pupils recognise negative numbers and can solve money problems involving negative numbers. Pupils' mental mathematics ability is well developed.
- They recognise and name simple two and three-dimensional shapes and recall their basic properties, including the number of faces and corners on each. More able pupils understand basic fractions and know that two halves make one whole. They measure length accurately, using both standard and non-standard measurements. They use mathematical language accurately in relevant contexts.
- Pupils in KS2 use mathematics in a limited range of classroom activities, such as to illustrate their results in science. Most pupils draw realistic conclusions from their graphs. They also use their developing skills of measuring as when illustrating their proposed models in design and technology.
- Most pupils in KS2 have a basic understanding of the place value of four digit numbers. They understand decimal notation and undertake calculations involving negative numbers. More able pupils recognise simple fractions and can solve whole number multiplication and division problems on paper.
- Pupils in KS2 recognise and name a limited range of two and three-dimensional shapes and the more able classify shapes based on their properties. More able pupils recognise right angles in regular shapes and distinguish between acute and reflex angles.
- The majority of pupils in KS2 can extract information presented to them in tabular form and construct simple graphs. A few pupils recognise the relative advantages of using line, bar and pie graphs.
- Most know that the units of measurement for length are millimetres, centimetres and metres and that time is measured in hours and minutes.
- Pupils' ICT skills are beginning to be used to reinforce their learning.

Shortcomings

- Most KS2 pupils' mental ability is unsatisfactory and they make basic errors when set simple tasks, such as addition and multiplication of single digit numbers.
- Most have very limited understanding of the mathematical properties of two and three-dimensional shapes.
- Most pupils' understanding of angles as turning movements is underdeveloped, as is their ability to recognise right angles in different shapes.
- Many pupils in KS2 are unsure as to the units of measurement for capacity and mass.
- Whilst pupils' mathematical skills are used in other subjects of the curriculum, this is done on an incidental basis and pupils' skills are not developed systematically across the curriculum.

Science

Standards of achievement are good in KS1 but are unsatisfactory in KS2.

Good features

- Pupils in KS1 undertake a good range of practical and investigative activities. By Y2, pupils are beginning to understand the basic concept of a fair test, and can name which variables need to be kept constant in an investigation.
- They record their observations accurately, such as when measuring distance, and provide sensible explanations for their results. Pupils' scientific vocabulary is developing well.
- Pupils in Y2 name the major external organs of the human body. They are familiar with the human life cycle and know that babies need care to grow and that they change as they get older. Most can differentiate between living and non-living things and know some of the conditions living things need to survive, such as food and air.
- Pupils in KS1 group materials, based on their properties, and they can identify clothes that keep them warm.
- They have examined a wide range of toys and equipment and can distinguish the way in which they can be moved when a force is applied. They know that some wheeled toys can be pulled while a child's pushchair is pushed. The idea of change of direction due to the application of a force is further developed in their gymnastic activities.
- Pupils in KS1 use their developing ICT skills to find out information, as for example the life of Henry Ford, when investigating how car designs have changed.

- In KS2, pupils make sensible suggestions when observing practical investigations. With some prompting, they record their observations and illustrate them graphically.
- Most pupils know that the heart is an organ that pumps blood around the body and that heart beat increases during physical exercise. A minority of pupils can name one or two other organs in the human body.
- A minority of pupils name basic materials, such as those in the school building and know that the use made of materials depends on their properties, such as wood for doors and support.
- Pupils in KS2, in discussion, name the components of simple electrical circuits and describe how a bulb can be made to light. A few pupils recognise that gravity is a force that pulls objects towards the earth and that the force of gravity is less on the moon.

Shortcomings

There are no significant shortcomings in the work of KS1 pupils.

- In KS2, pupils' investigative skills are underdeveloped. In discussion, their ability to explain the concept of fair testing is insecure, as is their ability to predict the outcomes of investigations.
- The recording skills of pupils in KS2 are unsatisfactory. Their work is poorly presented, is sometimes unfinished, and conclusions are not always realistic.
- Most pupils in KS2 have a poor understanding of basic life processes and living things. Their knowledge of the basic parts of plants and their life cycles is particularly poor.
- Most pupils' understanding of reversible and irreversible change is unsatisfactory.
- Their developing ICT skills are not used sufficiently to reinforce learning.

Design and technology

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages have well-developed skills of measuring, cutting and joining and can select appropriate materials for the task in hand.
- Pupils in KS1 have a good basic understanding of the design process, and use sketches to show details of their proposed artefact. More able pupils show a commendable degree of individuality in their designs.

- Pupils in Y2 evaluate their finished products in terms of their likes and dislikes and make suggestions as to how improvements can be made.
- They control devices, such as a programmable toy, so as to make it follow a predetermined path.
- Pupils in both key stages have good opportunities to examine commercial products. For example, pupils in KS1 examine wheeled toys and know how the wheels are attached prior to designing their own models.
- Pupils' skills are appropriately developed throughout KS2 and this is facilitated by well-differentiated work. Pupils understand the need to plan carefully and to produce clear, annotated sketches showing critical aspects of their models, such as where and how movement will take place.
- Some of the work in KS2 shows good cross-curricular links and incorporates pupils' understanding of other subjects. In one instance, pupils' prior knowledge of electrical circuits was well used when designing traffic lights.
- More able pupils in KS2 evaluate their finished products, noting how improvements can be made and the appropriateness of the materials used. In the best examples, the finished article reflects accurately the original intentions.
- Pupils in both key stages are well aware of health and safety issues. Tools are used safely and correctly and work with foodstuffs reflects basic hygiene concerns.

Shortcomings

- Pupils' ICT skills, as for example when developing design ideas and as sources of information for generating ideas, are underdeveloped.
- Pupils in KS2 cannot create, test, store and modify instructions to control events.

Information technology

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

Good features

- Most pupils use computers confidently and competently to reinforce their learning, as for example in mathematics, and to provide information, such as on the Egyptians.
- Pupils in KS1 display satisfactory word processing skills. They are competent in their use of the computer mouse and they can use a range of icons to select the programs they require. Pupils have satisfactory keyboard skills and can correct errors made.

- Pupils in Y2 use paint programs and select appropriate tools for their task. They change colour and effect. They can, with prompting, save and print their work.
- Pupils in KS1 are familiar with the use of the digital camera and use audio tapes to listen to stories.
- Most pupils in KS2 have good word processing skills and can present information in a variety of forms, for example, using different fonts. More able pupils can input data, save, amend and print their work.
- At least two pupils can access web-sites and select the data they require, as for example local weather data, and add this to their data bank. These pupils can also use CD Roms as a source of information to support their work.
- More able pupils in KS2 are aware of the use that can be made of e-mail.

Shortcomings

- In KS2, pupils' ICT skills are not used effectively to support the work in all subjects.
- Their knowledge of how information technology is used in the world of work and commerce is unsatisfactory.
- Pupils' skills of using e-mail facilities are underdeveloped.

History

Standards of achievement are good in both key stages.

Good features

- Pupils learn about the contributions of significant figures in history such as Dewi Sant, Prince Llywelyn and Neil Armstrong and his companions on Apollo 11.
- Their understanding of chronology develops well as they learn about family trees and changes that occur in their own lives and that of their families.
- Following a visit from a member of the community who brought toys she played with when she was a young girl, pupils make distinctions between the past and the present. They discuss similarities and differences between the games she played and their own.
- They communicate their knowledge effectively through pictures, labels and a simple record.
- Pupils are beginning to understand that information about the past can be discovered from a range of sources including photographs, books, artefacts and the Internet.

- In KS2, pupils extend their knowledge of specific periods in time and can place these within a chronological framework.
- Most pupils have a good understanding of some aspects of life in Victorian times, including important inventions, modes of transport and differences in the lives of the rich and poor. A few can make effective comparisons between people's ways of life and customs then with those of people today.
- Good use is made of artefacts, such as Victorian clothes, books, pictures and the Internet to gather and reinforce information. Pupils record the information effectively in art and written forms.

Shortcomings

- Pupils in KS2 do not have good recall of work previously covered on the local area, including well-known local people.

Geography

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils develop their mapping skills well and have produced a plan of the classroom, with blocks to denote items of furniture. The base is marked in blocks with letters and numbers to enable pupils to develop an early understanding of co-ordinates.
- They have a good awareness of changes in weather conditions at different times of the year.
- Most recognise Wales on a large map and a few can locate places such as Aberystwyth and Llanelli on it.
- They use geographical terms appropriately to describe features of the environment such as river, wood and hill. Some can use positional language effectively to explain situation and direction.
- In KS2, pupils develop their mapping skills satisfactorily and make use of a range of maps and pictures. They understand the meaning of symbols and keys and a few use co-ordinates correctly to find places on a map. They use atlases and a globe confidently to locate places.
- They compare their local area with a contrasting neighbourhood in Wales and can discuss some similarities and differences between them.
- They have an increasing knowledge of environmental issues and their effects on communities. They have questioned 16 local people to seek their views on what facilities would improve the village.

- Two older pupils collect weather data on a daily basis and interpret satellite pictures depicting the weather forecast. As a result of this work, their geographical vocabulary is developing well.

Shortcomings

- Pupils in KS2 have limited knowledge of a country that is economically less developed.

Art

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

Good features

- In KS1, pupils experience a broad range of art and craft activities and make very good progress in painting, drawing and printing, using paint, chalk and charcoal.
- They show a very good awareness of line, tone and colour as they emulate the work of Gwen John in making self-portraits, Jeffrey Steele in making line patterns and Allen Jones's painting of buses. Pupils' finished work is of a very good standard.
- Following a visit to the Art Centre in Aberystwyth, they have worked with a local artist, Pod Clare, to devise and paint animal masks of a high standard.
- A collage of moving vehicles has enabled pupils to use a variety of skills, including selecting appropriate pictures, cutting and pasting them on a coloured background and planning their designs. They have succeeded well in conveying a sense of movement in their collage.
- Following visits to the Botanical Gardens of Wales and to the harbour and beach in Aberystwyth, pupils have produced close observational sketches and drawings of flowers, birds, insects, stones and shells of very high quality.
- In KS2, pupils' experiences in art are extended, and during visits to the Art Centre in Aberystwyth, they have co-operated with Welsh artists to produce work of a good standard. Of particular note, is the mosaic of Ponterwyd, displayed in the school's entrance, and made by the pupils of the school as they worked alongside the artist, Pod Clare. The finished work is of outstanding quality.
- Also whilst working in the centre, pupils have created ceramic figures, made glass figures and created chime bars of metal; all are of good quality.
- Pupils have designed Christmas cards and no-smoking posters. They have painted self-portraits and landscape scenes on wood. Their work shows a good, developing understanding and use of line, tone, pattern, texture and form in the work.

Shortcomings

- The skills of using computer graphics to produce art designs are underdeveloped in KS2.

Music

Standards of achievement are good in both key stages.

Good features

- The standard of whole school singing in assemblies is satisfactory but lacks ‘hwyl’ and verve.
- In KS1, pupils recall a good variety of songs and rhymes. They enjoy singing and performing action songs and remember the sequence of verses and the accompanying movements well.
- They listen well to music and respond appropriately as they depict the movement of snow falling on the ground. They use different parts of their bodies to emulate rhythmic patterns in the form of waves.
- Pupils understand that *rallentando* means slowing down in musical language and they obey this when moving to the accompaniment of the teacher’s violin playing.
- They can identify and name a good number of musical instruments and use percussion instruments effectively to compose simple rhythmic patterns.
- In KS2, the majority of pupils read musical symbols and graphic scores well and convey them to others as rhythms. They are aware of the elements of music and are able to explain their meaning.
- Most pupils can create, select and organise sounds effectively to produce various moods such as happy or tense. They are aware of speed, duration, building of texture and dynamics as they compose their own simple scores.
- Some pupils made satisfactory attempts to appraise their own performance.

Shortcomings

- The majority of pupils are not proficient at appraising their own and others’ performance.

Physical education

Only one lesson of physical education was seen during the inspection. Consequently, no overall judgements on standards of achievement can be made. In the lesson seen, standards were unsatisfactory.

Good features

- In the lesson observed, most reception and KS1 pupils moved easily, performing different movements, to the accompaniment of taped music.
- A few older KS1 pupils have a satisfactory understanding of the basic movements of traditional Welsh dancing.

Shortcomings

- The majority of pupils lack self-discipline and do not listen or respond appropriately to directions. Their use of space is unsatisfactory.
- Pupils were not appropriately dressed for the lesson.

Religious education

Standards of achievement are good in KS1. In KS2, standards are unsatisfactory and pupils do not achieve the targets identified in the LEA Locally Agreed Syllabus.

Good features

- Pupils in KS1 have a good recall of the life of Jesus and can recount some stories He told. Older pupils have a basic understanding of the moral significance of some of these stories, such as that of the Good Samaritan.
- Pupils in Y2 know that churches and chapels are special places and can also recall the significance of some Christian festivals, such as Christmas.
- Pupils in KS1 recognise people in the community who help them, including doctors, nurses and fire fighters. They are also aware of the importance of family life.
- Pupils in KS1 know that Hinduism is a world religion and are fascinated by the range of Hindu gods, such as Ganestraly, the Elephant god. They are beginning to understand how people's beliefs affect their daily lives, such as Hindus bathing in their holy river, the Ganges.
- Pupils' knowledge of Christianity develops through KS2 but only the more able pupils can name any parables Jesus told. In discussion, they recall the story of Jesus feeding the five thousand and when he turned water into wine.

- They know that churches and chapels are important places for Christians.
- They value their community and are aware of the importance of good friends and people who are special to them. They also know the story of Paul Robeson and how he suffered as a black person.

Shortcomings

There are no significant shortcomings in KS1.

- Most pupils in KS2 have an unsatisfactory knowledge and understanding of Christianity, Christian festivals and customs. They have very little idea of what it means to be a Christian or the significance of church artefacts.
- Pupils' knowledge of other world religions is unsatisfactory. They cannot name the world religions they have studied. With prompting, a few recognise the names of one or two world faiths including Hinduism and Islam, but are confused as to their customs, traditions and places of worship. They are unaware of important artefacts and books, such as the Koran to Moslems.
- Pupils' knowledge and understanding of how people's beliefs affect their daily lives are unsatisfactory.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Five key issues arose as a result of the last inspection report in the Summer Term of 1998. The school's response to each is as follows:

- i. **standards of achievement should be raised in Welsh, music and information technology in KS2; also in subjects where standards are only satisfactory.**

Standards of achievement in KS2 have gone down in Welsh, mathematics, science, and religious education. They have improved in information technology, geography, history, art and music. Standards have improved in KS1 in mathematics, art, music and religious education. They have remained at a good standard in other subjects.

- ii. **appropriate planning and implementation to ensure better progression and continuity in the work throughout the school.**

This remains an area for concern. There is no continuous, coherent planning within the school.

iii. improve aspects in which there are shortcomings in the teaching in KS2.

Shortcomings remain in some of the teaching in KS2, mainly to do with planning the work, low expectations and insufficient differentiation in the content of tasks set pupils.

iv. develop the good practice which exists in assessing and recording pupils' progress in the early years and KS1 so that there is consistency throughout the school.

This has not been achieved. Good systems continue to exist in KS1 but have not been developed in KS2.

v. improve the school's leadership and management, especially the role of monitoring and managing quality and standards of work.

The leadership and management of the school remain unsatisfactory. Staff tend to work in isolation and do not monitor quality and standards of work. The very good systems of monitoring subjects and lessons by groups of schools, initiated by the LEA, have not produced benefit, as yet, in KS2.

8.2 Key issues for action

The school, in conjunction with governors and the LEA, urgently needs to:

- raise standards of achievement in Welsh, mathematics, science and religious education in KS2; also in subjects where standards are only satisfactory across the school.
- improve aspects where there are shortcomings in the teaching in KS2;
- improve the leadership and management of the school by producing and implementing detailed and more rigorous strategies for self-evaluation and planning for improvement;
- develop the role of the governing body to ensure that members have a more prominent role in overseeing the delivery of the curriculum and standards achieved by pupils;
- ensure continuity and progression across the key stages in curriculum planning and assessment, recording and reporting procedures.

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	Syr John Rhys Community Primary School
School type	LEA maintained
Age -range of pupils	4-11
Address of school	Ponterwyd Aberystwyth
Post-Code	SY23 3JX
Telephone Number	01970 890622

Headteacher	Mr R Evans
Date of appointment	Autumn 1978
Chair of Governors/ Appropriate Authority	Councillor F Williams
Registered Inspector	Ms L Thomas
Dates of inspection	1-3 March 2004

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		4	3	2	1	4	3	1	18

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.05

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	9:1
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	9
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	96	90	92	93
Term 2	96	96	96	96
Term 3	96	97	91	95

Percentage of pupils entitled to free school meals	35
Number of pupils excluded during 12 months prior to inspection	1

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 1
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2000	Number of pupils in Y6: 4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. Evidence base of the inspection

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

- 23 lessons were observed;
- pupils' work was discussed with the pupils themselves, with the head teacher and class teacher;
- examples of pupils' work completed during the term and during the previous term were examined;
- all school documentation, including the school development plan were studied in detail;
- attendance registers and pupils' assessment records were examined;
- the school's budget was scrutinised;
- inspectors were present during morning services;
- a parents' meeting was arranged and attended by 4 parents and 6 questionnaires were returned and scrutinised;
- pre and post-inspections were held with staff and the governing body.

E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas (RgI)	Early years; Welsh; history; geography; art; music.	Context; main findings; standards achieved in subjects and areas of learning; behaviour and attitudes; teaching; curriculum; support, guidance and pupils' welfare; provision for pupils with SEN; leadership and efficiency; staffing, accommodation and learning resources; progress since the last inspection; key issues.
Mr E Morgan (Team)	English; 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; quality of self-evaluation and planning for improvement.
Mr W Owen (Lay)		Partnership with parents and community, schools and other institutions; partnership with industry.