

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

**Ysgol Gymunedol Trefeurig
Cwmsymlog
Aberystwyth
Ceredigion
SY23 3EZ**

School number: 667 / 2318

Date of the Inspection: 27-29 April, 2004

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Date: 1st July, 2004
under ESTYN contract number – T/224/03P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

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

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

**Inspection Report
(V1.005)
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1. CONTEXT

The school and its priorities

Ysgol Gynradd Gymunedol Trefeurig is located in the rural village of Pen-bont, Rhydybeddau near Aberystwyth, Ceredigion, and the vast majority of its pupils come from the village and the surrounding areas. The area is described by the school as one that is comparatively prosperous. Six per cent of the pupils, a lower percentage than the county average, are registered as being eligible to receive free school meals

There are 18 pupils, aged between 4 and 11 years, on the school register and they represent the full range of ability. Welsh is the main language spoken in the homes of 16% of the pupils. By now, 75% of them speak Welsh to a first language standard.

33% of the pupils are included on the school's register of Special Educational Needs [SEN], a percentage that is significantly higher than county and national averages. No pupils have a statement of SEN.

The school operates the language policy of the Unitary Authority [UA] and is listed in Category A. This means that Welsh is the main language of the life and work of the school, but the school aims to ensure that the pupils are completely bilingual by the time they transfer to the secondary sector.

The School Development Plan [SDP] includes the following priorities:

- raising the mathematical standards achieved by pupils across the school;
- improving spelling standards in English;
- developing a manageable assessment system;
- formulating a personal and social education [PSE] policy.

The school was previously inspected in September 1998.

2. MAIN FINDINGS

The main findings of the report

The atmosphere within the school is happy, secure and caring and the relationships between the staff and the pupils are very good.

- The quality of the provision for children under five is appropriate and promotes the Desirable Outcomes for children's learning. The children's standards of achievement are as follows:

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

- In Key Stage 1 [KS1] and KS2, the standards achieved by pupils in the National Curriculum [NC] subjects and in religious education are as follows:

	Key Stage 1	Key Stage 2
Welsh	Good	Good
English	-	Good
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious education	Good	Good

- In both key stages, standards in the key skills of literacy and numeracy across the curriculum are satisfactory. Standards in information and communication technology (ICT) are satisfactory in KS1 and good in KS2. To date, the strategy adopted by the school does not promote these skills consistently across the subjects.
- The quality of the teaching is very good in 8% of lessons, good in 54% and satisfactory in the remaining 38%. The teachers make good use of a suitable range of teaching strategies to provide worthwhile experiences for the pupils. Where the teaching is good and very good, the teachers' presentations are clear, their explanations detailed and their questioning effective.
- Where the teaching is satisfactory, although some good features are present, lesson objectives lack clarity in terms of the knowledge and skills to be taught. At times, the tasks provided are not sufficiently challenging to meet the requirements of the subjects being studied.
- The quality of the provision for pupils with SEN is good. The curriculum provided for them is appropriate and they are given every opportunity to participate in all school activities. They make consistent progress in their work.
- The curriculum encompasses all the areas of the Desirable Outcomes, the NC and religious education. The school's policies and schemes of work are of good quality and provide a clear sense of direction for its work.
- The arrangements for assessing and recording pupils' progress are satisfactory. The school has recently adopted a more systematic method of recording pupils' progress but the need remains for greater use to be made of assessment results to assist with its planning.
- The quality of the school's leadership and efficiency is good. The head provides clear leadership and has been instrumental in securing the Basic Skills Agency's Quality Mark for the school. The staff co-operate well and demonstrate considerable commitment to the school.
- The governing body is very supportive of the school and its members fulfil their duties effectively. The SDP identifies specific targets for a range of curricular and general issues and consistent progress is being made towards achieving them. The current SDP does not pay sufficient attention to the longer term development of the school.
- The budget is managed with care by the head in consultation with the governing body and with the support of the UA finance officer. The school manages to operate within the budget allocated to it. It provides value for money.

- Neither the school handbook nor the governing body's report to parents fully conform with the statutory requirements.
- The condition of the main school building is satisfactory and full use is made of the space available within it. Nevertheless, the condition of the pupils' toilets and the staff toilets is poor.
- A whole school programme has been planned to monitor the quality of the provision and standards of achievement. The teachers regularly monitor aspects of the provision. They undertake their duties conscientiously and are well informed about the subjects for which they are responsible. The outcomes of the self-evaluation process are reported to the Governing Body. Arrangements are made for its members to observe lessons so that their awareness of the curricular provision is enhanced.
- The school has responded well to the key issues identified in the previous report, but further attention needs to be paid to some matters. Since the last report, the standard of pupils' achievements has improved in a good number of subjects. The planning for the younger children is appropriate, but there is still a need for their play activities to be structured in greater detail. The school now conforms with the statutory requirement to arrange a daily act of worship.
- Good opportunities are provided for pupils to participate in a wide range of extra curricular activities such as those involving the Urdd, concerts and sports. Appropriate attention is given to developing the pupils' team skills by arranging activities in conjunction with other schools.
- The curriculum is reinforced by educational visits linked to the curriculum. These contribute substantially to the pupils' development and experiences. Appropriate attention is given to the Cwricwlwm Cymreig and to promoting the pupils' awareness of the history and traditions of their locality.
- The partnership with parents and the community, schools and other establishments, is good. The school has been designated a community school and contributes regularly to local events. The parents are very appreciative of the work of the school. In addition, they are very willing to provide any support required by the school.
- Pupils' spiritual, moral, social and cultural development is good. They are respectful and courteous in their dealings with their teachers, other staff members and visitors. Standards of behaviour are very good.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in the subjects and areas of learning

Pupils' standards of achievement are good in 71% of lessons and satisfactory in the remaining 29%.

- The children under five achieve good standards in most of the areas of learning. The children's literacy and communication skills, their personal, social and creative development and their knowledge and understanding of the world are good. Their mathematical development and physical development are satisfactory.

- In KS1, standards are good in Welsh, mathematics and science. Standards in history, art and religious education are also good. Standards in design and technology, geography, music and physical education are satisfactory.
- In KS2, standards are good in Welsh and in English and are satisfactory in mathematics and science. Standards in information technology, history, art and religious education are good. Standards in design and technology, geography, music and physical education are satisfactory.
- Girls and boys make similar progress in their work. The achievements of the pupils with SEN are satisfactory.
- In the 2003 NC assessments and tests, the percentage of KS2 pupils achieving at least level 4 in Welsh [80%], English [80%], mathematics [100%] and science [100%] is higher than the national averages, namely Welsh [78%], English [79%], mathematics [75%] and science [85%]. They are also higher than the county averages in Welsh [78%], mathematics [73%], science [86%] but are slightly lower in English [81%].
- In KS1, the percentage of pupils achieving at least level 2 on the basis of teachers' assessments in Welsh [100%] mathematics [100%] and in science [100%] is higher than the national averages, namely Welsh [91%], mathematics [87%] and science [88%]. They are also higher than the county averages in Welsh [86%], mathematics [86%] and science [88%].

3.2 Standards achieved in the key skills across the curriculum

In both key stages, standards are satisfactory in numeracy and literacy across the curriculum. Standards in ICT are satisfactory in KS1 and good in KS2. To date, the school's strategy does not promote these skills consistently across the subjects.

- The children under five make good progress as they apply their initial skills in language, literacy, numeracy and ICT across the six areas of learning.
- Pupils listen with care and express themselves clearly in a range of contexts across the curriculum in Welsh in KS1 and in Welsh and English in KS2. Their ability to discuss and to share their ideas in a collaborative way is satisfactory.
- In both key stages, the pupils make good use of their reading skills across the curriculum at a level in accordance with their age and ability. Nevertheless, in KS2, the ability of a small number of pupils to seek, organise and present information has not been sufficiently developed.
- In both key stages, pupils' writing encompasses a wide range of styles and topics, but instances of extended writing across the curriculum are rare. Some individuals produce pieces of descriptive and factual writing of good quality to support their learning experiences.
- Numeracy standards are satisfactory across the curriculum. In both key stages, pupils measure, collect data and use graphs to a satisfactory standard to present their findings. With the support of the teachers, they apply their knowledge and skills effectively in geography. Pupils' skills are not extended regularly enough through their participation in investigative tasks in a variety of contexts.
- Standards in ICT across the curriculum are satisfactory in KS1 and good in KS2. In KS1, pupils make suitable use of their skills to gather, present and record their work, but do not use

their skills regularly enough to assist in their work across the subjects. In KS2, pupils make good use of their skills across the curriculum.

- Pupils with SEN achieve satisfactory standards in the key skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school's arrangements for a daily act of collective worship conform with the statutory requirements. The pupils contribute well to these services and are given opportunities to reflect on the theme presented. Nevertheless, the atmosphere created during these services does not emphasise worship sufficiently.
- The community within the school is homely and caring and all staff members promote positive values. The pupils develop a clear understanding of right and wrong and appreciate the need to respect other children, people and property. The pupils are very aware of the need to respect the environment.
- Pupils' values and moral attitudes are promoted through raising their awareness of the needs of people who are less fortunate than themselves and by giving them opportunities to contribute to good causes at a local and national level.
- The pupils undertake their daily duties in the school conscientiously and the older pupils demonstrate initiative.
- Pupils are given regular opportunities to participate in a range of community and Urdd activities and this makes a good contribution to their social development.
- Visits to places of educational interest and the contribution of the visitors invited to the school enrich the curricular and cultural development of the pupils.
- The school's curriculum and activities pay appropriate attention to the Cwricwlwm Cymreig and to other cultures.
- The school has an equal opportunities policy and the pupils are aware of the need to respect traditions and values that are different from their own.
- Three pupils are exempted from the daily acts of collective worship and from the religious education lessons; arrangements are made for them to be given suitable educational tasks during these sessions.

4.2. Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The staff have high expectations and these are well supported by firm policies and procedures. The School Council is part of these arrangements.
- Pupils' commitment and engagement to their education is good and is reflected in their standards of achievement. Their ability to concentrate quietly on their tasks, either when working as individuals or in co-operation with others is very good.
- The pupils respect their teachers, support staff and visitors to the school. They are courteous, friendly and ready to help each other. Y6 pupils show considerable maturity and play together contentedly.
- Social inclusion is a very good feature of the school and no instances of bullying or similar behaviour were observed during the inspection.

4.3. Attendance

Attendance levels are very good.

- Attendance levels during the three previous terms were high and the school has made very good progress since the previous inspection. Absences are very rare.
- The school has a relevant range of policies and procedures and these are implemented effectively.
- The registers are maintained and administered in accordance with the statutory requirements. In addition, the records, letters and phone calls received from parents demonstrate their willingness to co-operate with the school.
- Punctuality is very good and this ensures that the school day starts punctually.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is very good in 8% of lessons, good in 54% and satisfactory in the remaining 38%. No unsatisfactory teaching was observed.

- Where the teaching is good and very good, the teachers' presentations are clear, their explanations detailed and their questioning effective. Good use is made of various methods of classroom organisation, including direct teaching, group and individual work. Effective use is made of summing up sessions at the end of lessons to reinforce the learning. Good use is made of suitable resources, including books and ICT, to support the learning.
- The teachers have a secure grasp of the vast majority of the subjects they teach. The arrangement whereby they exchange classes for the purpose of sharing their specialisms enhances their understanding of the subjects.

- In general, the attention given to providing pupils with tasks that match the various ages and abilities within classes is good; the support given to pupils as they engage with their tasks is also good.
- Where the teaching is less effective, the aims are not sufficiently clear in respect of the knowledge to be imparted and the skills to be taught. At times, the tasks set lack sufficient challenge to meet the requirements of the subject being studied.

5.2 Assessment, recording and reporting

The quality of the arrangements for assessing, recording and reporting is satisfactory.

- The implementation of the baseline assessments, carried out shortly after the children are admitted to school, is effective.
- When the children are admitted to school, an information booklet from the parents and from the nursery school accompanies them. This information, together with the baseline assessment, provides a useful baseline for evaluating progress and further development. A record is maintained of the children's progress in the six areas of learning and a synopsis of its content is entered into the appropriate record sheets. Nevertheless, not all the documentation reflects the children's achievements with sufficient clarity.
- The school conforms with the statutory requirements for children with SEN. Appropriate assessments of their needs and suitable individual education plans [IEPs] are prepared for each pupil.
- The school has recently established more coherent arrangements for assessing and recording pupils' progress. One aspect of each core subject is assessed every term and the foundation subjects are assessed on a two-year cycle. Attention is paid to the next steps in the learning on three levels, but as yet this procedure does not influence the planning sufficiently.
- Each pupil has a personal profile that includes significant examples of work in a number of subjects. Despite this, the files are not organised in a manner that demonstrates the pupil's development. Each pupil records the experiences they have had during the term. They also contribute to the process of setting targets and these are discussed with them regularly. They respond by evaluating their successes and identifying the next steps in their learning; this is good practice.
- Portfolios of pupils' work are maintained for the core subjects and for some of the foundation subjects. All the samples of pupils' work have been levelled in accordance with NC requirements and their significance identified. No samples of work are kept showing the range of experiences and the level of achievement of the children under five.
- The teachers respond regularly to the pupils' work. Their responses identify strengths and provide clear guidance as to how the pupils can improve their work.
- The annual reports for parents conform with statutory requirements. They contain relevant comments about pupils' progress in all the subjects. Nevertheless, there is no consistency in the guidance they provide on improving achievement. The parents appreciate these reports and respond to them in writing. They also appreciate the meetings that are arranged for them with the teachers to discuss their children's progress and development.

5.3 Curriculum

The school provides a broad curriculum that meets the requirements of the NC, religious education and the Desirable Outcomes for children under five. The curriculum is of good quality.

- The curriculum for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. In general, the experiences provided for the children are appropriate to their needs. However, their play activities are not planned and structured with sufficient rigour. Consequently, the children's skills are not extended sufficiently in each area of learning.
- The curriculum provided for the pupils with SEN is appropriate, and they participate fully in all the school's activities.
- The schemes of work prepared in each curriculum area are of good quality and provide clear guidance for the work of the school.
- The curriculum is implemented through a system of whole school topics organised over a two-year cycle. The long-term and medium-term planning is detailed. Nevertheless, the planning methods lack consistency.
- In the short term planning, teaching objectives and the organisation of activities lack clarity in addressing the needs of the pupils and the requirements of the subjects being studied.
- To date, the development of pupils' key skills across the curriculum lack sufficient rigour.
- The planning and implementation of PSE is appropriate. The school's policy and procedures reflect national guidelines.
- The arrangements made for teachers to exchange classes promote the development of subjects such as music, and the school benefits from the contribution of the 'athrawes fro' and other peripatetic teachers. These arrangements make a positive contribution to raising standards.
- The school successfully promotes bilingualism. Although both English and Welsh are used in the teaching and learning in KS2, the use of the two languages is not sufficiently structured.
- Good attention is given to the Cwricwlwm Cymreig and to promoting the pupils' awareness of the history and culture of Wales.
- The school has a clear policy for sex education, namely that it is to be taught naturally as part of the curriculum.
- The homework is set regularly and contributes to improving standards by reinforcing class work. In general, it is well supported by the parents.
- The curriculum is enriched by a number of educational visits that are arranged to support aspects of the curriculum. These visits make a significant contribution to the curriculum and to pupils' experiences and development.
- No pupils have been disapplied from the requirements of the national curriculum.

5.4 Support, guidance and pupils' welfare

The quality of the support, guidance and attention given to pupils' welfare is good.

- The staff know the pupils well and the pupils know that they can turn to them when they require support or guidance. The pupils with SEN are dealt with sensitively.
- Careful attention is given to issues of health and safety and full advantage is taken of the expertise provided by a member of the governing body. A safety audit of the school building and grounds is carried out and items of equipment are inspected regularly. A fire drill is held every term.
- The sex education policy is administered appropriately.
- Pupils are supervised with care during the play intervals and dinner hour. The teaching staff have received training in first aid.
- The school implements the Child Protection Policy of the Local Education Authority. The head serves as the nominated person and she has received training on the most recent requirements.
- All pupils are given equal opportunities to participate in school activities.

5.5 Provision for pupils with special educational needs [SEN]

The quality of the provision for pupils with SEN is good. The pupils make good progress, consistent with their age and ability.

- The school conforms with the requirements of the Code of Practice. Suitable arrangements have been made for identifying pupils with SEN and a list of those receiving additional support is maintained.
- Appropriate IEPs have been produced for pupils with SEN; they include suitable targets. The detailed planning, based on the targets set, is appropriate and meets the educational needs of the pupils. They receive good support from the specialist teacher who is employed to assist them and from the class teachers.
- In accordance with the school policy, the IEPs are reviewed regularly. Nevertheless, parents are not sufficiently involved in the process. Targets are agreed with parents on an oral basis and the pupils are aware of their targets.
- In the best practice, differentiated tasks are provided regularly for pupils of various abilities during lessons.
- The governing body has recently appointed a designated SEN governor. She is aware of her responsibilities and plans to work closely with the school co-ordinator.

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

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

- Parents are very interested in school activities and the level of attendance in meetings is very high. The parents' appreciation of the school's work is apparent. In addition, they are very ready to assist the school in any way they can.
- The standard of the information provided for parents is very good. Reports and letters are distributed and meetings are held regularly. The school has a Home-School Contract that has been accepted and signed by the parents.
- The Parents' Association and Friends of the School are very active and raise substantial sums of money for the school. In addition, they are an important focus for the social life of the community.
- The pupils make a very important contribution to the community. They participate in various celebrations, concerts and services throughout the school year and play an important role in a variety of community events.
- The school is a very important part of the village and the area. The community, including the Community Council, contributes effectively to the life of the school. This is especially true of 'Cymdeithas Trefeurig', which meets regularly at the school.
- The school works in close partnership with a number of other establishments, such as the church and chapel. The school newspaper, 'Newyddion Trefeurig', is a very good publication and is distributed widely in the area.
- Partnerships with other schools in the area are good. The arrangements for transferring pupils to either Penweddig or Penglais secondary schools in Aberystwyth are good; pastoral and curriculum links are effective.
- There are good relationships with agencies such as the UA, the Police, the Fire Service and the Forestry Commission. Urdd activities play an important role in the life of the school.
- The school occasionally accepts students from local secondary schools for periods of work experience, and trainee teachers from the University of Wales in Aberystwyth for school practice.

5.7. Partnership with industry

The partnership with industry is good.

- The school has a clear policy and structure for promoting its partnership with industry and business.
- Pupils' awareness of the world of work has been developed effectively through their visits to local businesses and as a result of visits made to the school by individuals from the community who come to talk about their work. The topic 'people and their work', based on a study of the history of mining for lead and gold in Cwmsymlog, further enhances the pupils' awareness.
- Sponsorship is received from a number of local businesses, such as 'Cronfa Leri', which distributes finance from the wind power industry.

- The pupils are given some experience of business and enterprise by being responsible for running the shop that sells fruit to their fellow pupils during playtimes.
- The school is also an Eco-school, which emphasises recycling and policies that are concerned with protecting the environment.
- The school is developing useful links with various agencies involved in the promotion of partnerships between education and business.

6. MANAGEMENT

6.1 Quality of self evaluation and planning for improvement

The school has established good arrangements for self-evaluation and planning for improvement.

- The school has appropriate self-evaluation procedures that are used to review the educational provision and standards of achievement. The head's self-evaluation report, and the audit of current provision carried out recently, pay appropriate attention to what has been achieved and identifies areas that require further attention.
- Some non-contact time is made available to curriculum co-ordinators to enable them to monitor the provision. Their role includes assisting with planning and monitoring the quality of the provision. They undertake their responsibilities conscientiously and their knowledge of the subjects for which they are responsible is good. The information gathered is shared with all members of staff during the termly meetings; detailed targets are set to ensure improvement. The arrangements made are not consistent across all subjects.
- The results of the self-evaluation process are reported to the Governing Body and arrangements are made for members to observe lessons so as to enhance their awareness of the school's curricular provision. This ensures that members have a comprehensive understanding of the school's development.
- The SDP identifies appropriate targets for improvement and includes detailed action plans. Nevertheless, it does not contain an adequate evaluation of the previous year's plan and insufficient attention is given to setting targets for the longer term development of the school. The school makes consistent progress in achieving the targets set.

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- The target setting arrangements pay particular attention to analysing NC assessment results in the core subjects. Whole school statistical targets have been set, and use is made of comparative county and national data as part of this process.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good.

- The head provides clear leadership for the school. Under her leadership, the school has gained the Basic Skills Agency's Quality Mark. The staff co-operate well and demonstrate a high degree of commitment to the school.
- The school has a clear statement of its aims and values.
- The governing body fully supports the work of the school. They fulfil their curricular responsibilities conscientiously and have a good understanding of budgetary issues. Members visit the school regularly and good use is made of the specialist knowledge of individual governors.

- The school provides value for money. The budget is carefully managed by the head and the governing body with the support of the UA finance officer. The governing body evaluates the effects of its expenditure to ensure that good value for money is achieved.
- The school policies pay appropriate attention to the statutory requirements. Nevertheless, neither the school handbook nor the governors' annual report to parents contain all the information required by statute.
- The day to day administration of the school is good.

6.3 Staffing, accommodation and teaching resources

The management of resources is good.

- The teachers have appropriate qualifications and experience to teach the pupils for whom they are responsible. Their job descriptions clearly identify their responsibilities and duties. They benefit significantly from in-service training that further extends their knowledge.
- Effective use is made of the specialist knowledge of individual staff members. The staffing is reinforced by part-time teachers who teach some specific subjects; their contribution enriches the curriculum provided for pupils.
- The school is situated in a pleasant location and has a large playground, a garden and a nearby playing field. The schoolyard has been suitably marked for formal and informal games. There is no separate play area for the children under five.
- Full use is made of the space available within the school, but there is no hall for whole-school activities and physical education. The main building lacks adequate storage space.
- The condition of the main building is satisfactory. The governing body has prepared a list of the matters requiring attention and some improvements have been carried out. They make every effort to ensure that the site is safe for the pupils. Nevertheless, the rear door is not locked because the pupils need to use it to access the toilets that are located in the schoolyard. The condition of the staff toilets and pupils' toilets is poor.
- Standards of cleanliness are good, both inside and outside the building.
- The displays of pupils' work are of good quality and contribute to a colourful and attractive environment.
- The resources available are sufficient to meet the demands of the NC in the vast majority of subjects and they are used effectively to support pupils' learning. Resources for games are adequate, but those for gymnastics and athletics are limited. Regular use is made of the leisure centre in a nearby town for physical education lessons.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the children under five

The provision for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning. The children's literacy and communication skills, their personal, social and creative development and their knowledge and understanding of the world are good. Their mathematical development and physical development are satisfactory.

Reception class children are taught in the same classroom as KS1 pupils.

Good features

Language, literacy and communication

The children's language, literacy and communication skills are generally good. They listen intently during whole class sessions. They enjoy listening to stories and singing rhymes and lullabies from memory. They show an interest in simple books. They write their names and copy correctly. They can also write letters and some familiar words independently.

Personal and social development

The children's personal and social development is good. Their behaviour is very good. They have established good relationships with other children and adults. They enjoy taking part in activities that promote sharing and co-operative play. They concentrate well on their tasks. They are aware of Bible stories and by listening to suitable stories they learn about caring and friendship.

Mathematical development

The children's mathematical development is satisfactory. They count to at least ten and, at a level appropriate to their development, they can identify numbers and their value up to at least three. They place items in sets, and the most able have a correct understanding of numbers up to ten. They arrange objects according to their size, identifying the largest and smallest. The most able understand the meaning of 'one more than'. They identify two dimensional [2D] shapes correctly. They come to recognise various coins through their involvement in role-play in the shop.

Knowledge and understanding of the world

The children's knowledge and understanding of the world is good. They talk about themselves, their family and the organisation of the school day. They make correct use of the terms 'old' and 'modern' when observing various toys. They gather information from pictures and can describe the work of a miner. Their observational skills are good as they can discuss the characteristics of

flowers and plants. They name the parts of a flower and label them correctly. They can plan and make various products and draw pictures of the finished items. Their IT skills are developing satisfactorily.

Creative development

The children's creative development is good. They enjoy participating in role-play in the Wendy house and shop. They sing enthusiastically and identify some untuned musical instruments; they select appropriate instruments to produce loud and quiet sounds. They understand that some instruments need to be beaten and some blown to produce sound. They use a variety of materials and techniques in their art work as they paint, produce collages and objects made of clay.

Physical development

The children's physical development is satisfactory. They use small apparatus, such as scissors, pencils and other small tools, with increasing dexterity. During physical education lessons, they show increasing control of their bodies as they run and hop. They make suitable use of space and their ability to work in pairs is developing well.

Shortcomings

- Some individuals are uncertain of numbers and their value.
- The children's ability to throw and catch a ball is underdeveloped.

Welsh

Standards are good in both key stages.

Good features

- In KS1, pupils listen well to instructions and whole-class presentations. They talk confidently, and use appropriate vocabulary. They express their ideas and opinions well as they participate in discussions, class presentations, and when participating in role-play.
- Pupils make good progress with their reading. They show an awareness of the importance of tone and intonation when reading aloud and have strategies to cope with unfamiliar words. They all enjoy reading.
- Writing standards are good. Pupils write for a range of purposes and produce a variety of good quality writing that contains appropriate vocabulary and a variety of sentence patterns. When writing stories, the pupils use a style that matches their stage of development and use punctuation and paragraphs appropriately.
- In KS2, all the pupils listen intently to each other and to their teachers and are ready to discuss their work and to express opinions about a variety of subjects. They discuss with understanding and make good progress in their use of appropriate terminology and phrases. Welsh learners respond positively to Welsh and make satisfactory progress.
- The reading standards of the vast majority of pupils are good. They read fluently and confidently and express themselves clearly using suitable intonation. They use dictionaries

correctly as well as a variety of sources to seek information. They are aware of books written by various authors.

- When writing, the pupils are aware of various styles and make use of them when describing and producing comparisons. They understand how to write a letter and a diary and are developing their ability to write poetry.

Shortcomings

- In both key stages, some individuals read carelessly and with a lack of expression.
- In both key stages, the written work of some individuals contains errors of syntax, punctuation and spelling.

English

Pupils are introduced formally to English in KS2. Standards are good in listening and speaking and in reading and writing.

Good features

- In KS2, pupils listen well to the teacher's presentations and to the contributions of other pupils and adults. They respond to each other's contributions and express their opinions clearly. They contribute thoughtfully to discussions. They speak clearly and use good quality language.
- The standard of pupils' reading is good. They read a wide range of books and show that they have positive attitudes to reading. They read accurately and fluently, offering intelligent opinions about content. Some individuals have favourite authors. They use appropriate strategies when gathering information from a wide range of texts. Pupils of average ability read meaningfully and make good progress.
- Pupils write regularly for a variety of purposes, such as responding to stimuli, writing stories, dialogues or poetry. The most able pupils produce extended pieces of interesting and imaginative writing. Pupils' punctuation and spelling skills are generally good; the handwriting of the vast majority is good.

Shortcomings

- Some individuals do not pay attention to punctuation when reading.
- Pupils' ability to draft their work is insufficiently developed.

Mathematics

Standards are good in KS1 and satisfactory in KS2.

Good features

- KS1 pupils have a good understanding of number bonds and patterns and most read and order large numbers confidently. They count in tens, identify odd and even numbers and calculate sums involving 'more than' and 'less than' correctly. Their knowledge of place value is good.
- Pupils identify and classify 2-D shapes and describe their attributes. They identify simple fractions and tell the time accurately. They know the value of various coins and use them correctly to calculate small sums of money. The pupils' mathematical language is good.
- Pupils gather and record data in the form of simple graphs. The more able pupils' ability to discuss and interpret graphs is good.
- In KS2, the vast majority of pupils have a secure knowledge of the four number operations. The more able pupils have a good understanding of place value and understand the relationship between decimals, fractions and percentages. They can estimate with reasonable accuracy.
- The more able pupils have sensible strategies for finding the correct answers to number problems and can provide explanations of their method of working. They calculate on paper with appropriate accuracy.
- Pupils' knowledge of angles and the attributes of 2D and 3D shapes are satisfactory. They understand the concepts of symmetry and reflection and know how to calculate the perimeter of simple shapes.
- Pupils collect and present data for different purposes. The more able pupils interpret data and come to conclusions based on them.

Shortcomings

- In KS1, pupils' ability to interpret and display data in a variety of ways is underdeveloped.
- In KS2, a significant minority of pupils are insufficiently proficient in dealing with the four number operations.
- In KS2, a significant number of pupils are unable to use and apply their skills confidently when solving problems.
- In KS2, a good number of pupils lack confidence when discussing and explaining their work.

Science

Standards are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils make careful observations as they experiment with plants; they know about the conditions that affect their growth. They make simple predictions and justify their conclusions. They know about the main features of a fair test.

- Pupils identify the characteristics of familiar materials and their knowledge about forces is good. They know which materials are magnetic or non-magnetic and can describe the effect of friction on the movement of objects as they slide down a variety of surfaces.
- They discuss confidently and record their observations correctly in the form of pictures, tables and simple sentences. They use scientific terms accurately.
- In KS2, pupils carry out good quality investigations into the habitats of various creatures. They make appropriate use of secondary sources to find additional information about plants and seashells.
- The more able pupils' understanding of materials and their characteristics is good. They understand that it is possible to reverse some changes but that it is not possible to do so with others.
- Pupils have a secure knowledge of the relative positions of the sun, the earth and the other planets in the solar system; they offer accurate explanations of how day and night are caused.
- Pupils are aware of the need for a fair test and the more able can explain the conditions that are required to carry out such a test.
- Pupils record their work clearly and use scientific language with reasonable accuracy.

Shortcomings

- In KS2, the ability of a good number of pupils to predict and to make comparisons is underdeveloped.
- In KS2, pupils do not check their observations and measurements with sufficient rigour.
- In KS2, pupils' ability to record their investigations in their own words has not developed sufficiently.

Design and technology

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils work with an appropriate range of materials to make a variety of products.
- They follow instructions and record clearly the steps taken to make their products. Their making skills are good.
- Pupils are beginning to evaluate their work and are ready to offer suggestions for improvement.

- KS2 pupils' understanding of the designing and making process is satisfactory. They work with a variety of materials to make products such as fairground rides. They record the steps taken and offer simple evaluations of the finished products.
- Their making skills are satisfactory.
- Pupils, in both key stages, are aware of the need for cleanliness in the preparation of food.

Shortcomings

- In KS1, pupils' design skills are insufficiently developed.
- In KS2, the pupils' diagrams and plans do not contain sufficient detail to illustrate their ideas.
- In KS2, pupils' investigative skills are underdeveloped.

Information technology

Standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils make appropriate use of suitable programs to reinforce their literacy and numeracy skills and to produce art work. They follow on-screen instructions accurately. They use their word processing skills satisfactorily to present their written work. With support, they produce a variety of graphs and print their work.
- In KS2, a good number of pupils demonstrate good skills when working independently and they make confident use of the computer.
- Pupils load, save, retrieve and print their work correctly. They make good use of their word processing skills to display the final versions of their written work. They use the various processes confidently to change the format, the colour and size of the text and to cut, copy and paste their work.
- The pupils retrieve and print information from the Internet and from CD-ROMs successfully as part of their investigations in subjects such as history and geography.
- With support, the pupils make good use of a digital camera as part of their thematic work.

Shortcomings

- In KS1, pupils' skills are underdeveloped across the applications. Pupils do not make sufficiently use of their skills across the subjects.

History

Standards are good in both key stages.

Good features

- In KS1, pupils use appropriate words and phrases correctly when discussing the past. They understand that there is an order to events and that things change over time. They discuss the Victorian Age in simple terms and compare the manner in which Christmas was celebrated at that time with present day celebrations.
- Following a walk around their village, the pupils make simple comparisons between old and modern buildings. They ask questions and complete a simple questionnaire as they collect information about their parents' occupations and make comparisons with the work that was available 'a long time ago'.
- They discuss old toys enthusiastically, comparing them with the toys that they currently own. They use appropriate historical terms.
- In KS2, the pupils are equally enthusiastic about the subject. They have a good awareness of chronology and can locate some historical periods on a time line. Their understanding of historical terms is good.
- The pupils' understanding of the Tudor Age is good. They identify some of the period's characteristics and express their ideas clearly, making comparisons with the present day.
- After collecting information from various sources about the Victorian Age, the more able pupils record their observations effectively and make interesting comparisons between life in that period and life in the present day.
- Pupils have a good knowledge of the history of the Celts. They discuss the period confidently and make appropriate comparisons between the way of life and living conditions in that period with later periods in history.
- They discuss the troubles that occurred during the Rebecca riots and recount the story effectively.
- The older pupils have a secure knowledge of the Second World War; they develop empathy as they discuss the plight of the evacuees.
- In both key stages, pupils' educational visits to places of historical interest extend their understanding and awareness of historical issues.

Shortcomings

- In KS2, the ability of the older pupils to evaluate and validate different forms of evidence is insufficiently developed.
- In both key stages, a significant minority of pupils do not record their observations in sufficient detail.

Geography

Standards are satisfactory in both key stages.

Good features

- KS1 pupils can describe their journey to school and identify the physical features and buildings on the way.
- They draw simple maps and label the features correctly. They have a satisfactory understanding of the function of a map key.
- They can name and describe the main human characteristics of the local area, and make comparisons between these features and those of a nearby town. They use simple geographical terms correctly.
- Through their studies of the life of a child in Botswana, the pupils come to appreciate that life in Africa is very different from their own. They record their comments in an organised manner in picture and written form.
- In KS2, the pupils know their local area and can contrast it with a large town. They note a number of the physical and human features of both areas and express opinions about the advantages and disadvantages of living in a town and living in a village.
- More able pupils have a good understanding of how to study aerial photographs and use maps appropriately to produce sketch maps with keys. They plan a journey to a nearby town and compare the various routes and distances. They make good use of their ICT skills to help them with their work. The work of the more able pupils is of a good standard.
- Pupils make appropriate use of their research skills to gather information about the countries of the world. They present their work in the form of individual projects which include pictures, simple maps and articles from the Web.
- The pupils come to understand the importance of renewable development by participating in a project involving the re-cycling of a variety of materials. They understand how people damage the environment and why it is important to protect it.

Shortcomings

- In both key stages, pupils' mapping skills are insufficiently developed.
- In KS2, a significant minority of pupils have an insecure grasp of the topics studied.
- In KS2, the written work of a good number of pupils lacks detail.

Art

Standards are good in both key stages.

Good features

- All the pupils in the school have visited an art exhibition and discuss their impressions in a sensible manner. The older pupils use the vocabulary of art appropriately.

- In KS1, the pupils experiment with a good range of materials, including paint, crayons, collage and a relevant computer program. They observe carefully as they draw pictures of objects under a magnifying glass or as they produce self- portraits. They understand the significance of line, shade, texture and tone.
- Pupils use a variety of techniques and produce work of a good standard when painting pictures from memory or emulating the work of famous artists.
- In KS2, the pupils produce pictures of good quality, with some being of very good quality. They discuss line, tone, pattern, texture, shape and form with confidence.
- The pupils select the resources that are suitable for specific tasks, such as weaving or making masks, and use a range of techniques with skill. They work successfully in 2D and 3D.
- They respond practically and imaginatively to the ideas of famous artists and produce effective work in a variety of media.
- Pupils sketch confidently and regularly record information and comments in their sketch books.

Shortcomings

- In KS1, pupils' ability to use the vocabulary of art when discussing their work is underdeveloped.
- Pupils, in both key stages, lack knowledge about Welsh artists.

Music

Standards are satisfactory in both key stages.

Good features

- In KS1, pupils know a variety of songs and hymns that are appropriate for their age. They learn new songs quickly and pay attention to dynamics in their singing. The quality of their singing is satisfactory.
- The pupils investigate a variety of sounds and can identify tuned and untuned instruments. They select instruments that are suitable for producing quiet and loud sounds and perform their compositions effectively. They follow a conductor's instructions correctly.
- In response to a stimulus, such as a story, they produce simple compositions, using a variety of sound sources. They use a computer program to compose simple melodies.
- When listening to music the pupils use some musical terms correctly to describe what they have heard.
- In KS2, pupils continue to sing a variety of suitable songs, including a round. In general they sing melodiously and pay attention to some musical elements as they sing. The quality of the singing is satisfactory.

- The pupils maintain a beat and repeat simple rhythms correctly. They control ostinato effectively when performing works involving beat and rhythm.
- Pupils' knowledge about famous composers and Welsh performers and composers is satisfactory. They listen to various styles of music and express simple opinions. They can identify the instruments they hear.
- Pupils use a computer program to compose simple songs and melodies and record their work in the form of notation or graphic scores. They perform their compositions confidently.
- All KS2 pupils play the recorder. They are developing well in their awareness of notes, rhythm and time.

Shortcomings

- In both key stages, pupils' ability to evaluate their compositions and their own performances is underdeveloped and they have only a tenuous grasp of the vocabulary of music.
- In vocal work, in both key stages, pupils' control of breathing, phrasing and pitch is insufficient.

Physical education

In the two lessons observed during the inspection, standards in physical education were satisfactory in both key stages.

Good features

- In both key stages, the pupils understand the importance of warming up and cooling down activities.
- In KS1, pupils' awareness of space is good and they use it appropriately. They move confidently and demonstrate satisfactory control over their bodies during a range of activities. They work energetically during lessons and respond correctly to the teacher's instructions.
- In KS2, a good number of pupils show good hand-eye co-ordination as they send and receive a ball. They demonstrate a growing awareness of technique.
- Pupils work together effectively in groups and use apparatus appropriately.

Shortcomings

- In both key stages, pupils' skills in sending and receiving a ball are insufficiently developed.
- In both key stages, pupils do not evaluate and extend their performance sufficiently.

Religious education

Standards are good in both key stages.

Good features

- In KS1, pupils have a secure grasp of stories from the Bible and retell them correctly. They differentiate appropriately between the Old Testament and the New Testament.
- Pupils are aware of the main religious festivals and of the significance of important days.
- Pupils have a good understanding of the nature of leadership. They name some leader in the Bible and refer to the role and work of the vicar as a leader in the community. An interesting questionnaire was produced for the vicar and they discuss their conclusions confidently.
- Pupils understand the importance of the senses in acquainting themselves with the world of nature and are aware of the importance of caring for the world.
- Pupils' ability to express opinions about subjects such as friendship and caring for others is good. They understand the purpose of prayer and write simple, effective prayers.
- In KS2, pupils retell stories from the Bible in detail. They realise that Christianity is the main religion of Wales and talk sensibly about some of the characteristics of the life of a Christian.
- Pupils express clear opinions about social and moral issues and understand the significance of families, communities, homes and buildings. They talk confidently about religious customs and rules. They produce rules that are relevant to them within the school and for the purpose of caring for the world.
- They produce simple prayers for a variety of occasions and understand the significance of praying.
- After visiting a local church, pupils discuss the internal features of the building effectively. They have a good knowledge of saints and of some benefactors.
- The pupils are familiar with elements of other religions such as Judaism and Hinduism. They observe and discuss some of the artefacts of Judaism with interest. They realise that it is necessary to respect people who have beliefs that are different to our own.

Shortcomings

- In KS1, pupils have little knowledge about a religion other than Christianity.
- In KS2, the written work of a good number of pupils lacks detail.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has responded well to the key issues identified in the previous report by inspectors, but some matters need further attention.

The previous report indicated the need to raise standards in science, design and technology, information technology, geography and physical education in both key stages. The report also identified the need to prepare effective schemes of work for all the NC subjects, to improve the quality of the short term planning and to continue to develop an effective system for assessing recording and reporting on pupils' progress. In addition, the need to improve provision in the early years and to ensure that the school conformed with the statutory requirement for a daily act of worship were identified.

- Since the last inspection, standards have improved in the subjects judged to be unsatisfactory. Standards are now at least satisfactory and occasionally good across the subjects. The need remains to improve standards in the subjects that are satisfactory.
- Whole school policies and schemes of work have been updated and the staff and governors are familiar with them. They are of good quality and provide clear guidance for the work of the school.
- The staff have reviewed their short term planning methods. There is still a need to ensure that sufficient attention is paid to the aims of lessons and to the organisation of activities so that subject requirements and the needs of pupils of various ages and abilities are met. Short term plans do not always relate closely enough with the medium term plans.

- The school has recently adopted a more organised approach to assessing and recording pupils' progress. There is still a need to make more extensive use of the results to support future planning.
- The provision for children under five is now appropriate and suitable experiences are provided. However, play activities are not sufficiently structured to extend the children's skills in every area of learning.
- The school now conforms with the statutory requirement to arrange a daily act of worship.
- Some of the above issues remain key issues for action.

8.2 Key issues for action

The school needs to:

- maintain the good and very good standards and improve standards in the subjects and aspects that are satisfactory by addressing the shortcomings identified;
- continue to improve short term planning, and ensure closer links with the medium term planning;
- promote the development of the key skills more consistently across the subjects;
- continue to develop its assessment procedures and make greater use of the information gained in the planning process;
- develop the self evaluation system and link it more closely with the longer term planning of the school;
- improve the toilet facilities for both pupils and staff;
- ensure that the content of the governing body's annual report to parents and the school handbook conform fully with to the statutory requirements.

APPENDIX

School data

A. Basic information about the school

Name of school	Ysgol Gymunedol Trefeurig
Type	Maintained by the LEA/Community
Age range of pupils	4 – 11
School address	Cwmsymlog Aberystwyth Ceredigion
Post code	SY23 3EZ
Telephone number	01970828481

Name of head teacher	Mrs M E R Jones
Date of appointment	September, 1990
Chair of governors	Mr B Walker
Registered inspector	Miss D. Morris
Date of inspection	27-29 April, 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		2	1	2	3	3	4	3	18

<i>Number of pupils teachers</i>			
	Full time	Part time	Full time equivalent
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil: teacher ratio: FTE [with the exception of nursery and special classes]	8.2:1
Pupil: adult ratio : FTE, nursery only	-
Size of classes on average, apart from nursery and special classes	9
Teacher [FTE]:class ratio	1.1:1

<i>Percentage of attendance during the three whole terms before the inspection</i>			
	Reception / KS1	KS2	Whole school
Term 1	99.9%	99.9	99.9%
Term 2	99.8%	99.8%	99.8%
Term 3	99.9%	98.9%	99.4%

Number of children excluded during the previous 12 months.	0
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C. Results of NC tests and public examinations

National Curriculum Assessments KS1: 2003
As the number of pupils eligible for assessment in 2003 at the end of KS1 was fewer than five, a summary of the results is not included in this report.

National Curriculum Assessments KS2: 2003
As the number of pupils eligible for assessment in 2003 at the end of KS2 was greater than four but fewer than ten, overall performance indicators only are included in this report.

Percentage of pupils achieving at least level 4 in mathematics, science and either Welsh [first language] or English				
	According to teacher assessment		By test	
In the school:	80%		In the school:	80%
In Wales:	70%		In Wales:	68%

D. The evidence base of the inspection

The school was inspected over a period of three days. The team comprised three inspectors, including the lay inspector.

- 21 lessons or part of lessons were observed.

- Pupils were questioned about their knowledge and understanding of the curriculum.
- Pupils were heard reading in both languages and samples of their work was inspected.
- The school's documentation including the SDP, the budget, the policies and schemes of work, the teachers' planning documents and the pupils' assessment records were examined.
- The attendance registers were inspected.
- Meetings were held with the head, the staff and the governors.
- A meeting was held with parents and nine questionnaires were returned and analysed.

E. Composition and responsibilities of the inspection team

Name	Role	Sections of the report	Subjects (section 7)
Miss D. Morris	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.2, 6.3, 8.1, 8.2, Appendix	Mathematics, science, design and technology, information technology, geography, physical education
Mrs Rh. Roberts	Team inspector	4.1, 5.2, 5.3, 5.5	Children under 5, Welsh, English, history, art, music, religious education
Mr W. Owen	Lay inspector	4.2, 4.3, 5.6, 5.7	

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