

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

**Trefilan Community School
Talsarn
Lampeter
CEREDIGION
SA48 8QZ**

School number : 667 / 3060

Date of the Inspection : 11 – 13 November, 2002

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Registered Inspector : WO72 / 16774
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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:

	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.

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1. CONTEXT

The school and its priorities

Trefilan Voluntary Community School serves the village of Talsarn, near Lampeter and the surrounding rural area. Children are admitted every term full-time following their fourth birthday.

The school admits pupils of the full range of ability. Their background is described as being neither prosperous nor disadvantaged, and the area is described as being neither advantaged nor economically disadvantaged. 20% of the pupils are entitled to free school meals. The number of pupils on the register has varied from 16 to 20 since 1998.

20% of the pupils come from homes where Welsh is spoken but about 78% speak Welsh to a standard corresponding to first language. The school is designated by the UA as category 'A', which means that Welsh is the main medium of teaching, but the school aims to ensure that the pupils are fluent in both languages by the time they transfer to secondary school. Latecomers are given an opportunity to follow an intensive Welsh course in an appropriate centre. Every pupil has received pre-school education. Three pupils are on the special educational needs [SEN] register and one of them has a statement of SEN.

The School Development Plan [SDP] notes the following main priorities:

- develop teachers' IT skills;
- review the work scheme for mathematics;
- join the 'Roots and Wings' programme;
- increase the resources in IT, music and religious education;
- develop the role of the SEN co-ordinator;
- share expertise with neighbouring schools;
- seek 'Quality Mark' accreditation.

The school was last inspected in the summer of 1997.

2. MAIN FINDINGS

The main findings of the report

- There are a number of good features in this school.
- The educational provision for children under five is appropriate. Standards of achievement are as follows:

DESIRABLE OUTCOMES	STANDARDS
Development of language, literacy and communication	Very good
Mathematical development	Good
Creative development	Satisfactory
Physical development	Good
Knowledge and understanding of the world	Very good
Personal and social development	Good

- The curriculum encompasses all the subjects of the National Curriculum [NC] and religious education. It is enhanced by a good range of extra-curricular activities, by inviting visitors to the school and a very good number of competitive games. Pupils compete fairly successfully

in sports such as swimming, rugby, cross-country running, cricket, tennis, netball and football.

- The quality of curriculum planning is generally satisfactory. The plans are inconsistent in format and some lack detail on progression and development through the school. A number of the term plans are too general and refer to ideas rather than definite steps. Some aspects contained in the term planning are repeated unnecessarily in the short plans.
- The results of NC statutory assessments are higher than the county and national norms at KS1 and KS2. There is no difference between the performance of boys and girls.
- At KS1 and KS2, standards of achievement are as follows:

	KS1	KS2
Welsh	Oral - Good Reading - Good Writing - Good	Oral - Good Reading - Good Writing - Satisfactory
English	-	Oral - Good Reading - Good Writing - Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Satisfactory
history	Very good	Good
Geography	Good	Good
Religious education	Good	Good
Design and technology	Good	Good
IT	Good	Good
Art	Good	Good
Physical education	Satisfactory	Satisfactory
Music	Good	Satisfactory

- At KS1 and KS2, standards of literacy and numeracy skills are satisfactory and standards in ICT [information and communication technology] are good.
- The quality of teaching of children under five is good in nine lessons out of every ten and satisfactory in the remainder. At KS1, the quality of teaching is good in seven lessons out of every eight and satisfactory in one lesson out of every eight. At KS2, the quality of teaching divides equally between satisfactory and good.
- The behaviour and attitudes of pupils are generally good, but there are some unruly pupils at KS2. The behaviour and anti-bullying policies are appropriate but the school has not consulted sufficiently with parents when producing them.
- Assessment and recording work is satisfactory; appropriate records are kept in the core subjects but there are no records in the foundation subjects. Assessments are accurate and the quality of annual reports presented to parents is good; parents appreciate them.
- The social and cultural development of pupils is good. The inspector for the Church in Wales will report on spiritual and moral development in a separate report.

- The school is led well and managed effectively by a diligent head. There is an ethos and good sense of purpose in the school. Day-to-day arrangements are effective and resources are carefully managed.
- The School Development Plan [SDP] is a useful management tool. The document does not provide sufficient detail on the effects of spending on the school budget and it does not have sufficient detail about ways of raising standards.
- The quality of self-evaluation arrangements is unsatisfactory. The arrangements have not begun to affect quality and standards of work. Attention is not given to evaluating the teaching regularly.
- 2.2 teachers are employed and there are balances of £8,263 in the budget, that is, about 8% of the total. This percentage is appropriate. It is intended to spend the reserves on safeguarding the staffing situation for the future.
- Appropriate steps have been taken by the governing body to evaluate the effects of decisions on spending in order to ensure the best value for money.
- The language policy of Ceredigion is reflected effectively in the school's language policy. The school succeeds well in promoting bilingualism.
- The school has responded well to the key issues noted in the last inspection held in 1997.
- The hardworking members of staff provide a congenial, safe and caring ethos and environment. The relationship between pupils and all who work in the school is good. The school is very aware of its responsibility to serve the area and the local people and parents are very supportive of all its efforts.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Standards in the early years are good in four lessons out of five and satisfactory in the remainder. Standards are good in six lessons out of every seven at KS1, and satisfactory in one lesson out of seven. At KS2, standards are good in three lessons out of every ten of those observed; they are satisfactory in seven lessons out of every ten.
- At KS1, pupils' standards of skills in oral, reading and writing work in Welsh are good. Pupils are very willing to talk to visitors and express themselves orally with ease and confidence. They read fluently and write confidently. At KS2, pupils' standards in oral and reading work in Welsh are good and standards in writing are satisfactory. Written work is characterized by spelling and punctuation errors.
- At KS2, pupils' standards in oral and reading work in English are good and standards in writing are satisfactory. All pupils can express themselves confidently. They read appropriate texts and discuss books effectively. Little extended written work is undertaken at KS2 and pupils' grasp of elements of grammar is uncertain.

- Standards in mathematics are satisfactory at KS1 and KS2; not all pupils have a firm grasp of the relevant number bonds.
- Standards in science are good at KS1 and in Y4; they are satisfactory in Y5 and Y6. Y5 and Y6 pupils are not extended sufficiently in scientific investigations.
- Standards in history are very good at KS1 and good at KS2. Good attention is given to developing empathy and chronology and local history is given suitable attention.
- Standards in geography are good at KS1 and KS2, but elements of mapping work remain undeveloped.
- At KS1 and KS2, standards in religious education are good. Pupils show a good knowledge and understanding of the main festivals of the Church.
- Standards in design and technology are good at KS1 and KS2. The processes of designing, making and evaluating are given good attention throughout the school.
- Standards in IT are good at KS1 and KS2. The work is appropriately varied.
- Standards in art are good at KS1 and KS2. Suitable emphasis is given to experimentation with different techniques and media, but pupils' knowledge of shades of colour is limited.
- Standards in music are good at KS1 and satisfactory at KS2. Little use is made of musical terms at KS2.
- Standards in physical education are satisfactory at KS1 and KS2. The quality of pupils' movements is satisfactory; they do not listen sufficiently intently to instructions.
- The results of NC statutory assessments are substantially higher than the county and national norms in every subject at KS1 and KS2.
- Good provision is made for pupils of all abilities.
- The standard of work presentation and quality of handwriting is satisfactory throughout the school.

3.2 Standards in key skills

- The children under five make good progress in literacy skills in Welsh and in numeracy. They recognize letters and words and trace and write simple words and sentences. They can count up to 20 and beyond and discuss simple numbers with assistance; their mathematical language is developing well.
- At KS1, standards in speaking, reading and writing Welsh are good across the curriculum.
- At KS2, apart from the learners who are busily learning the language and respond positively, standards in speaking and reading Welsh are good across the curriculum. They talk confidently and extensively with visitors and pupils can use a variety of reading sources to gather information. Little extended written work is produced across the curriculum.

- At KS1, pupils' numeracy skills are satisfactory. Satisfactory opportunities are taken to present simple calculation work across the curriculum.
- At KS2, pupils' numeracy skills are satisfactory. They measure temperature and produce various graphs in science and geography, and use numeracy skills to compare historical periods.
- Good use is made of ICT in history, art, religious education and science throughout the school. CD-ROMs are used widely as is the Internet to gather information across the curriculum. Pupils use a good range of programs to reinforce their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The social and cultural development of pupils is good.

- Pupils undertake responsibilities effectively. Their social responsibility is promoted as they support various charities.
- Pupils are immersed in the history and culture of their area and country. The curricular activities and visits to places of educational interest, as well as the visitors welcomed into the school, enrich the cultural experiences of pupils.
- A further contribution is made to the social and cultural development of pupils as they perform publicly in services, concerts and eisteddfods; and by competing in local sports. Urdd activities are given a prominent place in school activities.
- Although a policy has not been drawn up on racial equality, pupils have a good awareness of the need to respect different traditions and values.
- By means of the themes presented, good attention is given to the *Curriculum Cymreig* [Curriculum related to Wales]. Other cultures and religions are also given worthy attention.

4.2 Behaviour and attitudes

Although some pupils have behavioural difficulties, the general quality of pupils' behaviour is good and their attitude towards work also good.

- There is a happy and welcoming atmosphere in the school. Members of staff promote values and attitudes of a high standard. Pupils are encouraged to respect others both within and outside the school.
- The school is a caring community and pupils co-exist and play together happily. The vast majority show respect towards staff and visitors. Pupils know that the school expects a high standard of behaviour.
- No cases of bullying, sexism, racism or other kinds of discrimination were seen during the inspection period.

- Pupils are interested in their work. The vast majority pay attention to teachers' instructions and are willing to co-operate.
- Governors have not consulted parents on their policy statement on behaviour and discipline. However, the policy notes the school's expectations and gives guidelines on responding to any misbehaviour or bullying. A positive response has been received with regard to the home-school agreement.

4.3 Attendance

Over the three terms before the inspection, the average attendance of pupils was 95.1%. This is good.

- Pupils are very keen to attend school and enjoy the experience.
- Parents are familiar with school expectations and send prompt explanations for absences. More often than not, the explanation is an oral one; there is no written record.
- The legal requirements for recording and presenting reports on attendance are fulfilled.
- The governors are given a report on attendance levels each term.
- There were no records of unauthorized absences.
- Appropriate attention is given to punctuality in the day's activities.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

- The quality of teaching of children under five is good in nine lessons out of every ten and satisfactory in the remainder. However, children's independence and creativity is not fostered sufficiently in a minority of lessons.
- At KS1, the quality of teaching is good in seven lessons out of every eight and satisfactory in one lesson in eight. At KS2, the quality of teaching divides equally between satisfactory and good.
- The good teaching is characterized by energetic and enthusiastic presentations, appropriate pace and effective organisation. These lessons include a variety of stimulating activities and very good use is made of various resources. Teachers sustain pupils' interest and teachers have a good knowledge of the majority of the subjects that they teach.
- Where the teaching is satisfactory, although many of the above qualities are present, there are shortcomings in the lessons. At times, expectations in terms of pace of the work and

suitability of the tasks are inadequate. The criteria for success are not always clear to the pupils.

- Good emphasis is placed on asking questions that invite pupils to give extended answers.
- Opportunities are given at the end of lessons for pupils to reflect on what has been learnt.

5.2 Assessment, recording and reporting

The quality of arrangements for assessment and recording are satisfactory; the quality of reports for parents is good.

- The school has a detailed assessment policy that gives clear guidance on the methods to be followed when assessing core subjects. These systems are implemented consistently throughout the school. There are no details in the policy on assessment of the foundation subjects.
- The quality of baseline assessment, made soon after children start in the reception class, is good.
- At KS1 and KS2, assessment records are kept in the core subjects indicating why a level is placed on the work and details are given on the next step to develop pupils' work. These comments show a good knowledge of pupils' needs.
- No assessment records are kept in the foundation subjects. Teachers review the work in pupils' books before reporting to parents on their achievements.
- The quality of annual reports to parents is good at KS1 and KS2; parents appreciate them.
- The school does not have a portfolio of assessed work in order to moderate from year to year.
- Two meetings per year are organized for parents to discuss their children's progress.
- Classwork and homework is marked thoroughly, and positive comments are often made, but teachers' comments do not show pupils sufficiently clearly how to improve their work.

5.3 Curriculum

A broad and balanced curriculum is offered which is interesting and stimulating.

- The curriculum organized for children under five is of good quality and corresponds to the requirements of the desirable outcomes for the six areas of learning.
- Sufficient time is allocated for each of the NC subjects and religious education and an appropriate language balance has been ensured in the use of Welsh and English as media for the lessons. The school succeeds well in implementing the language policy of the LEA.
- The quality of curriculum planning is generally satisfactory. The plans are inconsistent in format and some lack detail of progression and development through the school. A number of

the term plans are too general and refer to ideas rather than positive steps. Some aspects contained in the termly planning are repeated unnecessarily in the short plans. However, the school succeeds well in blending subjects into the integrated cross-curricular themes. Local history is given a prominent place in the school's work.

- Apart from ICT, which is good, key skills are given satisfactory attention across the curriculum.
- The curriculum is reinforced by a very great number of visits and contributions by experts and other adults invited to the school. These aspects contribute substantially to pupils' experiences and development, especially in history, geography and religious education.
- There are clear policies on sex education and health education. There is no policy to ensure racial equality, but members of staff give good attention to understanding other cultures and consideration of how people are different. Pupils, who vary in their social and ethnic backgrounds, are tolerant of each other and other cultures and peoples.
- The school has a personal and social education policy that includes the most important elements of the ACCAC non-statutory guidelines, and this area is given good attention in the classroom.
- Good attention is given to fostering an awareness of Welsh history and local traditions, and a satisfactory awareness is developed in pupils of sustainable developments as they discuss caring for the environment, and they offer some sensible ideas on different ways of doing this.
- The homework provided reinforces class work effectively.
- There is no designated playing field but children are able to play on nearby grazing land. As there is no hall for physical education, some lessons are arranged in a neighbouring village hall. Consideration is not given fully to health and safety factors when using this resource.
- The physical education curriculum is appropriately broad, although there is over-emphasis on swimming.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance offered to pupils is good.

- Members of staff take care with pupils' safety and personal welfare; the school is a caring, close and very happy community. Teachers know the pupils well and take a great interest in them. Parents give praise to the provision greatly.
- There is no policy on child protection, but teachers are very aware of the appropriate steps to take with regard to protecting children from abuse.
- Equal opportunities are provided for everyone in all school activities.
- Adequate steps have been taken to ensure pupils' safety but the main entrance to the building is not locked during the day and there are no signs to guide visitors. There is inadequate lighting outside the building.

- Sex education policy is clear; it is not taught as a specific area but pupils' questions are answered honestly.
- Fire prevention equipment is regularly inspected and fire practices are held regularly. It is unacceptable that the fire exit in the youngest children's room is alongside the usual door. The electrical equipment has not been inspected for over two years.
- Good care is shown in accompanying pupils at the end of the afternoon and there is appropriate supervision during play times.
- Parents commend highly the quality of care provided for the children.
- It is not satisfactory that no member of staff has a current qualification in first aid.

5.5 Provision for pupils with special educational needs (SEN)

The arrangements to ensure appropriate provision for pupils with SEN are satisfactory.

- The school has a clear policy and guidelines and a register is kept of pupils with SEN as the need arises, but the policy has not been updated in line with the requirements of the revised Code of Practice.
- The school has an appropriate system for keeping a register of pupils with SEN. One pupil has a statement and two pupils are on stage three of the old Code of Practice.
- Standardised tests are used in order to identify pupils who require additional support.
- An individual education plan [IEP] has been drawn up for pupils on the register and targets are set for them. The strategies set out in the IEP are not sufficiently well explained and the contribution of the parent and pupil to the implementation of the IEP is not clear enough.
- A classroom assistant supports the pupil with a statement effectively and the support contributes significantly to his development. The SEN assistant has not had any guidance from specialists about how the duties should be undertaken. The link between the teaching and support staff and the psychological agencies is not sufficiently effective.
- The pupils with SEN have regular support from a teacher employed by the UA. The quality of support is good and the pupils make satisfactory progress. Detailed reports are given on their development to the class teacher and co-ordinator.
- The class teacher plans some differentiated tasks for pupils with SEN, and they usually correspond to the individual pupils' needs.
- The head is the SEN co-ordinator and she is also the designated governor. Regular reports are given to the governing body on the provision.

5.6 Partnership with parents and community, schools and other institutions

The quality of information provided by the school to parents is good. The links with parents and the community and with schools and other institutions are also good.

- The response to questionnaires and the parents' meeting show that the links with parents are very good. They are very supportive of the school's aims and of the education and values promoted by it.
- An 'open door' policy has been established, which allows parents to discuss any issues at any time. Parents praise this system and take advantage of it.
- The Friends of the School Society gives very good financial support. Approximately £1,800 was raised for the fund during 2001, which is a very large sum for such a small school. The accounts are regularly audited.
- Six parents came to the last meeting held by the governing body to discuss work over the year.
- Parents help with a number of school activities.
- A good link has been established with the different UA services.
- In-service training activities are organised with a cluster of local schools and some policies are developed jointly; this promotes the effectiveness of the arrangements.
- The arrangements for transferring pupils to the secondary school are good; both the pastoral and curricular links are good.
- The school handbook does not fulfil the statutory requirements fully. Although it has a reference to SEN, there are insufficient details of the SEN policy and the home-school agreement. Neither is there a reference to success in sports competitions nor to potential access for disabled children.
- There are gaps in the annual report of the governing body to parents. It has no details of SEN, review of policies, attendance data, changes to the handbook, achieving targets, potential access for disabled children or the implementation of any strategies in the school.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school has not drawn up any policy for creating constructive partnerships with local businesses and industries. However, the school is aware of the importance of the partnership and a strategy exists.
- From time to time, visits are arranged to local businesses and industries which are relevant to current thematic work in the school. Pupils have been on visits to a printing works, pottery, tourism farm, the Forestry Commission and a chocolate factory. These visits contribute significantly to pupils' standards of achievement.
- Pupils' awareness of the world of work and of the area's economic activities is satisfactory.
- The school has received financial support from a local bank and an electricity production company supplied equipment for measuring the weather.

- Preparatory links have been established with ELWa, and KS2 pupils have attended a local Business and Enterprise Conference, in connection with a production project.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of arrangements for self-evaluation is unsatisfactory.

- Appropriate quantitative targets are set for a whole class of Y1, Y3 and Y5 pupils annually. Targets are set for individual pupils orally at KS1 and in writing every week at KS2. Generally, the targets are very superficial; they are not directed related to raising standards.
- The school compares its performance with other schools and looks analytically at the test questions annually.
- The head has been informally monitoring general and curricular aspects, but there is no record of the discussions. No formal report on the outcomes is presented to the governing body. No system has been established for reviewing standards of work regularly.
- As very little has been achieved in the area, the SDP does not set a direction for developing the outcomes of the self-evaluation process in the short and long term.
- There is no procedure for teaching observation.

6.2 Leadership and efficiency

The school is led well and managed effectively, apart from shortcomings in self-evaluation.

- The head provides good leadership for the school. The head and her fellow teacher meet regularly to exchange ideas on organisational and curricular issues.
- Day to day organisation and administration in the school are good.
- The SDP, spanning three years, is a useful managerial tool but the financial details are not clear enough and it does not emphasize adequately ways of raising standards. Members of the governing body do not know enough about its content.
- The school is managed satisfactorily by a governing body, which fulfils its duties conscientiously. A number of new members have been appointed in 1999. The good relationship between the governing body, the head and the assistant teachers leads to creating a congenial atmosphere and caring ethos. A good number of members have visited the school to discuss aspects of the curriculum but they do not receive regular information about standards across the curriculum.
- The governing body administers the budget efficiently. Appropriate steps have been taken to evaluate the effects of decisions on spending in order to ensure the best value for money. The

school has about £8,263 in reserve this year, which is about 8% of the budget. This percentage is appropriate; the governing body intend to spend this in order to safeguard the staffing situation for the future.

- A half day every fortnight has been earmarked as non-contact time for the head.
- A good number of curricular and managerial policy documents have been drawn up, but they have not been signed by the chairperson or dated.
- Teachers have job descriptions that note their responsibilities in detail, but the role of the subject co-ordinator is undeveloped.
- The head and teachers have not been appraised recently, but the school has started to implement elements of the new procedure for performance management.
- The school gives value for money.

6.3 Staffing, accommodation and learning resources

Resources are managed efficiently.

Staffing

- The supply of staff is adequate and teachers' qualifications are appropriate for the ages that they teach.
- Teachers' expertise is utilised, including some from nearby schools, to present lessons in history, music, art and design and technology. A peripatetic teacher also visits the school. The teachers have attended a number of courses to develop their proficiency in various areas.

Buildings

- The condition of the building is generally good, but there is inadequate lighting outside the building.
- There is a play yard of adequate size, and pupils can use a nearby grazing field when the weather permits.
- Standards of cleanliness both inside and outside the building are good.
- There are no toilets inside the main building.

Learning resources

- The standard of displays in the classes and corridors is good and they contribute to the effectiveness of the learning and teaching.
- There is a sufficient supply of resources overall but there are no OS maps for geography lessons.
- Reference books have been organised to facilitate their use and pupils use them effectively.

- Pupils make good use of all the resources available and many are easily accessible to them.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Standards achieved by pupils

Provision for the under-fives

The provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. Standards of achievement are generally good.

Reception age children are taught in the same classroom as KS1 pupils. The school plans appropriately for them and they have relevant experiences for their age.

Good features

Reception Children (4-5 years)

- Children's personal and social development is good. They have good relationships with each other and with adults. They co-operate well when sharing and playing together, and they can concentrate appropriately on their tasks. They become aware of Bible stories and can create simple personal prayers.
- The linguistic development of children and their skills in literacy and communication are very good. They listen well, respond well to stories and are willing to chat and share their experiences. They endeavour to read together and to contribute to a variety of activities. They show interest in books and remember familiar stories. They recognize familiar letters and words and can join letters to create simple words. The most able children read simple books and they can all trace. The most able can write words and simple sentences independently.
- The children's mathematical development is good. They count confidently to at least twenty and can do simple sums and form the numbers accurately. Their mathematical vocabulary develops well. They understand concepts such as 'more than' and 'less than'. They name 2D shapes accurately and can match and follow patterns.
- The children's knowledge and understanding of the world is very good. They observe well when discussing smooth and rough objects and when experimenting with magnets and coming to simple conclusions. They can discuss their homes and community and can compare the characteristics of a lunch box in the past and present. Their IT skills develop

consistently. They use a variety of materials to create objects and their planning skills are good.

- The children's creative skills development is satisfactory. They enjoy singing and respond by moving and co-operating with KS1 pupils to create background music to stories. They enjoy role-play in the playhouse and when recounting stories from the past. They can create pictures, paintings and 3D work to a satisfactory standard, and there are some examples of work of a good standard.
- The children's physical development is good. They use small equipment with increasing skill when cutting with scissors, painting and writing. They can follow instructions accurately and move in different ways showing an awareness of space. When playing with large toys their physical skills are good.

Shortcomings

- Children do not play in a sufficiently structured way.
- In creative work, they do not make decisions for themselves owing to the tendency to do things for the children.

Welsh

At KS1 standards in oral work, reading and writing are good, and at KS2 standards in oral and reading work are good whilst standards in writing are satisfactory.

Good Features

- At KS1, pupils listen well to stories and presentations. They are very eager to take part in class discussions and role-play spontaneously. They listen intently and can recall the main elements of a story and place events in order. They are confident in responding and when talking to their teachers and visitors. They express themselves clearly and intelligibly.
- At KS1, good progress is seen in the reading standards of the large majority of pupils. They read appropriate books for their age and the most able pupils have a good intonation. All pupils can discuss the content of their books with understanding and interest.
- At KS1, pupils write for a good range of purposes. The youngest pupils write simple sentences independently. The most able pupils use appropriate vocabulary and accurate forms of the verb when writing for different purposes.
- At KS2, pupils respond well orally to work across the curriculum. They discuss their work with understanding and make good progress in vocabulary and phrases. The latecomers in class attend a local language centre; they respond well to the language and make satisfactory progress.
- At KS2, reading standards of the great majority of pupils are good and the remainder are satisfactory. They are aware of the books by different authors and read fluently and confidently, expressing themselves clearly with suitable intonation. They use dictionaries appropriately and can use various sources to gather information.
- KS2 pupils produce a satisfactory variety of written work. They succeed in showing an increasing command of punctuation and paragraphs and can vary sentences to create different

effects. The work of the pupils who left school at the end of the summer term reaches a good standard.

Shortcomings

- At KS2, some individuals read hurriedly, at times losing the meaning of what they read.
- Pupils at KS2 have difficulty with the conventions of spelling and punctuation when writing their first draft and the same mistakes appear in the final draft.

English

English is not taught formally at KS1. At KS2, standards are good in oral and reading work and satisfactory in writing.

Good Features

- At KS2, pupils' oral skills are good. They speak confidently in formal and informal situations. They respond to each other's contributions, express opinions and offer extended comments.
- The reading skills of the great majority of pupils are good. They read fluently and accurately, showing enjoyment. They have a good understanding of the texts they read. The remainder read satisfactorily for their level of development. Pupils use their reading skills appropriately to gather information from books and other sources.
- Pupils produce an appropriate variety of written work of a satisfactory standard. They complete reading and understanding work accurately. They use a dictionary appropriately to help them as the need arises.
- Work of a good standard was seen by pupils who left school the end of last term. The work included a number of extended pieces and showed accuracy of sentence construction and punctuation.

Shortcomings

- There are some individuals who do not pay attention to punctuation when reading.
- The grasp of many of the pupils of elements of grammar is uncertain.

Mathematics

Standards in mathematics are satisfactory at KS1 and KS2.

Good features

- The mathematical knowledge and understanding of pupils are satisfactory throughout the school, according to their age and ability. Pupils select and use measuring equipment and read and interpret numbers and scales with increasing accuracy across the school.
- At KS1, the standard of mental arithmetic is satisfactory; their grasp of number bonds and tables is also satisfactory. They have good knowledge of the characteristics of 2D shapes and can correspond an analogue clock with a digital one that notes the half hour.
- Y4 and Y5 pupils can round off to a 100 and 1000 and discuss 2D and 3D shapes and their characteristics. They can discuss perimeter and calculate surface by counting squares. They can measure using grams, kilograms, millilitres and litres. Their understanding of fractions and money is sound.
- The work achieved by Y6 pupils last year shows a good understanding of several aspects.

Shortcomings

- The grasp of KS1 and KS2 pupils of number bonds and tables is not sufficiently sound.
- At KS2, pupils rely too much on mechanical means when they are expected to compute mentally.

Science

Standards are good at KS1 and in Y4; standards at the end of KS2 are satisfactory.

Good features

- At KS1, pupils' knowledge and understanding of many areas are good.
- At KS1, when experimenting to find what is best to dry out water, and find whether water or light is needed for seeds to germinate, pupils predict sensibly and effectively when considering fairness in an experiment.
- KS2 pupils' knowledge and understanding is satisfactory and their scientific vocabulary satisfactory.
- Y4 pupils' understanding of evaporation and condensation is good. They can separate a mixture of iron, sand and sugar successfully by using a magnet and filter paper.
- With help from the teacher, Y4 and Y5 pupils can experiment effectively to find what is needed for plants to grow healthily. They can also experiment to find what conducts electricity and they can use appropriate symbols to represent an electrical circuit.

Shortcomings

- KS1 pupils do not use measurements often enough in their experiments.

- KS2 pupils do not complete enough independent scientific investigations. Measuring work is limited and as a result, their ability to record data and put it in graph form is not sufficient.

Design and technology

Standards are good at KS1 and KS2.

Good features

- KS1 pupils can create a puppet with textiles and a cardboard box to keep pencils, to a good standard.
- KS1 pupils produce good designs and select suitable equipment for creating a puppet. They apply their knowledge of electrical components successfully and evaluate their produce well. Their knowledge of ways of measuring, marking and cutting is good.
- Y4 and Y5 pupils design and make a box to a satisfactory standard by creating a net and decorating it. They evaluate the ideas to a satisfactory standard as they proceed. Their knowledge of ways of sticking, joining and finishing is good. The quality of the final product is satisfactory.
- At KS2, pupils make good use of a computer program to produce wallpaper for decorating the finished product.
- At KS2, the most able pupils who left last year produced good work in pottery and textiles. The quality of their designs is good and their evaluation intelligent.

Shortcomings

- They do not undertake control work.

Information technology

Standards are good at KS1 and KS2.

Good features

- At KS1, pupils use a word processing program competently, with assistance importing pictures to adorn their work.
- KS1 pupils can process simple data with help to produce various graphs to a good standard. They also use a drawing program to produce pictures of a satisfactory standard. A variety of CD-ROMs are used to reinforce skills and to search for information.
- In Y4 and Y5, good use is made of word processing programs. Pupils can import pictures, create colourful headings and centre them without assistance.

- Y4 and Y5 pupils can process data in a variety of contexts and use the information to create various graphs. They can use a modelling program and produce systems to create a variety of movements.
- The older pupils can use a digital camera confidently. They can also send e-mail messages and gather information from the Internet without assistance.

Shortcomings

- No modelling work with a floor turtle at KS1 is undertaken.

History

Standards are very good at KS1 and good at KS2.

Good features

- At KS1, pupils have a good awareness of the past and discuss their work with enthusiasm. They use appropriate words and phrases when dealing with the passage of time. They can name and discuss some famous characters in Wales, from distant periods to the present.
- They can differentiate between the old and new when discussing artefacts and pictures. They begin to show empathy with children from the past as they discuss their experience of role-play in a school situation in the past.
- They listen intently to stories about characters such as Susan Rees and compare the kind of lunch box she had with the one they have today.
- At KS2, pupils show the same enthusiasm for the subject. The regular visits to places of historical interest contribute positively to high standards in the subject.
- Pupils have a good awareness of chronology and can place some historical periods on a time line. Their understanding of historical terms is good.
- They have a good knowledge of the history of the Romans and discuss their way of life and what they did to build roads. They can trace the history of travel from the time of the Egyptians to today, showing appropriate understanding.
- In the local context, they show enthusiasm when discussing the history of the period of the Stuarts, their way of life, the reactions of the rich and common people to the politics of the period and the main events of that period. They show empathy when confidently discussing their way of life, comparing it to today.
- They begin to realize the different ways there are of finding information about the past.

Shortcomings

- At KS2, pupils' ability to use different sources to find historical evidence is undeveloped.

Geography

Art

Standards are good at KS1 and KS2.

Good features

- KS1 pupils' techniques are generally good. They take advantage of a range of experiences to produce work of a good standard in various media, especially when including texture, line and shape in their work.
- They can use oil pastels to emulate the picture of a famous artist, paying good attention to tone and shape. They can imitate the styles of various artists to a good standard.
- KS1 pupils can draw to a good standard when observing still life subjects.
- At KS2, pupils draw and experiment well with a wide range of media and styles.
- KS2 pupils can apply their knowledge of famous artists and their styles skilfully when imitating pictures. Their sketching techniques are satisfactory.
- KS2 pupils can use specialist vocabulary effectively to discuss pictures and explain their intentions.

Shortcomings

- At KS1 and KS2, pupils' ability to create a variety of shades is limited.

Music

Standards are good at KS1 and satisfactory at KS2.

Good features

- At KS1, pupils sing a suitable variety of songs and hymns. The quality of singing is satisfactory.
- Pupils respond well to music and enjoy moving to music. They can keep a beat accurately and repeat simple rhythms.
- They can differentiate between quiet and strong sounds in their own singing and in the music they hear. The majority name pitched and unpitched instruments and investigate and use a variety of sound sources.

- In response to stimuli KS1 pupils can examine and produce simple compositions and record them on graphic score. When performing the work they follow the score accurately.
- At KS2, pupils continue to sing a variety of songs including round songs. They pay some attention to dynamics when singing. The quality of singing is satisfactory.
- They can keep a beat and repeat rhythms accurately. They control ostinato appropriately when performing work based on the current theme.
- They investigate a range of sound sources in order to convey the appropriate atmosphere. They use pitched and unpitched instruments and their bodies in their compositions. They can include parts that convey happiness and sadness effectively in their compositions.
- When listening to music, they come to recognize the instruments in an orchestra and investigate the families of instruments and the sounds they produce. They use some musical terms to describe different kinds of music, and when comparing some songs they express opinions simply.
- Pupils have recorder lessons and this promotes standards in the subject.

Shortcomings

- In voice work at KS1 and KS2, pupils' control of pitch, breathing and phrasing is insufficient. Songs are not pitched within their vocal range.
- At KS2, pupils do not discuss or evaluate their own performances and compositions sufficiently.
- Pupils' use of IT in music is undeveloped.

Physical education

Standards are satisfactory at KS1 and KS2.

Good features

- At KS1 and KS2, pupils respond satisfactorily to instructions and use space effectively when working as individuals.
- KS1 and KS2 pupils succeed in creating a good variety of movements and can complete their movements effectively.
- KS1 pupils throw, catch, bounce and roll balls to a good standard. They work hard physically when playing games.
- KS2 pupils can vary shapes well and hold them with appropriate tension. They can hold their shape well when rolling on a mat and they jump and land with control.
- KS1 and KS2 pupils display their performances to each other.

Shortcomings

- Pupils are not disciplined enough; their tendency to play during lessons impairs standards.
- Pupils do not evaluate each other's performances.

Religious education

Standards are good at KS1 and KS2. The content of the syllabus of the county Standing Council is presented well.

Good features

- At KS1, pupils have a good knowledge of Bible stories and can repeat them orally accurately. Their understanding of principles such as care for others and friendship is good, and they express simple opinions on the importance of implementing these principles.
- They are aware of the purpose of prayer and can compose simple effective prayers.
- They understand the importance of the Bible for Christians and the Torah for Jews.
- They are aware of some of the main festivals of the church and the significance of important days. Following a visit to the local church they can describe the characteristics of the church accurately.
- At KS2, pupils' knowledge of the Bible is further developed and they can repeat stories in detail. They can explain the differences between the Old Testament and the New Testament. Following work on keeping rules, they can compare the Ten Commandments with the rules created by them for the class and community, expressing opinions on keeping rules today.
- They understand the purpose of prayer and compose poignant prayers.
- When studying the local church, they can name objects in the church and note their purpose. They can also express their feelings on visiting the church. Following discussion on baptism and its significance they can compare and describe baptism in three different places of worship.
- At their level of development they discuss the importance of the Koran for Muslims and the Torah for Jews and can give details of ways of worship in the Christian tradition.
- Following a visit by the bishop to school, they come to understand about his work and the significance of the colours of his clothing and the colours in church signifying different times in the church calendar and activities.

Shortcomings

- At KS2, pupils do not have a sufficient understanding of pilgrimage and its meaning for pilgrims and they do not understand the religious significance of some stories from the Bible.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school responded well to the key issues identified in the last inspection held in 1997.

An action plan has been prepared noting the school's response to the key issues. According to the recommendations of that report the school needed to:

- *raise standards in the satisfactory subjects;*
- *develop and promote the independence and potential of pupils more fully by preparing work which corresponds more closely to their needs;*
- *foster pupils' investigative skills across the curriculum*
- *minimize the use made of work sheets and review the content of the sheets currently in use.*

In 1997, standards were judged to be good in two areas and satisfactory in nine together with reading and writing in Welsh. There has been a substantial increase in standards since then. By now, standards are good or very good in nine subjects at KS1 and six subjects at KS2 together with oral and reading work in both languages. Standards remain satisfactory in mathematics and physical education throughout the school and in music and science at KS2.

Teachers have given suitable emphasis to promoting pupils' independence and potential and examples were seen of appropriate differentiation when preparing suitable work for pupils' requirements. There needs to be continued emphasis on this aspect.

The Internet is often used to foster pupils' investigative skills across the curriculum and the emphasis on investigative work is evident in science, mathematics, design and technology and history in both key stages.

The overuse of work sheets remains in science. Although there is consistent use of sheets in other subjects, it does not impair standards. Appropriate attention is given to ensuring that tasks require extended answers.

8.2 Key issues for action

The school needs to:

- maintain the good standards achieved in so many of the subjects;
- raise standards in the subjects deemed to be satisfactory by eliminating the shortcomings identified;
- create a self-evaluation programme that gives prominent attention to regularly observing the teaching;
- keep a record of assessments in the foundation subjects;
- ensure that the school handbook and the annual report of the governing body conform fully to the statutory requirements;
- ensure attention is given to the health and safety issues identified in this report and ensure that a member of staff gains a qualification in first aid.

APPENDIX

School Data

A. Basic Information About the School

Name of School	Trefilan Community School
Type	Voluntary Controlled
Age range of pupils	4 - 11
Address of school	Ysgol Trefilan Talsarn Lampeter CEREDIGION
Postcode	SA48 8QZ
Telephone	01570 470368

Name of Head	Mrs C. Margaret Wilson
Date of appointment	September 1995
Chair of Governors	Mr Martin Williams
Registered Inspector	Mr Phil Mostert
Date of inspection	11-13 November, 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	4	3	1	0	4	2	0	14

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

<i>Staffing information</i>	
Pupil:teacher ratio, apart from nursery and special classes	7:1.1
Size of classes on average, apart from nursery and special classes	7
Teacher:class ratio	1:1

<i>Percentage of attendance for three whole terms before the inspection</i>				
	Reception	KS1	KS2	Whole school
Spring term 2002	97.8	94.5	92	94.8
Summer term 2001	92.7	94.5	92.5	93.2
Autumn term 2001	100	100	92.3	97.4

Number of pupils suspended during the previous 12 months.	0
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C. Results of National Curriculum Assessments 2001

END OF KEY STAGE 1 : 2002

National Curriculum Assessment KS1 Results: 2002

As the number of pupils who were eligible to be assessed at the end of KS1 was lower than five, there is no need to include this information.

END OF KEY STAGE 2 : 2002

National Curriculum Assessments KS2 Results: 2002

As the number of pupils who were eligible to be assessed at the end of KS2 was lower than five, there is no need to include this information.

D. The Evidence Base of the Inspection

The school was inspected for a period of two and a half days by a team of two professional inspectors and one lay inspector. [An inspector for the Church in Wales will report on spiritual and moral development in a separate report.]

During the period:

- 20 lessons, or parts of them, were attended, sharing the time fairly equitably between classes;
- discussions on their work took place with pupils, the head, all teaching staff and support staff;
- pupils were questioned in detail about their knowledge and understanding of the curriculum;
- a wide range of pupils was heard reading in Welsh and English;
- samples of work completed by pupils during the current term and work from previous terms were inspected, including video tapes of work in physical education and tapes of work in music;
- all school documentation was studied, including its policies and long and medium/short term work schemes;
- the School Development Plan was looked at in detail;
- attendance registers and pupils' assessment records were studied;
- detailed attention was given to the school budget;
- inspectors were present in services on two mornings and in services in class;
- a parents' meeting was attended where 10 parents were present; and 11 parent questionnaires were analysed;
- two letters were received from parents and one from a member of the governing body;
- two formal meetings were held with the governing body.

E. Composition and Responsibilities of the Inspection Team

Name	Role	Sections of the report	Subjects (section 7)
Phil Mostert	Registered Inspector	1, 2, 3.1, 3.2, 5.2, 6.2, 6.3, 8.1, 8.2, Appendix	Mathematics, Science, Design and technology, IT, Art and Physical education.
Rhianwen H. Roberts	Team Inspector	4.1 in part, 5.1, 5.3, 5.4, 5.5, 6.1	Welsh, English, History, Geography, Religious education and Music. Children under five.
William 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.