

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

**Ysgol Capel Cynon
Capel Cynon
Llandysul
Ceredigion
SA44 4TJ**

School Number: 6672335

Date of Inspection: 3/04/06

by

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Ysgol Capel Cynon was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Capel Cynon took place between 3/04/06 and 4/04/06. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Capel Cynon is a rural school situated on the main road between Llandysul and Synod Inn in the county of Ceredigion. It serves mainly the communities of Capel Cynon, Ffostrasol, Bwlchygroes, Y Garreg Wen and Banc Sion Cwilt. There are 27 pupils, aged between 4 and 11 years of age, on the school register. The school admits pupils on a full-time basis to the reception class in the term following their fourth birthday. There is no nursery provision at the school but most pupils have received pre -school education.
2. The school considers its natural catchment area to be neither prosperous nor economically disadvantaged. Eight per cent of pupils are entitled to receive free school meals; a figure that is significantly lower than the county and national average.
3. The nature of the intake comprises the full range of ability. Six pupils are designated as having additional learning needs (ALN), including one pupil who is the subject of a statement of special educational need.
4. The school is designated as a Category A school in accordance with the Local Education Authority's language policy. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that pupils are fully bilingual by the time they transfer to the secondary sector. Welsh is the main language spoken in the homes of the vast majority of pupils.
5. The acting headteacher was appointed in January 2006. The school was last inspected in May 2000.

The school's priorities and targets

6. The school's main aim is to offer each pupil an education that is broad, balanced, relevant and differentiated according to ability, and provide opportunities for the pupil to develop to his/her full potential academically, socially and morally.
7. The school's main priorities and targets for 2005-2006 include:
 - to develop pupils' ability to work independently;
 - to ensure that the development plans reflect the school's main needs;
 - to ensure improvements to the building.

Summary

8. Ysgol Capel Cynon provides a welcoming, happy and caring environment for its pupils. All members of staff at the school work together effectively to ensure that the pupils receive good experiences that promote their learning and development.
9. The self-evaluation report produced by the acting headteacher, the Governing Body and teachers prior to the inspection is clear and intelligible. The inspection team concurred with the judgements made by the school in five of the seven key questions. A lower grade was awarded to the other questions as certain aspects of the provision need to be developed further.

Table of grades awarded

10. The inspection team judged the work of the school as follows:

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

11. The pupils make good progress in gaining new skills, understanding and knowledge and they succeed in achieving the agreed targets and learning aims.
12. The overall quality of the educational provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes for Children's Learning.
13. The Early Years children make good progress in listening, speaking, reading, writing, numeracy and in the use of information and communications technology (ICT) in their work across the curriculum.
14. In both key stages, the pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum are good.

15. In key stage 1 (KS1), the pupils make good use of their numeracy skills across the subjects. In key stage 2 (KS2), pupils make appropriate use of their numeracy skills, but their skills are insufficiently extended across the curriculum. A significant number of pupils' English literacy skills in KS2 are underdeveloped. In both key stages, the pupils achieve very good standards when using ICT across the curriculum.
16. Given the very small numbers of pupils that are assessed every year in the national curriculum (NC) assessments and tests, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, pupils' attainments overall, according to teacher assessments, were lower than county and national averages in 2004 but were higher in 2005. When compared with similar schools in Wales, on the basis of free school meals, the overall results place the school in the lowest 25% in 2004 and in the upper 25% in 2005.
17. At the end of KS2, the pupils' attainment levels in NC tasks and tests over the last three years are higher than county and national averages in most years. When compared with similar schools in Wales, on the basis of free school meals, the overall results place the school consistently in the upper 25%.
18. The standards and progress achieved by pupils in their bilingual competence are uneven. In both key stages, pupils communicate confidently and accurately in Welsh. In KS2, individual pupils communicate readily in English. However, a significant number of pupils lack confidence in speaking English.
19. Pupils work together effectively and they show very good development in their personal and social skills.
20. Pupils show good, and sometimes very good, development in their creative skills across the school. In both key stages, the pupils' problem solving skills are developing effectively.
21. Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous.
22. Average levels of attendance were 93% for the last three terms. The majority of pupils attend school regularly and they arrive punctually at the beginning of the school day.
23. The visits to places of educational interest, and their contributions to local activities, effectively extend the pupils' understanding of their own community.

The quality of education and training

24. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25 %	67%	8%	0%	0%

25. The good and outstanding features of the teaching include high expectations of the pupils, stimulating presentations and clear explanations, effective interaction between teacher and pupil, and a special aptitude for interweaving different aspects of the subjects across the curriculum. Where there are some shortcomings in the teaching, the tasks are insufficiently challenging to extend pupils' learning.
26. The good features of the assessment procedures outweigh the shortcomings. Recently, a specific programme has been introduced to assess and record pupils' progress across the curriculum. To date, the procedures have not developed sufficiently to guide the planning and learning. A small minority of the pupils' annual reports do not include all the information required.
27. The school responds well to the pupils' learning needs and they all receive equal opportunities to access a broad curriculum. The teachers plan in detail across the curriculum. However, there is room to develop further the planning for specific aspects such as extending pupils' numeracy and English literacy skills in KS2.
28. The learning experiences succeed in effectively nurturing the pupils' spiritual, moral, social and cultural development. Their awareness of equal opportunities is good.
29. The school's partnerships with parents are very good. The partnerships with other schools and agencies are also good.
30. The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice.

Leadership and management

31. The school is led and managed effectively by the acting headteacher. Her sound values are known to staff, governors and parents and they are clearly reflected in the work of the school. The acting headteacher receives good support from the staff.
32. The school development plan sets realistic aims and targets that are based on the school's needs. The budget is carefully managed and expenditure is closely linked to school targets. The school is making good progress towards achieving its main priorities.
33. The acting headteacher, staff and governors are committed to improving standards and a useful monitoring timetable has been produced. Nevertheless, a number of the evaluation procedures remain in the early stages of development.
34. The governing body is very supportive, knowledgeable and contributes fully to the life and work of the school. Members contribute effectively to strategic planning and they are developing their role of monitoring the quality of provision. Good attention is given to statutory requirements in the school's documentation.

However, there are minor omissions in the content of the governors' annual report to parents.

35. The school has made good progress since the last inspection and has successfully addressed the key issues identified in the previous inspection report.
36. Good use is made of space within the school and the outdoor environment is used effectively for teaching and learning. The appearance and condition of the school are good. Nevertheless, certain issues relating to the accommodation, which are currently receiving the attention of the acting headteacher, the Governing Body and the LEA, were discussed further.
37. The school has sufficient teachers and support staff to undertake the work of the school. There are good quality resources for all subjects and they are used effectively. Very effective use is made of the local environment, the community and places of educational interest to enhance pupils' learning. The school provides good value for money.

Recommendations

In order to continue to develop, the school needs to:

R1. further refine aspects of curriculum planning in KS2, including pupils' English literacy and numeracy skills, in order to secure better balance within the provision;

R2. continue to develop a whole-school system for assessing and recording pupils' progress;

R3. develop the self-evaluation procedures,* and extend the role of the Governing Body in the process;

R4. ensure that the contents of the pupils' annual reports, and the governors' annual report to parents fully satisfy the current requirements;

R5. ensure that the issues relating to the building that are currently being discussed by the acting headteacher, the Governing Body and the LEA are given immediate attention.*

*(The school has included aspects of the recommendations marked with * in its development plan.)*

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

38. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
39. The pupils make good progress in gaining new skills, understanding and knowledge and they succeed in achieving the agreed targets and learning aims.
40. The pupils with additional learning needs make good progress and they achieve the targets set for them.
41. The overall quality of the educational provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes for Children's Learning.
42. The Early Years children make good progress in listening, speaking, reading, writing, numeracy and in the use of ICT in their work across the curriculum.
43. In both key stages, the pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum are good. The pupils listen well and they respond effectively in group and class discussions. The pupils write for a good range of purposes and in different styles across the subjects. The pupils make appropriate use of their reading skills to collect and research information. In KS2, a significant number of pupils' English literacy skills are insufficiently developed across the curriculum.
44. In KS1, the pupils make good use of their numeracy skills to undertake accurate measurements and calculations in a range of subjects. In KS2, pupils make appropriate use of their numeracy skills, but their skills are insufficiently extended across the curriculum. In both key stages, the pupils achieve very good standards in their use of ICT across the curriculum. The children make confident and purposeful use of a number of programs.
45. Given the very small numbers of pupils that are assessed every year in the national curriculum (NC) assessments and tests, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, no assessments were made in 2003 as there were no pupils in Year 2. In 2004 and 2005, pupils' attainments in mathematics are higher than the county and national averages. In Welsh and science, they are below county and national averages in 2004 but are higher in 2005. When compared with similar schools in Wales, on the basis of free school meals, the school's results in 2005 in Welsh, mathematics and science, are in the upper 25%. There is no significant difference in the performance of boys and girls.
46. In KS2, over the last three years, pupils' attainments in Welsh, mathematics and science, are consistently above the county and national averages. In English,

pupils' attainments are above county and national averages in 2003 and 2004 but are significantly below in 2005. When compared with similar schools in Wales in 2005, the school's results in Welsh, mathematics and science are in the upper 25%, but are in the lowest 25% in English. In 2003 and 2004, the percentage of pupils achieving level 5, which is the highest level, was above the national average in each core subject. In 2005, the school's results are uneven with a small number of pupils achieving level 5 in mathematics and science. Overall, there is no significant difference in the performance of boys and girls.

47. The standards and progress achieved by pupils in their bilingual competence are uneven. Pupils communicate confidently and accurately in Welsh. In KS2, individual pupils communicate readily in English. However, a significant number of pupils lack confidence in speaking English. They do not possess the vocabulary required to conduct extended discussions in different situations.
48. Pupils show good, and sometimes very good, development in their creative skills across the school. In both key stages, the pupils' problem solving skills are developing effectively. The pupils' ability to evaluate their work according to the targets set and to identify what they need to do to improve has not developed sufficiently.
49. Pupils show very good development in their personal and social skills, and in their ability to work together.
50. Pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are very good. They work hard in their lessons, and they readily participate in the activities provided for them.
51. Pupils have a good awareness of equal opportunities and they respect the diversity of beliefs, attitudes and cultural traditions within society.
52. Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous. The pupils' outstanding behaviour makes a significant contribution to the homely and supportive atmosphere found at the school.
53. For the three terms prior to the inspection, average levels of attendance were 93%. The majority of pupils attend school regularly and arrive punctually at the beginning of the school day. Periods of illness are the main reason for the attendance for one of the previous three terms to be 89%. The school gives good attention to the requirements regarding recording pupil attendance.
54. Pupils are keenly aware of the community life of their locality and they contribute to numerous local events. Pupils are familiar with aspects of the world of work through their involvement in specific projects. Nevertheless, pupils' enterprise skills are generally underdeveloped.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

56. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	67%	8%	0%	0%

57. The outstanding working relationship between teachers and pupils facilitates effective learning. The teachers offer pupils regular support, and they ensure that pupils of all ages are included in classroom discussions.

58. The teachers have a good knowledge of the majority of subjects they teach and of the Desirable Outcomes for Children's Learning.

59. The teachers plan their lessons effectively. They use a variety of teaching strategies and offer pupils a wide range of interesting learning experiences. The staff promote pupils' bilingual competence consistently and take advantage of every opportunity to develop the Welsh dimension within a good number of subjects.

60. The outstanding features of the teaching include:

- high expectations of the pupils;
- a special aptitude for interweaving different aspects of the subjects across the curriculum;
- stimulating presentations and clear explanations;
- effective interaction between teacher and pupil.

61. The good features of the teaching include:

- clear aims which are shared with pupils;
- good questioning that encourages pupils to think and consider before offering answers;
- good opportunities for pupils to organise their own work;
- differentiated tasks with a specific purpose.

62. The minor shortcomings in the teaching include:

- tasks that are not sufficiently challenging for pupils' ages and levels of development;
- lengthy presentations at the beginning of lessons and a lack of pace to the teaching.

63. The good features of the assessment procedures outweigh the shortcomings. Recently, a specific programme has been introduced to assess and record pupils' progress across the curriculum. This process includes the use of standardised tests and teacher assessments. To date, there is insufficient structure to ensure the consistent use of assessment procedures and outcomes to guide the planning.
64. The quality of the baseline assessment that is undertaken soon after the children are admitted to school on a full-time basis is appropriate. The assessments are analysed and relevant targets are set for the children. The children's progress in the six areas of learning is clearly recorded. The assessments of pupils with ADN fulfil the statutory requirements.
65. Suitable use is made of standardised tests, and the results of national tests are appropriately analysed, in order to secure further improvements in pupils' learning.
66. Individual targets are set for all pupils in KS2 and are recorded in the termly reports and discussed with parents, but the pupils are not fully aware of them. The self-assessment skills of the older pupils have not been sufficiently developed.
67. Pupils' work is marked regularly and in general the teachers' comments are appropriate. However, they do not always offer further guidance to pupils on how to improve their work.
68. A small number of the pupils' annual reports do not fully conform to statutory requirements. In KS2, the comments made do not note the pupils' achievements in all subjects. Parents are invited to school twice a year to see and discuss their children's work with the teachers. Parents appreciate these opportunities.

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

Grade 3: Good features outweigh shortcomings

69. The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 to this key question. Aspects of curriculum planning in KS2, including the pupils' English literacy and numeracy skills, require further attention.
70. The school responds well to pupils' learning needs and it provides equal access to a broad curriculum. The curriculum conforms to the requirements of the National Curriculum and religious education, and the Desirable Outcomes for Children's Learning. However, the time allocated to different subjects in KS2 does not always ensure balance across the curriculum.

71. There are appropriate policies and schemes of work for all curricular areas including the six areas of learning in the Early Years. Short term planning is comprehensive. However, in KS2, the tasks are not sufficiently challenging in all subjects to secure the consistent development of pupils' skills.
72. In the Early Years, good provision is made for children's learning needs in the six areas of the Desirable Outcomes. Appropriate and stimulating activities are designed for the children.
73. The teachers are aware of the need to ensure that all pupils gain competence in basic and key skills. In the Early Years and KS1, effective planning ensures that pupils' literacy, numeracy and ICT skills are developed across the curriculum. In KS2, the development of pupils' Welsh literacy skills is planned effectively. The planning for developing the pupils' numeracy and English literacy skills across the curriculum is not sufficiently purposeful to ensure that they are regularly developed and extended.
74. The school gives appropriate attention to the Framework for Personal and Social Education (PSE) of the Qualifications Curriculum and Assessment Authority for Wales. Pupils' personal and social development is very good. However, all aspects of PSE do not receive equal attention.
75. Considerable attention is given to developing pupils' Welsh skills. KS2 pupils do not achieve the same standards in English, and as a result the development of pupils' bilingual skills is uneven. In KS2, the use of Welsh and English as the medium of teaching and learning has not been given sufficient attention to ensure balanced provision.
76. Pupils have a clear sense of ownership of and responsibility for the school and its environment. Recently, the school has begun to look at sustainability issues through Eco Schools project work. It is intended to develop further pupils' awareness of global citizenship through European links.
77. The sessions of collective worship make a very good contribution towards developing the pupils' understanding of spiritual, moral and social issues. Pupils have a clear understanding of good and bad and they show respect for their peers, people and property.
78. The school has a sound policy on equal opportunity issues. It makes consistent and equitable provision for all and seeks to ensure that all pupils succeed to the best of their ability.
79. There is some evidence of work-related education, but pupils' enterprise skills are under-developed.
80. The school lays the foundations for lifelong learning. The children receive some good opportunities to take responsibility for their own learning.
81. The school's links with parents are very good. The parents, acting headteacher and staff confirm that the relationship between the school and parents is based

on respect, honesty and sensitivity. Parents receive a comprehensive handbook containing recommendations on how to assist their children with their learning. The agreements between the school and the home conform to legal requirements. Evidence of the parents' support was seen in that they have been busy painting the whole school.

82. An extensive programme of extra-curricular activities is provided in partnership with other schools and organisations. The children attend a Drama Club and the local Urdd group. Regular educational visits are held to enhance curricular activities. They contribute to the pupils' understanding of different aspects of the curriculum, for example, history.
83. There are strong links between the school and the local area, and the school takes full advantage of community resources. The school works closely with neighbouring schools, sharing resources and expertise and co-operating on staff training issues. There is a good relationship with the secondary school. A member of staff from the secondary school is working on a bridging project at the school, and this is developing the pupils' ICT skills to good effect.
84. Good emphasis is placed on studying the heritage of Wales and on providing pupils with direct opportunities to contribute to Welsh culture. The Cwricwlwm Cymreig (Welsh Curriculum) features prominently in class-based work, in extra-curricular activities, such as the Urdd, and in community activities.

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

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The school provides a welcoming, happy and caring environment for pupils to learn and play. Pupils feel safe and comfortable at school and they receive good support from the teachers and assistants.
87. Pupils settle in quickly at school and they transfer smoothly from the infants' class to the junior class. The school has effective procedures for supporting pupils. The Friend for Life system of supporting newly arrived pupils is an example of good practice, and also ensures that older pupils are given appropriate responsibilities.
88. The provision for pupils with ALN is good and it conforms to the statutory requirements of the Code of Practice. Pupils' needs are identified at an early stage and their progress is closely monitored. The pupils' individual education plans are detailed and include achievable targets, which are clearly noted in the planning. The pupils make good progress.
89. The additional support provided for these pupils is good. The ALN co-ordinator and the support teacher, class teachers, support staff and the named governor

are well informed about the pupils' needs. They work closely to ensure that all pupils are well supported.

90. The school works appropriately with ALN agencies, parents and the relevant secondary schools.
91. Regardless of their age, ability, linguistic background, disability or ethnicity, all pupils receive full access to the curriculum and to the school's out of hours provision.
92. The school acknowledges and respects diversity. It has a policy for promoting racial equality and valuing diversity. No instances of racism were seen during the inspection and all pupils receive equal treatment by members of the school staff in all aspects of the work.
93. The policies on discipline and bullying are clear and the school acts without delay to resolve any problems with regard to unacceptable behaviour.
94. The acting headteacher is aware of the requirements of child protection, and appropriate arrangements are clearly established.
95. The policies and procedures for first aid, sex education and fire prevention are in place and are known to all. The school has appropriate arrangements for dealing with complaints and appeals.
96. The school has already acted to ensure that pupils with physical disabilities are not treated less favourably than able bodied pupils, in terms of the opportunities and support they receive. Physical access to certain parts of the school is unsuitable for prospective pupils with disabilities. The acting headteacher is currently discussing the issue of access for children with disabilities with the LEA.
97. The school carefully monitors pupils' attendance and punctuality and it fully conforms to requirements. Early action is taken as required.

Leadership and management

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. The leadership of the acting headteacher provides a clear sense of direction to the work of the school. Her effective leadership ensures that the school's core aims, values and objectives are successfully promoted. Pupils feel that they are

valued and that they receive equal opportunities to succeed, regardless of their ability, race or gender.

100. The staff work together closely and they support each other effectively. All the required policies and guidelines are in place to guide the development of the school. The views of everyone involved in the life of the school are taken seriously and equal opportunities are a prominent feature of its provision.
101. The policy and procedures for performance management and teacher appraisal are working effectively. Staff training needs are considered and this facilitates their continuous professional development and contributes to the work of improving standards. The school is in the process of updating its procedures in evaluating the quality of provision and pupils' standards of achievement across the school.
102. The school gives due consideration to national priorities, new initiatives and local partnerships. The extensive investment in information and communications technology resources helps more pupils to achieve higher standards. The school gives increasing attention to developing pupils' understanding of the importance of caring for the environment through its commitment to operating as an Eco school. The school is also investing considerable effort in preparing for the forthcoming Foundation Phase.
103. The establishment of the School Council gives pupils the opportunity to contribute to the decisions that affect them and also contributes to their understanding of citizenship. The school works well with a number of partners, including catchment primary and secondary schools, local and national agencies.
104. The school development plan sets realistic aims and targets that are based on the school's needs. Appropriate procedures are followed in setting targets and include careful discussion between the acting headteacher, staff and the Governing Body. The school is making good progress towards achieving its main targets.
105. There are appropriate processes for setting targets in the core subjects for Y1, Y3 and Y5 pupils in accordance with LEA policies. The results are analysed in detail in order to verify the validity of the targets. Appropriate action is taken in relation to the outcomes.
106. The governing body is very supportive, knowledgeable and plays a prominent part in the life of the school. The governors are aware of their responsibilities and they contribute effectively to strategic planning. Members develop their monitoring role and receive regular information about the school through the headteacher's reports and presentations. They use this information effectively to make appropriate decisions.
107. The Governing Body meets regularly and fulfils its regulatory and legal responsibilities. Due attention is paid to statutory and other requirements during

the production and implementation of whole-school policies. However, there are minor omissions in the latest governors' annual report to parents.

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

Grade 3: Good features outweigh shortcomings

108. The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question. Aspects of developing a whole school self-evaluation process require further attention.
109. The acting headteacher, staff and governors are committed to improving standards and a useful monitoring timetable has been produced. The programme will enable staff to evaluate the quality of curriculum planning, the standards of pupils' work and general aspects of the provision. However, a number of the evaluation procedures remain in the early stages of development.
110. The regular staff meetings create a useful forum for reviewing policies, evaluating new initiatives and discussing pupils' work and progress.
111. Although the school's procedures provide for an analysis of pupil performance in relation to standardised tests and National Curriculum assessments, there is room to give more attention to this aspect as part of the self-evaluation process.
112. There are suitable processes for setting targets and good progress is made in addressing the main targets set. The processes for evaluating the targets set have not been developed to the same standard.
113. Members of the governing body visit the school to discuss aspects of the provision. There is room to develop their monitoring role further, primarily in terms of monitoring standards of achievement, as part of a whole school self-evaluation process. There are no formal arrangements for obtaining the views of parents and carers about the school, other than through their representation on the Governing Body.
114. The School Council provides an opportunity for pupils to influence issues affecting their daily lives at school. The school makes appropriate provision for LEA input to the work of evaluating its overall performance and for setting whole school targets.
115. The self-evaluation report, produced by the acting headteacher, staff and governors prior to the inspection, is clear and intelligible. It is appropriately based on the inspection framework and good use is made of evidence such as policies, procedures and pupils' work. The inspection team concurred with the judgements made by the school in five of the seven key questions. A lower grade was awarded to the other questions as certain aspects of the provision require further development.

116. The school development plan is an effective planning document, which sets priorities and clear practical steps to ensure improvement. The action plans contain suitable targets, expected outcomes, individual responsibilities and a timetable. Appropriate resources and funding are allocated to support the developments. The steps taken are having a positive effect on developments, such as developing pupils' understanding of sustainability and citizenship through specific projects. Clear links are developing between the outcomes of the self-evaluation process and the SDP.
117. The school has made good progress since the last inspection and the key issues emanating from the report have been successfully addressed.

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
119. The school has qualified and experienced teachers who have the required knowledge and expertise to teach all aspects of the school curriculum. In collaboration with neighbouring schools, they receive opportunities to attend professional training courses. The teachers also take advantage of funding from the General Teaching Council to further their professional development.
120. Good use is made of the subject specialisms of the teachers through exchanging classes for some activities. The supply teachers and the peripatetic teachers who visit the school make a purposeful contribution to the school's curriculum.
121. The standard of work of the support staff at the school is good. Their role could be developed further by including them in the process of planning and recording pupil progress.
122. The arrangements for providing teachers with periods for planning, assessment and preparation are implemented effectively.
123. The school has a good range of resources that are appropriate to pupils' ages and needs across the curriculum. The school has very good information technology resources. The interactive whiteboards are used regularly. Recently, the Junior class library has been re-organised to create a valuable learning resource for pupils. Regular use is made of the resources available in the local community, such as the village hall and playing field, for school activities.
124. Good use is made of space within the school, and the outdoor environment is used effectively for teaching and learning. The appearance and condition of the school are good. The caretaker's work is of a high standard ensuring that the building and yard are kept very clean and tidy. Certain matters relating to the

school building, which are currently receiving the attention of the acting headteacher, the Governing Body and the LEA, were discussed further.

125. The school's expenditure on resources corresponds appropriately to its priorities. The acting headteacher and the Governing Body manage the budget effectively and keep its resources under regular review to ensure that the school provides good value for money.

School's response to the inspection

126. The inspection recognises that the school has maintained the good standards since the last inspection, as well as raising standards and addressing the key issues successfully. We are pleased that the inspectors agreed with the school's grades in five of the seven key questions and are proud that the quality of teaching in 92% of the lessons observed is grade 1 or grade 2. The skill and commitment of the teachers, and the care and abilities of all the school staff are acknowledged. Most importantly, the report emphasises the features that make our school what it is. Especially important to us is the fact that the report agrees that we achieve our aim of creating a happy environment, which will nurture the appropriate value of the child as an individual.

An action plan will be prepared to address the recommendations in the report and we believe that we can address them with confidence. The staff and governors have already begun to address the matters relating to the building noted by the inspectors.

Where it is possible, the staff and governors will address the recommendations as soon as possible. The raising of standards in English and extending pupils' numeracy skills in KS2 will be a priority. We will ensure that this aspect will be included in the school development plan.

A copy of the school's action plan in response to the report's recommendations will be sent to all the parents. The governors' annual report to parents will report on the progress made in relation to the report's recommendations

We wish to thank Miss. D Morris and the team for their courtesy and their guidance to us as a school

Appendix 1

Basic information about the school

Name of school	Ysgol Capel Cynon
School type	Primary
Age-range of pupils	4-11
Address of school	Capel Cynon Ffostrasol Llandysul Ceredigion
Postcode	SA44 4TJ
Telephone number	01239851429

Headteacher	Mrs C Evans (temporary headteacher)
Date of appointment	3/1/ 06
Chair of governors/ Appropriate authority	Dr LI Jones
Registered inspector	Miss D Morris
Dates of inspection	3-4 April, 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		10	1	5	3	3	0	5	27

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	10:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	13.5
Teacher (fte): class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Spring 2005	-	96%
Summer 2005	97%	94%
Autumn 2005	91%	89%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	100%	In the school	100%
In Wales	72%	In Wales	72%

(National Data 2004)

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 5 inspector days.
- Pre-inspection meetings were held with the parents and the Governing Body to discuss the life and work of the school.
- 18 questionnaires were completed by parents and they were carefully analysed.
- Discussions were held with the acting headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 12 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily services.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2, 5, 6.
Mr G Morgans Team Inspector	Key Questions 3,4, 7
Mrs D Williams Lay Inspector	Contributions to key questions 1,3,4,7
Mrs C Evans Acting headteacher	Nominee

Acknowledgement

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

Contractors

Cwmni Blaen, Blaensarngoch, Llanboidy, Hendygywn ar dâf, Carmarthenshire. SA34 ODE

Report by Dorothy Morris
Ysgol Capel Cynon, 3/04/06

Ysgol Capel Cynon was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Capel Cynon took place between 3-4 April, 2006. An independent team of inspectors, led by Miss D Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Summary

Ysgol Capel Cynon provides a welcoming, happy and caring environment for its pupils. All members of staff at the school work together effectively to ensure that the pupils receive good experiences that promote their learning and development.

The self-evaluation report produced by the acting headteacher, the Governing Body and teachers prior to the inspection is clear and intelligible. The inspection team concurred with the judgements made by the school in five of the seven key questions. A lower grade was awarded to the other questions as certain aspects of the provision need to be developed further.

Table of grades awarded

The inspection team judged the work of the school as follows:

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

The pupils make good progress in gaining new skills, understanding and knowledge and they succeed in achieving the agreed targets and learning aims.

The overall quality of the educational provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes for Children's Learning.

The Early Years children make good progress in listening, speaking, reading, writing, numeracy and in the use of information and communications technology (ICT) in their work across the curriculum.

In both key stages, the pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum are good.

In key stage 1 (KS1), the pupils make good use of their numeracy skills across the subjects. In key stage 2 (KS2), pupils make appropriate use of their numeracy skills, but their skills are insufficiently extended across the curriculum. A significant number

of pupils' English literacy skills in KS2 are underdeveloped. In both key stages, the pupils achieve very good standards when using ICT across the curriculum.

Given the very small numbers of pupils that are assessed every year in the national curriculum (NC) assessments and tests, it is not possible to identify clear trends in terms of pupils' attainments. In KS1, pupils' attainments overall, according to teacher assessments, were lower than county and national averages in 2004 but were higher in 2005. When compared with similar schools in Wales, on the basis of free school meals, the overall results place the school in the lowest 25% in 2004 and in the upper 25% in 2005.

At the end of KS2, the pupils' attainment levels in NC tasks and tests over the last three years are higher than county and national averages in most years. When compared with similar schools in Wales, on the basis of free school meals, the overall results place the school consistently in the upper 25%.

The standards and progress achieved by pupils in their bilingual competence are uneven. In both key stages, pupils communicate confidently and accurately in Welsh. In KS2, individual pupils communicate readily in English. However, a significant number of pupils lack confidence in speaking English.

Pupils work together effectively and they show very good development in their personal and social skills.

Pupils show good, and sometimes very good, development in their creative skills across the school. In both key stages, the pupils' problem solving skills are developing effectively.

Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous.

Average levels of attendance were 93% for the last three terms. The majority of pupils attend school regularly and they arrive punctually at the beginning of the school day.

The visits to places of educational interest, and their contributions to local activities, effectively extend the pupils' understanding of their own community.

The quality of education and training

In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25 %	67%	8%	0%	0%

The good and outstanding features of the teaching include high expectations of the pupils, stimulating presentations and clear explanations, effective interaction between teacher and pupil, and a special aptitude for interweaving different aspects of the

subjects across the curriculum. Where there were some shortcomings to the teaching, the tasks are insufficiently challenging to extend pupils' learning.

The good features of the assessment procedures outweigh the shortcomings. Recently, a specific programme has been introduced to assess and record pupils' progress across the curriculum. To date, the procedures have not developed sufficiently to guide the planning and learning. A small minority of the pupils' annual reports do not include all the information required.

The school responds well to the pupils' learning needs and they all receive equal opportunities to access a broad curriculum. The teachers plan in detail across the curriculum. However, there is room to develop further the planning for specific aspects such as extending pupils' numeracy and English literacy skills in KS2.

The learning experiences succeed in effectively nurturing the pupils' spiritual, moral, social and cultural development. Their awareness of equal opportunities is good.

The school's partnerships with parents are very good. The partnerships with other schools and agencies are also good.

The provision for pupils with additional learning needs is good and it fulfils the requirements of the Code of Practice.

Leadership and management

The school is led and managed effectively by the acting headteacher. Her sound values are known to staff, governors and parents and they are clearly reflected in the work of the school. The headteacher receives good support from the staff.

The school development plan sets realistic aims and targets that are based on the school's needs. The budget is carefully managed and expenditure is closely linked to school targets. The school is making good progress towards achieving its main priorities.

The acting headteacher, staff and governors are committed to improving standards and a useful monitoring timetable has been produced. Nevertheless, a number of the evaluation procedures remain in the early stages of development.

The governing body is very supportive, knowledgeable and contributes fully to the life and work of the school. Members contribute effectively to strategic planning and they are developing their role of monitoring the quality of provision. Good attention is given to statutory requirements in the school's documentation. However, there are minor omissions in the content of the governors' annual report to parents.

The school has made good progress since the last inspection and has successfully addressed the key issues identified in the previous inspection report.

Good use is made of space within the school and the outdoor environment is used effectively for teaching and learning. The appearance and condition of the school are good. Nevertheless, certain issues relating to the accommodation, which are

currently receiving the attention of the acting headteacher, the Governing Body and the Local Education Authority (LEA), were discussed further.

The school has sufficient teachers and support staff to undertake the work of the school. There are good quality resources for all subjects and they are used effectively. Very effective use is made of the local environment, the community and places of educational interest to enhance pupils' learning. The school provides good value for money.

Recommendations

In order to continue to develop, the school needs to:

R1. further refine aspects of curriculum planning in KS2, including pupils' English literacy and numeracy skills, in order to secure better balance within the provision;

R2. continue to develop a whole-school system for assessing and recording pupils' progress;

R3. develop the self-evaluation procedures,* and extend the role of the Governing Body in the process;

R4. ensure that the contents of the pupils' annual reports, and the governors' annual report to parents fully satisfy the current requirements;

R5. ensure that the issues relating to the building that are currently being discussed by the acting headteacher, the Governing Body and the LEA are given immediate attention.*

*(The school has included aspects of the recommendations marked with * in its development plan.)*

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