

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Capel Dewi Primary School
Capel Dewi
Llandysul
SA44 4PL**

School Number: 6672336

Date of Inspection: 5 February 2007

by

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Capel Dewi Primary School 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 Capel Dewi Primary School took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by Jean Marshall 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** 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 Capel Dewi Primary School is situated in a rural area near the town of Llandysul. It serves the small village of Capel Dewi in Ceredigion and many small neighbouring villages such as Llanfihangel-ar-Arth and Pencader.
- 2 Children enter the school, on a full time basis, at the start of the term following their fourth birthday. During the inspection, there were 31 pupils on the school register, including six children under five years old.
- 3 The vast majority of pupils (70%) come from homes where English is the main language of communication and as there is not a Welsh-medium Nursery Group feeding the school, these pupils start their school career without any awareness of Welsh. The school has been identified as bilingual; Welsh is used as the main medium of learning and teaching in key stage 1 and Welsh and English in key stage 2.
- 4 Ten pupils (32%) have been identified by the school as having additional learning needs and two of these have a statement of special education needs (SEN). The percentage of pupils (11%) who are entitled to receive free school meals corresponds well to the average for Ceredigion but is lower than the national average.
- 5 The headteacher, who was appointed to his post in January 2006, has responsibility for Llandysul School as well as Capel Dewi School and, on average, spends one day a week in Capel Dewi School. A teacher is in charge of the school for the rest of the week.
- 6 The school was last inspected in March 2001.

The school's priorities and targets

- 7 The school's priorities and targets for 2006-2007 include:
 - raising standards in Welsh and English by giving specific attention to extended writing;
 - further developing pupils' willingness to take responsibility for their learning, to challenge themselves, to ask questions, to work independently and interact with others; and
 - continuing to raise standards through further developing the practice of collaborating on a cluster or network level.

Summary

- 8 This is a good school that is led by an enthusiastic and conscientious headteacher who is committed to raising standards and improving the provision. In a short space of time, he has succeeded in developing and co-ordinating the team and encouraging individuals to contribute to a common purpose. Staff and governors have high expectations with respect to ethos, behaviour and standards and this is reflected in every aspect of the school's work.

Table of grades awarded

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

Subjects and/or areas of learning for children under five

- 9 The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Due to the small number of nursery and reception age children in the class, no judgement on standards of achievement is given.

Grades for standards in subjects inspected

Inspection subject/area	Key Stage 1 Grade	Key Stage 2 Grade
Under-fives	-	-
Welsh first language	3	3
English		2
Information technology	2	2
Art	2	1
Physical education	2	2

- 10 Pupils have an outstanding understanding of what they are doing in different lessons and what they need to do in order to improve their work. By key stage 2, they show a very good awareness of their individual targets and of their progress in trying to attain these targets.
- 11 In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking and listening in Welsh across the curriculum are good. Although there are a significant number of key stage 1 pupils who are immature in their fluency in reading and writing, by key stage 2, they make broad and appropriate use of their Welsh reading and writing skills in every curricular area.
- 12 In key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing English across the curriculum are good. By the end of key stage 2, they achieve good standards also in bilingual skills. Pupils

throughout the school have good knowledge and understanding of the *Cwricwlwm Cymreig*.

- 13 Pupils in both key stages make consistent and effective use of mathematical skills across the curriculum. They make wide use of information and communication technology (ICT) across the curriculum and attain outstanding standards. Pupils' creative skills are good in key stage 1 and outstanding by key stage 2.
- 14 Due to the small numbers of pupils in each school year, there is a great variation in the school's results from year to year.
- 15 The average attendance for the three terms prior to the inspection is 90.7%. High levels of illness in the spring term of last year had a detrimental effect on this average.
- 16 There are outstanding features to the progress that pupils make in their personal, social and moral skills and their learning skills. They concentrate and persevere for extended periods, and collaborate effectively and productively in problem-solving. Pupils' behaviour and attitudes are good.

The quality of education and training

- 17 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

- 18 The outstanding features of teaching include effective teaching strategies that give consistent opportunities to pupils to make choices and decisions and ensure that they work purposefully and confidently.
- 19 The good features of teaching include interesting presentations that hold pupils' attention, specific objectives and clear guidelines that are shared with pupils and effective end of lesson summarizing in order to reinforce and review what has been learnt.
- 20 In the few lessons where there are shortcomings in the teaching, there is a tendency to ignore the main focus of the lesson and the objectives are not obvious to the pupils.
- 21 There are outstanding features to the quality of the school's arrangements for assessing and recording pupils' progress and attainment. Purposeful records are kept of the progress of the under-fives and key stage 1 and key stage 2 pupils' progress and attainment is assessed fairly and accurately in every curricular area. The comments offered by teachers on pupils' progress or difficulties in individual lessons or a series of lessons reinforce the assessment process substantially and is an outstanding feature of the school's provision.
- 22 The annual reports distributed to parents are of good quality and are appreciated by them.
- 23 The school provides a balanced and broad curriculum that is effectively enriched by a variety of activities including visits relative to their studies. The partnerships with parents, the community and other schools enrich the learning experiences substantially for pupils and are an outstanding feature of the school's provision.

- 24 The development of pupils' personal skills, including their spiritual, social, moral and cultural development, is promoted outstandingly.
- 25 The school promotes pupils' awareness of the world of work well and develops their enterprise skills effectively. Through a link with Waunifor community centre and the Eco-school initiative, it succeeds well in promoting education for sustainable development and global citizenship.
- 26 The quality of procedures for supporting and caring for pupils and for helping new pupils settle in to the school is an outstanding feature of the life of the school.
- 27 The school monitors attendance and punctuality meticulously and has set challenging but realistic targets of attaining an attendance percentage of 95%.
- 28 The school is outstanding in ensuring the development of pupils' health, safety and well-being.
- 29 The quality of provision for additional learning needs is outstanding. The school identifies pupils' needs early and acts effectively, in partnership with parents, in organising additional suitable support.
- 30 Although the school implements sound procedures for ensuring equal opportunity through ensuring that every pupil has full access to the school's daily curriculum and to extra-curricular activities at the school, the building has not been modified to ensure access for pupils with physical disability.

Leadership and management

- 31 The quality of the headteacher's leadership, who shares his time between two schools, is outstanding. He has a sound vision and he collaborates effectively with the teacher in charge in offering real and practical experiences, and a clear philosophy with regard to expectations and procedures.
- 32 The entire staff work together well in responding to national priorities and take an active part in many partnerships, including those with the local education authority (LEA) and neighbouring primary schools.
- 33 Staff and governors have high expectations with respect to ethos, behaviour and standards. It is ensured that every pupil attains his/her potential through setting challenging but realistic targets for pupils' standards of attendance, standards of attainment in the core subjects, and standards of achievement in bilingual skills. This procedure is an outstanding feature of the school.
- 34 Governors support the school well. They meet regularly and receive detailed reports from the headteacher which gives them valuable information on every aspect of the school's work. Neither the governors' report to parents nor the school prospectus include all of the statutory requirements.
- 35 There are outstanding features to the school's processes for evaluating and improving quality and standards. Comprehensive and effective self-evaluation processes were established and the information is effectively used to identify priorities for the school development plan (SDP) in order to make further improvements.
- 36 The inspection team agrees with the school's opinion in its self-evaluation in three of the seven key questions. A higher grade was awarded to the other four

questions as the inspection evidence in each case shows that the school had not acknowledged the outstanding quality of provision in reaching an opinion.

- 37 The school has succeeded well in raising standards and improving the quality of provision in response to the key issues identified in the report on the last school inspection in 2001. However, the need to improve standards in writing Welsh remains.
- 38 The school has no hall and the dining room is too small in which to undertake curricular activities. The school responds appropriately to this shortcoming through making good use of the Leisure Centre in Llandysul for physical education and through holding concerts in the village hall. The site of the toilets in a cabin outside the school is not ideal.
- 39 Leaders' and managers' management of the school's resources, including the financial resources that are available to it, is outstanding.
- 40 Teaching and support staff take advantage of regular opportunities to update their skills through attending in-service training (INSET) courses that match their individual professional development needs and the school's priorities for development very well.
- 41 Outstanding use is made of the time and specialism of teaching staff through close collaboration with other schools in sharing and developing ideas, preparing schemes of work, organising INSET and monitoring aspects of the curriculum.
- 42 The headteacher and governors regularly review the use made of resources, including the financial resources available to the school. The school offers very good value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in every aspect of Welsh in key stage 1 and in writing Welsh in key stage 2;
- R2 continue to develop and expand the use of teaching methods that ensure that pupils have an active part in their learning; *
- R3 ensure that the school's prospectus and the governors' report to parents meet all the statutory requirements.

* *already noted as a priority in the SDP*

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

43 The findings of the inspection team agree with the school's opinion in its self-evaluation report.

44 Standards of achievement in the lessons observed were as follows:

Pupils standard of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	8%	84%	8%	0%	0%

45 The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Due to the small number of nursery age and reception age children in the class, no judgement on standards of achievement is given.

46 In key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement are as follows:

Subject	Key Stage 1 Grade	Key Stage 2 Grade
Welsh (first language)	3	3
English		2
Information technology	2	2
Art	2	1
Physical education	2	2

47 Pupils with additional learning needs make good progress educationally and socially. The vast majority of the pupils in both key stages, including those with additional learning needs, attain the challenging targets set for them.

48 In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking and listening in Welsh across the curriculum are good. They listen attentively and discuss their work readily in a good range of contexts.

49 Although key stage 1 pupils make wide use of their Welsh reading and writing skills in every curricular area, there are a significant number of them who are immature in respect of their fluency in reading and writing. By key stage 2, pupils read fluently and widely in order to find information and write in a range of different formats across the curriculum.

50 In line with the policy of the school and the authority, English is introduced to pupils at the start of year (Y) 3. In key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing English across the curriculum are good. They discuss intelligently, read fluently and effectively in order to find information, and write correctly in a range of contexts.

51 Pupils' achieve good standards in their bilingual skills. Although a high percentage of them come from non-Welsh speaking homes, by the end of key stage 2, the vast majority speak and read with the same fluency in Welsh and English and move easily from one language to another. They succeed well in

finding information in English and then record it correctly in Welsh. Pupils throughout the school have outstanding knowledge and understanding of the *Cwricwlwm Cymreig*.

- 52 Pupils in both key stages make consistent and effective use of mathematical skills across the curriculum. In key stage 1, they count, compare, sort and organise objects in different contexts. In key stage 2, pupils use detailed measurements carefully in science and design technology, and collect and arrange data in an orderly way, using a good range of different tables and graphs across the curriculum.
- 53 In both key stages, pupils' standards and progress in ICT across the curriculum is outstanding. They make wide and effective use of computers, digital cameras, digital microscopes and sensors to reinforce and enrich work in the vast majority of lessons. In key stage 1, pupils record their work confidently in a range of different ways by using a digital camera, word processor, data handling program and a music composing program. In key stage 2, pupils collect information from the Internet about Botswana in geography lessons and about the author T Llew Jones in Welsh lessons, and experiment confidently and successfully in creating a discerning presentation with a multi-media program.
- 54 Pupils' creative skills are good in key stage 1 and are outstanding by key stage 2. They make effective use of their imagination and their creativity in art and design and technology lessons and in writing English stories and poems. There are outstanding features to the quality of the end product in key stage 2.
- 55 The small numbers of pupils in each school year means that there is a wide variation in the school's results from year to year and means that the comparison with similar school with respect to the percentage of pupils entitled to free school meals is not reliable.
- 56 In key stage 1 and key stage 2, with the exception of pupils who have been identified as having additional learning needs, the results over three years compare favourably with county and national schools in every subject. In key stage 2, the results in mathematics and science are consistently higher than the results in Welsh and English.
- 57 Pupils have an outstanding understanding of what they are doing in different lessons and what they need to do in order to improve their work. By key stage 2, they evaluate each others' work expressing an opinion and offering improvements. They discuss lesson objectives and success criteria intelligently and show a very good awareness of their individual targets and of their progress in trying to attain these targets.
- 58 Pupils' behaviour and attitudes are good and have a positive effect on learning and the life of the school in general. Pupils are aware of the school's expectations and rules and adhere to them. They are friendly, considerate and show respect and courtesy to each other, the staff and visitors to the school.
- 59 The average attendance for the three terms prior to the inspection is 90.7%. High levels of illness in the spring term of last year had a detrimental effect on this average.
- 60 There are outstanding features to the progress that pupils make in their personal, social and moral skills and their learning skills. They concentrate and

persevere for extended periods, and work together effectively and productively in problem-solving. They show respect towards diversity in society and have a good awareness of equal opportunity issues.

- 61 Pupils have a good knowledge and understanding of the world of work and the role of different members of the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 62 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

- 63 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

- 64 The good relationship between adults and pupils throughout the school reinforces the teaching and learning.
- 65 Outstanding features of teaching include effective teaching strategies and high quality tasks that give consistent opportunities for pupils to make choices and decisions and ensures that they work purposefully and confidently.
- 66 Good features of the teaching include:
- suitable structure and development to the lesson including interesting presentations that hold pupils' attention and effective summarizing at the end in order to reinforce and review what has been learnt;
 - specific objectives and clear guidelines that are shared with the pupils;
 - an obvious link with elements of previous work or lessons;
 - ensuring that pupils keep persevere setting appropriate deadlines for tasks;
 - pupils being encouraged to think and to refine performance through evaluating their work;
 - the assistants supporting effectively, through continually talking with pupils;
 - effective use of resources, including computers and interactive whiteboard, to facilitate learning and teaching.
- 67 In the few lessons where there are shortcomings in teaching, there is a tendency to ignore the main focus of the lesson and the objectives are not obvious to the pupils.
- 68 There are outstanding features to the quality of the school's procedures for assessing, recording and reporting.
- 69 Teachers make effective use of data which derives from baseline assessment to identify the attainments of the children under five and any concerns that arise.

Purposeful records are kept of the children's progress in the six areas of the Desirable Outcomes.

- 70 In key stage 1 and key stage 2, the assessment procedure is based on the practice of tracking individual pupils' progress and attainment in every curricular area according to a specific timetable. Also, the school is proactive in the way it assesses and tracks pupils' progress in their bilingual skills and adopts strategies for further development. These assessments are fair and accurate and fully meet the statutory requirements.
- 71 The school has adopted the use of 'assessment for learning' that offers pupils an active role in the process and ensures that teachers comment on pupils' progress or difficulties in individual lessons or series of lessons. This substantially reinforces the assessment process and is an outstanding feature of the school's provision.
- 72 Pupils' work is marked and corrected in a sensitive manner offering positive and constructive comments. However, teachers do not consistently ask pupils to take responsibility for identifying and correcting some weaknesses.
- 73 One evening is held annually for parents to discuss their children's work with teachers. The reports distributed to parents encompass pupils' understanding and skills in every aspect of the curriculum and identifies further targets for progress. The reports meet the statutory requirements and are appreciated by parents.

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

Grade 1: Good with outstanding features
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- 74 The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The inspection evidence shows that the school did not recognise the outstanding quality of the links with the community, the partnership with parents and the method of planning for implementing the curriculum, in coming to a judgement.
- 75 The school provides a curriculum that is balanced and broad, gives good attention to National Curriculum (NC) subjects and religious education, as well as to the Desirable Outcomes for Children's Learning. The provisions already in place for establishing the foundation phase in the early years are effective.
- 76 The quality of planning for curricular subjects is sound, and ensures coherency and continuity in the teaching. The school is working effectively with some other schools in the cluster in planning and the way that it plans for developing pupils' basic skills and key skills and adapting some of the plans to be relevant to situations in mixed age classes is outstanding.
- 77 Pupils' education is enriched well by visits that are relevant to their studies and by the contribution of specialists, such as local artists, who are invited to the school. In addition, pupils' benefit greatly from after school clubs, such as the Urdd and the Healthy Club. The school plays a key part in local concerts, services in the church and a variety of other activities in the community.
- 78 The school promotes the development of pupils' personal skills, including their spiritual, social, moral and cultural development, outstandingly. The provision is

based on effective policies, which take full account of personal and social education (PSE) matters, of regular opportunities to contribute to worthy causes, and of teaching strategies that promote collaboration and develop pupils' social skills. Collective worship sessions, and the opportunities within them to discuss and to reflect, contribute very well towards pupils' spiritual development. Outstanding attention is given to promoting pupils' cultural development through planning and implementing regular opportunities to enrich their awareness of the *Cwricwlwm Cymreig*.

- 79 The school's partnership with parents is outstanding. The evidence of their support from the pre-inspection meeting and the questionnaires completed by them are sound. The Parents Association that was re-established in 2006 offers good support through organising fund raising activities and discussing ideas. Parents and other individuals from the community come into the school to help practically with the school's maintenance work and to work in the garden, as well as listening to pupils read. The vast majority of parents have signed the home/school agreement and the school regularly asks for parents' opinions about its provisions.
- 80 The school considers that its relationship with the local community is central to its success and two-way links are consistently promoted. Members of the community are welcomed to the school in order to contribute to pupils' development. The local vicar comes to lead sessions of collective worship and pupils take part in activities such as the thanksgiving service, Christmas concert for the elderly and the Llanfihanel ar Arth *eisteddfod*. They also compete in an inter-village sport tournament.
- 81 There are outstanding partnerships between the school and other primary schools in the catchment area. The headteacher serves Llandysul School as well as Capel Dewi School and this leads to outstanding links between both schools especially from the perspective of curricular leadership. The school collaborates closely and effectively with Pontshan School and Tregroes School in preparing schemes of work, organising INSET and sharing transport to the leisure centre for physical education lessons. There are good links with the three secondary schools, and most specifically Ysgol Dyffryn Teifi, to which pupils transfer at the end of Y6.
- 82 The school promotes pupils' awareness of the world of work well, through organising visits to specific places, such as a wool factory, bed manufacturers and organic food producers. Pupils' enterprise skills are developed effectively through providing them with opportunities to order, buy and sell fruit in the school shop, and keep detailed records of expenditure and profit.
- 83 Through a link with Waunifor community centre and the Eco-school initiative, education for sustainable development is promoted very successfully. The school implements initiatives such as recycling, energy saving, eco garden, weighing waste and creating a compost heap.
- 84 The school succeeds outstandingly to promote pupils awareness of global citizenship through organising for them to meet foreign residents at Waunifor centre and through the close link and regular communication in the form of information, pictures and e-mail contact that exists with Aria school in New Zealand.

- 85 The school promotes pupils' bilingual skills well and takes urgent steps to ensure that they identify individuals' present skills so that they can build on them.

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

Grade 1: Good with outstanding features

- 86 The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The inspection evidence shows that the school did not acknowledge the outstanding quality of the care and support for pupils, including pupils with additional learning needs, in coming to a judgement.
- 87 The quality of the procedures for supporting and caring for pupils and the way they are implemented by teachers and assistants is an outstanding feature of the life of the school.
- 88 The school works outstandingly with parents ensuring that they understand and have regular opportunities to express an opinion about the school's arrangements. Parents have absolute confidence in the way the school cares for their children.
- 89 There are outstanding arrangements for helping new pupils settle into the school. The children under five spend two mornings in the class in order to familiarize themselves with the arrangements before they start in the school, and an invitation is extended to parents to visit for a morning and listen to the headteacher's presentation.
- 90 The school's PSE programme, which includes sessions of 'circle time', succeeds very well in developing pupils' attitudes and values. Pupils feel confident to discuss feelings and concerns with adults. In key stage 1, the procedure of honouring the 'King or Queen of the week' effectively contributes towards promoting effort and positive behaviour. The 'Friends Bench' on the yard helps pupils to develop sympathy and friendship.
- 91 The school council, which meets regularly, ensures that pupils have a voice in the life of the school while also developing valuable social skills.
- 92 The school monitors attendance and punctuality in detail through consistently reminding parents of the importance of good attendance and sending letters without delay if there is a case of absence without valid reason. The school is a pilot school in the county for electronic registration and has set a challenging but realistic target of reaching a percentage of 95%.
- 93 The school is outstanding in ensuring the healthy development, safety and welfare of every pupil. Teachers undertake detailed risk assessments before taking pupils out of the school and supervise them carefully on visits, during break times and at the end of the day. Initiatives such as the Healthy Food Shop, the Breakfast Club and the Healthy Club promote pupils' health effectively.

- 94 The headteacher is the designated person for child protection, and the chairman of the governing body also has responsibility. Staff have a good awareness of the procedures and the way to respond should the need arise.
- 95 The quality of provision for additional learning needs is outstanding, and the co-ordinator's diligence and organisation is praiseworthy.
- 96 The school has an effective procedure for the early identification of pupils' needs and for operating in line with their needs. Relevant individual education plans (IEPs) are constructed for pupils and these are reviewed regularly in light of the progress made by pupils. Parents are fully involved in these discussions.
- 97 Suitable differentiated tasks and good support by teachers and assistants are provided in the lessons. Additional support is provided, by a support teacher, for some pupils. The relationship between the teacher and pupils is good and the practical nature of tasks provided and the way they are varied constantly stimulates pupils' application.
- 98 The designated member of the governing body who has responsibility for additional learning needs has appropriate knowledge of the situation at the school and visits occasionally for discussions with the co-ordinator.
- 99 The school implements sound policies for equal opportunity and race equality. It ensures that every pupil has a full access to the school's daily curriculum and to extra-curricular activities. However, the building has not been adapted to ensure access for pupils with physical disability.
- 100 A healthy inter-relationship is promoted between pupils who have different home languages and pupils' awareness and understanding of different races is raised effectively through religious education and PSE.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 101 The findings of the inspection team agree with the judgement given by the school in its self-evaluation report.
- 102 The quality of the headteacher's leadership, who has been at the school for a year and who shares his time between two schools, is outstanding. He has a sound vision and he works effectively with the teacher in charge in offering real and practical experiences, and a clear philosophy with respect to expectations and procedures. They succeed in creating a sense of purpose that promotes and maintains continuous improvements.
- 103 The school has sound aims, values and policies that promote equal opportunity and that are clearly reflected in the work of the school. Every member of staff has a very good awareness of the procedures and they work conscientiously as a team in order to ensure the school's success and development.
- 104 The entire staff work effectively in responding to national priorities. The school gained the Basic Skills Agency Quality Mark and the Investors in People accreditation. Pupils and staff have benefited greatly from the activities involved being a part of the Eco-school initiative, PESS physical education programme,

and the Healthy Club. Recently, the school joined a '1,000 words' reading scheme sponsored by the Basic Skills Agency. The teacher in charge is on the point of completing the national training for prospective headteachers and has benefited substantially from the experience.

- 105 The school takes an active part in many partnerships, including some with the LEA and neighbouring primary schools. The headteacher is a member of county working parties who discuss and construct procedures for Assessment for Learning, the authority's Language Policy, and electronic registration for Ceredigion schools. This has a positive effect on standards and on the school's development.
- 106 Between them, these priorities and partnerships are outstanding.
- 107 Staff and governors have high expectations with respect to ethos, behaviour and standards. It is ensured that every pupil attains his/her potential through setting challenging but realistic targets for standards of attendance and pupils' attainment in the core subjects, and standards of achievement in bilingual skills. This procedure is an outstanding feature in the school.
- 108 Suitable arrangements were established in order to ensure non-contact time for teachers for planning, preparing and assessment (PPA) and detailed attention is given to the procedure of inducting a newly qualified teacher during the current year. An effective procedure was established for managing and improving staff performance and there is specific evidence that the procedures have had a positive effect on the provision and on standards in the school.
- 109 An outstanding procedure was established for collaborating with Pontsian and Llandysul schools. The schools jointly plan work, share subject specialism, and combine finance for INSET in order to organise courses that respond directly to the schools' priorities. The headteacher takes a key part in these arrangements.
- 110 The governors support the school well and shoulder their responsibilities conscientiously. They meet regularly and receive detailed reports from the school's headteacher who gives them valuable information on every aspect of the work.
- 111 They discuss the school's curricular, managerial and financial priorities regularly and contribute well in discussing the self-evaluation procedure and in producing and monitoring the SDP.
- 112 Neither the governors' report to parents nor the school prospectus include all the statutory requirements.

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

Grade 1: Good with outstanding features
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- 113 The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The inspection evidence shows that the school did not recognise the outstanding quality of the self-evaluation procedure in coming to a judgement.
- 114 The headteacher and the other teachers have a thorough knowledge of the school's performance in every area. Comprehensive and effective self-

- evaluation processes were established which are a key part of the life and work of the school and are based on first-hand evidence from a number of sources. The information is used effectively to make further improvements.
- 115 The headteacher and teachers contribute fully to the self-evaluation process through holding regular discussions, inspecting schemes of work and analysing pupils' work in order to identify aspects that need to be developed. The headteacher and the teacher in charge of the school visit classes regularly in order to evaluate learning and teaching.
- 116 The school collaborates closely with Llandysul School and effective use is made of teachers' specialism there to evaluate some aspects of the curricular provision. Following the evaluations, thorough and penetrating monitoring reports are constructed to clearly identify which aspects need further attention. These reports are discussed in staff meetings and presented to the governors.
- 117 The school takes full account of pupils' opinions through questionnaires and through the school council. The seeking of parents' opinions through sending a questionnaire to every home is a regular process at the school.
- 118 The self-evaluation report produced by the school for the inspection is clear and comprehensive and offers objective and honest opinions on the seven key questions. The inspection team agree with the school's opinion in its self-evaluation in three of the seven key questions. A higher grade was judged for the other four questions as the inspection evidence in every case showed that the school did not recognise the outstanding quality of the provision in coming to a judgement.
- 119 Detailed attention was given to the key matters identified in the report on the school's last inspection in 2001. By now, in key stage 2, standards have improved in Welsh speaking and reading, in English speaking, reading and writing, and in key skills in key stage 1. The quality of teaching is now firmly good throughout the school, and it succeeded to deal effectively with health and safety matters that were a cause for concern at the time. The need to improve standards in writing Welsh continues.
- 120 The school makes effective use of the information collected through the self-evaluation arrangements for identifying priorities in the SDP. The plan identifies the school's main priorities in detail, notes the steps for action and the success criteria clearly and gives details on how the school's financial resources are used to support the priorities. There is specific evidence that the steps for action for improvement have a positive effect on standards and on the provision in the school.

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

Grade 1: Good with outstanding features
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- 121 The findings of the inspection team do not agree with the Grade 2 judgement made by the school in its self-evaluation report. The inspection evidence shows that the school did not recognise the outstanding quality of the way the school ensures efficient use of all resources in coming to a judgement.

- 122 The supply of staff is good and teacher qualifications are suitable for teaching every aspect of the curriculum. Effective use is made of a part time teacher's specialism to teach music and religious education throughout the school.
- 123 The learning support assistant and class assistant undertake their work well and conscientiously and also contributes effectively to the life of the school in general. Effective use is made of the time of a student, who is on a period of work experience in the school, to offer additional support for the children under five.
- 124 Effective use is made, by staff and pupils, of the good supply of suitable resources available across all areas of the curriculum. The condition of the resources is monitored regularly and new items bought as and when necessary, often with the financial support of the Parent Teacher Association.
- 125 The school buildings and grounds are in a good condition. The school has no hall and the dining room is too small in which to undertake curricular activities. The school responds appropriately to this shortcoming through making good use of the Leisure Centre in Llandysul for physical education and through holding concerts in the village hall. The site of the toilets in a cabin outside the school is not ideal.
- 126 The colourful displays on classroom walls contribute well to creating an attractive environment to stimulate the pupils. Outstanding use is made of the lawns and of the yard around the school as external learning resources, especially for the early years.
- 127 Outstanding use is made of the time and specialism of teaching staff through close collaboration with other schools in sharing and developing ideas, preparing schemes of work, organising INSET and monitoring aspects of the curriculum.
- 128 Teaching staff and support staff benefit from regular opportunities to update their skills through attending INSET courses that match their individual professional development needs and the school's priorities for development very well.
- 129 The headteacher and governors regularly review the use made of resources, including the financial resources available to the school. The school offers very good value for money.

Standards achieved in subjects and areas of learning

Under-fives

- 130 Children under five are taught in the same class as key stage 1 pupils. Due to the small number of nursery age and reception aged children in the class, no judgement on standards of achievement is given
- 131 Nursery aged children, who have just started in the school, are settling in very well and feel secure in the class. The class environment and the purposeful outside play area support the children's education well with sufficient space, suitable facilities and good quality equipment and resources.

- 132 For nursery and reception age children, well-structured purposeful playing activities are prepared and that are suitable for their development and skills, and that promote and extend their learning. They take part in a variety of first hand experiences that offer regular opportunities to make choices and decisions and that encourage and challenge them carefully and sensitively.
- 133 The overall quality of the education provision for children under five is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Welsh first language

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 134 In key stage 1, pupils develop their skills to listen to presentations and stories well. They respond appropriately to stories presented to them and offer ideas.
- 135 They offer oral comments readily in response to questions and a minority can express feelings and preferences in an extended way.
- 136 A small number of pupils read with good fluency, understand what they are reading and can offer comments in response to it. They use dictionaries effectively to find words that start with a specific letter.
- 137 Some pupils write simple sentences to record information about themselves and members of their family and to express personal experiences, such as of their earliest recollection. They can express preferences and wishes and they use the concise form of the verb in the first person, according to instruction. They construct a letter by using the appropriate form.
- 138 A good number of key stage 2 pupils can express themselves well, with the more confident ready to chat and offer spontaneous comments. They convey personal information and discuss aspects of their work in the school intelligently. The best pupils express themselves with increasing command of syntax and grasp of vocabulary.
- 139 The vast majority of pupils of the key stage read fluently and easily. They discuss contents of books referring to incidents and characters. They have good knowledge of the contents of a novel studied by them as a class and they can track a story effectively.
- 140 They know how 'contents' and 'index' pages are techniques that facilitate their use of information books. They use skimming and scanning reading techniques to glean information from a book magazine.
- 141 Through recording in a good variety of forms, pupils show an awareness of the features of those forms. Usually, there is appropriate order to their pieces and they can use adjectives and comparisons purposefully in structuring portrayals of a family member or a character in a local anecdote.
- 142 A small number of the most mature pupils use oral forms effectively in structuring dialogues between the characters. They record a report of a visit made in an extended piece that develops from paragraph to paragraph.

Shortcomings

- 143 The vast majority of key stage 1 pupils read doubtfully, and without sufficient fluency to convey the texts. They are uncertain in discussing books in general and in identifying words that rhyme in a poem.
- 144 Key stage 1 pupils do not structure pieces of coherent writing, such as personal stories and history that include a variety of sentences.
- 145 The vast majority of key stage 2 pupils do not use extended and varied sentences in their writing work.
- 146 A significant number of pupils are uncertain of the correct way to form negative sentences and they do not know of effective strategies to improve and develop their spelling skills.

English

Key Stage 2: Grade 2 – Good features and no important shortcomings

- 147 Key stage 2 pupils listen carefully to presentations and respond appropriately to them. In describing and comparing characters in a novel studied by the class, they discuss confidently and fluently by clearly pronouncing and using a varied vocabulary.
- 148 The vast majority of pupils read a good range of fiction and information books correctly and fluently showing a good understanding of the main points in the text. They discuss favourite authors maturely describing the kind of books written by them. The eldest pupils make effective use of dictionaries to explain unfamiliar words.
- 149 Pupils write for various purposes and for different audiences. They write in response to a wide range of stimuli, including examining different newspapers, creating dialogue in order to dramatize a part of a novel, and creating a poster as part of a class project. They show a good awareness of the features of different kinds of writing.
- 150 In writing a poem or an imaginary story, they plan their work carefully and develop initial ideas effectively using extensive vocabulary and extended sentences. They usually use punctuation marks correctly and understand well how to organise the work in paragraphs. The finished poems and stories show imagination, creativity and maturity.

Shortcomings

- 151 Spelling errors impair the quality of work of a small but significant number of pupils.

Information technology

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

- 152 From the early years, pupils work purposefully and confidently with a good range of computer programs. They show good command of the 'mouse' in moving images on the screen.

- 153 By key stage 1, the vast majority use a word processor and an art program confidently. They keep their work in a personal file, print independently and recall information that has already been stored.
- 154 They show a good awareness of different audiences; they combine picture and text to create a good quality greeting card and use different borders to decorate their work.
- 155 They make good use of a data handling program for collecting, organising and recording information in the form of a simple block graph.
- 156 Key stage 1 pupils control a 'floor turtle' successfully through feeding it simple directions, use the interactive whiteboard confidently, and use a digital camera independently to record their work.
- 157 Key stage 2 pupils make effective use of information technology equipment and software to communicate, share and exchange ideas and information in many different forms. They understand well how to vary page layout and import pictures in creating a newspaper article or an invitation card, and how to change the font, colour and size of a text in order to create effect.
- 158 They collect different data and confidently use a computer program to search for relevant information in the database and to organise the data effectively. In measuring temperature over a period, they record neatly by using a line graph.
- 159 Key stage 2 pupils succeed well to create a Logo procedure and feed it correctly to the program in order to construct two-dimensional shapes. They use the e-mail confidently for receiving and sending messages.
- 160 The eldest pupils in key stage 2 search for information, sounds, music and pictures from the Internet or compact disks and combine them skilfully to create a good quality multi-media presentation.
- 161 By Y6, pupils make effective use of computer spreadsheets to feed information about the expenditure, income and payments of the school's fruit shop. They explain confidently and intelligently how to use the program to create formulae and how to use them to collect information and to identify patterns.

Shortcomings

- 162 The keyboard skills of a significant number of pupils have not developed sufficiently.

Art

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 163 Key stage 2 pupils have an outstanding knowledge of the work of some well-known artists, and they discuss aspects of their work intelligently by referring to elements such as line, tone, texture and space. They evaluate their own work effectively, by using purposeful vocabulary to discuss intelligently.

Good features

- 164 In key stage 1, pupils have some knowledge of art vocabulary, and use it to evaluate their work on a simple level.
- 165 They can use equipment carefully following directions in a correct way.
- 166 They use string and paint effectively as a medium to create and print a picture of the eye, and they know how to mix some primary colours to create another colour.
- 167 Key stage 1 pupils use objects from the natural environment, to organise, set and glue in order to create an interesting collage.
- 168 In working with a local artist, they show a good understanding of a developing process, creating paint patterns in specific tones of colour, and all based on the first letters of their names.
- 169 They observe a portrait of the work of a contemporary artist carefully, before creating good simulations of it in strong colours, using paint or colour pencils, according to their choice.
- 170 They use a computer program successfully to create pictures of landscape views.
- 171 A good number of key stage 2 pupils effectively sketch a landscape before developing the work in charcoal in order to highlight some specific elements, such as shape, line and tone, according to the task requirement. They benefit well from a computer program to create their interpretation of a local landscape.
- 172 In working with clay, key stage 2 pupils create imaginative and striking models of themselves and describe the creating process well.
- 173 They create individualistic images of Wales, by expressing a reason over their choice, create effective drawings and paintings of still objects in pencil and in paint, and devise interesting patterns by practising the block printing technique.
- 174 They effectively contribute by combining ICT and art to create a striking picture based on digital pictures of themselves. The quality of the finished product is outstanding.

Shortcomings

- 175 Key stage 1 pupils do not draw effectively as a result of detailed observation.
- 176 Pupils in key stage 2 do not express themselves sufficiently through paintings that draw on their own imagination.

Physical education

- 177 Dance lessons were observed in both key stages. In considering this aspect, standards are judged as follows:

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 178 Key stage 1 pupils respond appropriately to directions in warming up the body.

- 179 They effectively convey aspects of a famous legend through moving rhythmically creating purposeful movements that represent the characters and creatures from the legend.
- 180 The work together effectively in small groups and as a whole class.
- 181 Individuals in key stage 1 are confident enough to display their performance to fellow pupils, and they reason intelligently in discussing features of their work.
- 182 In key stage 2, pupils understand well the need to warm up the body before starting a busy activity and to cool down gradually after the activity.
- 183 They carefully plan movements to convey a specific theme in dance lessons. They suggest relevant ideas for their activity. They show good physical control in response to the music's tempo and pitch, working constructively together in small groups.
- 184 They offer appropriate evaluative comments in observing each other's performances.

Shortcomings

- 185 There is a small minority of pupils in both key stages who do not create smooth and rhythmic enough movements.

School's response to the inspection

The staff and governors of Capel Dewi School are proud of the outcomes of the inspection that reflect the excellent work being undertaken by the school.

We are happy to state that the inspection was fair and positive. The content of the report is a subject of pride to all who are involved with the school.

The inspection was an open and honest process and a professional and penetrating dialogue was had throughout the inspection period.

The report highlights that the school has not always taken sufficient account of its outstanding features in coming to an opinion, and the willingness of the inspection team to judge a higher grade in those instances is appreciated.

We are proud of the comments that the care and support provided to pupils is outstanding. It was also good to receive comments that the school responds outstandingly to pupils' learning needs. Certainly, the inspection has reinforced the teaching strengths within the school and has stimulated the desire to develop some elements further. The school faced this inspection with a new and enthusiastic team of staff and, as a result, receiving this positive report was a subject of great pride.

We believe that the report reflects the hard work being undertaken at the school by committed staff and parents with the aim of ensuring the best provision for all pupils.

Appendix 1

Basic information about the school

Name of school	Capel Dewi Primary School
School type	Primary
Age-range of pupils	4 - 11
Address of school	Capel Dewi Llandysul Ceredigion
Postcode	SA44 4PL
Telephone number	01559 395601

Headteacher	Mr Aneirin Rhys Thomas
Date of appointment	January 2006
Chair of governors	Mr Tom Cowcher
Registered inspector	Jean Marshall
Dates of inspection	5 to 7 February 2007

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	3	3	2	5	5	6	3	4	31

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Autumn 2006	93.7	93.3
Summer 2006	-	93.3
Spring 2006	-	85.7

Percentage of pupils entitled to free school meals	11%
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 2006	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.6%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	5
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			
In the school	60%	In Wales	74.2%

Appendix 4

Evidence base of the inspection

The school was inspected over a period of two and a half days by a team of three inspectors, including a registered inspector, a team inspector and a lay inspector. During the period:

- thirteen sessions were observed, by trying to share the time fairly equally between the classes;
- discussions were held with pupils, the headteacher and all staff;
- pupil's knowledge and understanding was examined through the work undertaken by them;
- inspectors listened to the vast majority of pupils reading in both languages;
- samples of pupils' work were inspected;
- an analysis was made of the school's policy documents and schemes, including teachers' short and long term planning;
- attendance registers, pupils' records and teachers' assessment notes were examined;

- detailed attention was given to the school's financial information;
- formal meetings were held with the governors before and following the inspection;
- a pre-inspection meeting for parents was arranged and six of them attended, and the five parent questionnaires and the two letters received were analysed.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and Recommendations Key Questions 1, 5, 6, and 7 Children under five, English and information technology
Len Jones (Team Inspector)	Key Questions 2, 3, and 4 Welsh (first language), art and physical education
Janice Davies (Lay Inspector)	Contributions to questions 1, 3, 4 and 7
Aneirin Thomas (Nominee)	

Acknowledgement

The inspection team would like to thank the governors, headteacher staff and pupils for their co-operation during the inspection.

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