

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

***BEULAH COMMUNITY SCHOOL
BEULAH
NEWCASTLE EMLYN***

School Number: 667-2320

Date of Inspection: 29-30 October 2001

by

MR R H JONES

Registered Inspector

Date: 3 January 2002

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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1. CONTEXT

The School and its Priorities

Beulah Community School is located in the village, some four miles from Newcastle Emlyn and serves a wide area. The majority of pupils travel to school and only a small number of pupils live in the village itself. The school catchment area is described as one that is neither prosperous nor economically disadvantaged. Six per cent of pupils are entitled to receive free school meals. The school provides Welsh-medium education for 31 pupils aged between four and eleven years old and 45% of pupils come from homes where English is the main language. The pupils are split into two classes, one comprising the reception class, Y1 and Y2 and the other comprising all Key Stage (KS) 2 pupils. A total of nine children are on the special educational needs (SEN) register including one who has a statement of SEN.

The school's priorities for the current year, as outlined in the School Development Plan (SDP), include raising language standards across the curriculum, raising standards in numeracy and improving pupils' information technology skills.

2. MAIN FINDINGS

The Main Findings of the Report

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

- The educational provision for the under-fives is appropriate and promotes the Desirable Outcomes for learning. Standards of achievement in the six areas of learning are as follows:

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

- Standards of achievement are satisfactory. Standards are very good in nine per cent of the work, they are good in 52% and satisfactory in 35%. Standards are unsatisfactory in four per cent of the work. Standards in all national curriculum (NC) subjects and religious education in KS1 and KS2 are as follows:

Subject	KS1	KS2
Welsh	Good	Satisfactory
English	---	Satisfactory
Mathematics	Good	Good
Science	Good	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Satisfactory	Satisfactory

Religious education	Good	Good
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- Pupils with SEN make progress in accordance with their ability and standards of achievement are good.
- In the NC assessment tests in 2001 the results in KS1 were higher than the national average in every subject. In KS2, because the number of pupils who were eligible to be assessed was fewer than five, a summary of the information is not included.
- Overall, standards of achievement in the key skills across the curriculum are good. The under-fives make good progress in applying their information and communication technology (ICT) and early literacy and numeracy skills across the six areas of learning. In KS1 and KS2 standards are good in listening and reading. Pupils use a range of books, including reference books, appropriately. Standards are satisfactory in speaking. Pupils contribute confidently to discussions but they are not, however, given sufficient opportunities to speak publicly, in a debate for example. Standards of writing are good and pupils write well for a range of purposes. On the whole, standards in numeracy are good. Pupils apply their knowledge practically, particularly in science. Standards in ICT are very good. Pupils apply their skills effectively in Welsh, English, mathematics, design and technology, history, art and geography.

ETHOS OF THE SCHOOL

- Pupils' spiritual, moral, social and cultural development is good. Pupils respond well to the periods of collective worship and Christian values are apparent in the morning service. They have a clear sense of right and wrong, they share work and resources readily, and they are prepared to take turns and co-operate. They are ready to talk to strangers in an open, courteous and friendly manner. They benefit socially and culturally from visits to a vast number of local eisteddfodau, from Urdd activities and from their involvement in providing entertainment for the residents of the local home for the elderly.
- Pupils' behaviour and their attitude to schoolwork are very good. Pupils are self-disciplined in lessons and an atmosphere of learning is apparent in the school. Play is energetic without being rough and there is no evidence of bullying. Natural respect is shown towards adults and the older pupils are able to converse confidently.
- The attendance of school pupils is good. Attendance registers show an attendance of 95% over three terms and this includes pupils below the statutory age. There were no unauthorized absences.

QUALITY OF EDUCATION

- The quality of the teaching was very good in 23% of the lessons observed, good in 42%, satisfactory in 31% and unsatisfactory in four per cent. Invariably, when the teaching is good or very good sessions are very well planned and structured, teachers use language of good quality, which includes the local dialect, and they set a good example for the children. Sessions proceed at a good pace and pupils' attention is consistently maintained. On some occasions, when there are shortcomings in the teaching the activities lack challenge, pupils are not sufficiently extended and the pace of the teaching is slow.
- The school's arrangements for assessing, recording and reporting are good. The school's marking policy is thorough and provides a good foundation for developing consistent progress in pupils' work. Helpful comments and valuable suggestions for

improvement are given on pupils' written work. Records are kept on a termly basis for core subjects and on an annual basis for foundation subjects. At the end of each year a level of attainment is given for every core subject and well-defined grades are given for the foundation subjects.

- The curriculum provided for pupils is appropriate, broad, and balanced and meets the requirements of the NC and religious education. There are appropriate policies and schemes of work for every subject although there is no consistency in the presentation. Pupils with SEN are supported purposefully and the quality of the provision is good. The curriculum is enhanced by a variety of visits to places outside school and by visitors to the school. There is a good range of extra-curricular activities, such as art clubs and Urdd activities. These reinforce the co-operation and communication skills of the pupils who attend.
- The support, guidance and welfare of pupils are satisfactory. The school environment is appropriate and the care provided by the staff creates a feeling of security amongst the children. Mutual respect exists between pupils and staff. An important feature of the school is that the overall discipline is completely natural and spontaneous. There is a clear policy on conflict and staff and pupils are given guidance on how to deal with any problems. All doors are not always locked while the children are in the school.
- The school's provision for SEN is good. Pupils follow the whole curriculum, they co-operate well and regularly receive sensitive support from every member of staff. Within the classroom, the children are taught appropriately with suitable tasks and thorough support given by class teachers. The Individual Educational Plans (IEPs) for pupils on Stages 2 and 3 are thorough and detailed and provide clear assistance to pupils. Procedures for identifying children with SEN and co-operating with parents are thorough and staff are familiar with the Code of Practice.
- The quality of the partnership with parents is good and parents come to school to give of their time and skills by listening to pupils reading, doing some administrative work and assisting with after school clubs. The partnership with the community is very good, the school plays a central role in the life of the local community and the community is very supportive of school activities. The school also takes part in community events such as eisteddfodau and concerts, contributes to humanitarian campaigns in the area and pupils visit the local home for the elderly to entertain the residents. On the whole the partnership with schools and other institutions is good. The school co-operates with another three primary schools and there is some liaison regarding curricular subjects. The four headteachers meet on a monthly basis and the teachers meet on a termly basis.
- The partnership with industry is good bearing in mind the rural nature and size of the school. The school shows that it is aware of the advantages which may stem from this partnership. It is involved in an Education and Business Partnership with a garden centre to promote the work of creating a garden, pupils visit a local shop to experience commerce and business and they visit nearby farms.

MANAGEMENT

- On the whole, the quality of self-evaluation is good. The school is committed to the process of self-appraisal and a number of sources are used to gather data regarding the life of the school. Information is gathered on pupils' progress each term in the core subjects and once a year in the foundation subjects. This information is used to set

targets in order to raise standards although the SDP does not include quantitative targets.

- Leadership and efficiency are satisfactory. The headteacher was appointed just over a year ago. She gives effective leadership and a clear direction to the school's life. There is a positive ethos in the school and a warm and friendly atmosphere prevails. The governors are very supportive of the school and they play an active part in financial management. They strive to save money and ensure that they are given the best possible value for money when entering into agreements with contractors. Every member of staff has a job description which clearly identifies their role, including the monitoring of standards. The school has a monitoring programme but, to date, the headteacher and the class teacher have not undertaken regular and thorough monitoring.
- The staffing provision, the accommodation and the learning resources are satisfactory. The school is appropriately staffed, with a headteacher and one full time teacher. Assistance is provided by an SEN teacher, an assistant for the child with a statement, and a supply teacher who relieves the headteacher for one morning a week to carry out administrative work. Also, two peripatetic music teachers come to the school weekly. There is no additional help for the under-fives. The buildings are well decorated, they are clean, attractive and free from litter. A new demountable building which is used as a classroom is a substantial and valuable addition. The assembly hall is small but easily accommodates the whole school. It is not entirely suitable for physical exercise, due to an iron rail crossing the hall. A convenient and extensive playing field is shared with the local community. It is a major asset, but there is an enormous gap between it and the school yard which means that the school land is not enclosed and secure. There are no suitable amenities such as a safe place for the small children under five to play in the open air.

SCHOOL IMPROVEMENT

- The school has made satisfactory progress in addressing the issues identified in the previous inspection report. By now the SDP is a structured and practical document which includes appropriate targets for enhancing various aspects of school life. There are now appropriate policies and schemes of work for every subject and the short-term plans are comprehensive and effective. There is a relevant policy and scheme of work for personal and social education and these are implemented effectively across the curriculum. Year 3 are now taught with the remainder of KS2. The school has a monitoring programme but, to date, the teachers have not been monitoring standards regularly and thoroughly. By now, the school's provision for SEN is good. Pupils on Stages 1, 2 and 3 have additional help with language every week. One pupil has a statement and receives special help of a high standard from one assistant within the class, and also once a fortnight from a speech therapist. There is good co-operation between the speech therapist and the assistant.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory. Standards are very good in nine per cent of the work, they are good in 52%, satisfactory in 35% and unsatisfactory in four per cent.

- Standards of achievement amongst the under-fives are good in personal and social development, language and literacy development, mathematical development and knowledge and understanding of the world. They are satisfactory in physical and creative development.
- Pupils with SEN make progress in accordance with their ability and standards of achievement are good.
- In KS1, standards of achievement are good in Welsh, mathematics, science, information technology, history, geography, music and religious education. Standards are satisfactory in design and technology, art and physical education.
- In KS2, standards of achievement are good in mathematics, information technology, history, geography, music and religious education. Standards are satisfactory in Welsh, English, science, design and technology, art and physical education.
- In the NC assessment tests in 2001 the results in KS1 were higher than the national average in every subject. In KS2, because the number of pupils who were eligible to be assessed was fewer than five, a summary of the information is not included.

3.2 Standards Achieved in Key Skills across the Curriculum

Overall, standards are good.

- The under-fives make good progress in applying their early literacy and numeracy skills across the six areas of learning. They make effective use of their developing ICT skills.
- In KS1 and KS2 reading standards are good. Pupils use a range of books, including reference books, appropriately. Key Stage 2 pupils are able to use the library to search for information and their higher order reading skills are developing satisfactorily.
- Standards are good in listening. Pupils listen attentively to teachers and fellow pupils in class sessions and as a part of a group, and they respond appropriately.
- In KS1 and KS2 standards are satisfactory in speaking. Pupils contribute confidently to small group discussions and also to class discussions. They are not, however, given sufficient opportunities to speak publicly, in a debate for example.
- Writing standards are good. Pupils write well for a variety of purposes; for example, they write creative passages which depict life in Celtic and Roman times.
- Standards in numeracy are good on the whole. Pupils apply their knowledge practically, particularly in science.
- Standards in ICT are very good. Pupils use their skills effectively in Welsh, English, mathematics, design and technology, history, art and geography. Some pupils use the e-mail and Internet ably.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is good and they respond well to the experiences which they are given.

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- Pupils respond well to periods of collective worship, are led appropriately to periods of prayer and meditation, and Christian values are displayed in the morning service.
 - They show obvious enthusiasm and pleasure in their education in various situations. In KS1, the children clearly enjoy creative writing, and they succeed in creating sentences with a degree of humour which gives them obvious pleasure.
 - They have a clear sense of right and wrong, they are ready to share work and resources, and they are prepared to take turns and to co-operate.
 - Pupils are encouraged to be courteous from the reception class upwards, they are mindful of one another and the children with SEN integrate easily into all activities.
 - They are ready to talk to strangers in an open, courteous but friendly manner, and they benefit from social experiences by having visitors, such as tonic solffa experts to work with them.
 - They have valuable experiences of socialising in a variety of clubs held after school.
 - They also benefit socially and culturally from visits to a vast number of local eisteddfodau, from Urdd activities and from preparing entertainment for residents of the local home for the elderly.
 - They gain good experiences from communicating through the e-mail and video conferencing with other schools and websites and notably with NASA while doing work on space recently.
 - Pupils are very aware of their heritage and they show pride in their Welsh identity.
 - They study other religions as a part of the curriculum and they show that they are developing respect towards other cultures.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitude towards their schoolwork are very good.

- Pupils are self-disciplined in lessons, so that teachers do not have to raise their voices to maintain discipline.
- There is an atmosphere of learning in the school and evidence was seen of the wonder and delight that children experience on discovering new things.
- During lunchtime in the hall and also on the school yard the pupils are friendly and do not bicker.
- Play is energetic without being rough and there is no evidence of bullying.
- Natural respect is shown towards adults and the older pupils are able to converse confidently.
- Staff and school carers, together with the majority of parents, express complete satisfaction with pupils' behaviour.
- School policies are implemented successfully.

4.3 Attendance

The attendance of school pupils is good.

- The registers show an attendance of 95% over three terms and this includes pupils below the statutory age. There were no unauthorized absences.
- Pupils are registered accurately and punctually. The registers are kept conscientiously with the exception of the occasional administrative error.
- Letters and records of telephone calls regarding pupils' absences are kept.
- Pupils are punctual in the morning and the school timetable is implemented punctually.
- The school does not set targets to improve pupils' attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of the teaching was very good in 23% of the lessons observed, good in 42%, satisfactory in 31% and unsatisfactory in four per cent.

Invariably, when the teaching is good or very good:

- teachers have a sound knowledge of the subject;
- sessions are effectively planned and well structured;
- teachers use language of good quality, which includes the local dialect, and they set a good example for the children. They use a wide range of questioning techniques;
- sessions proceed at a good pace and pupils' attention is consistently maintained;
- lesson objectives are clearly explained to pupils;
- work is appropriate to pupils' ability;
- a good range of learning techniques are used effectively.

On some occasions, when there are shortcomings in the teaching:

- the activities lack challenge and pupils are not sufficiently extended;
- the pace of the teaching is slow.

5.2 Assessment, Recording and Reporting

The school's procedures for assessing, recording and reporting are good.

- The policy document includes clear guidelines on marking, recording, target setting and reporting to parents and it is implemented effectively.
- The school's marking policy is thorough and provides a good foundation for developing consistent progress in pupils' work. Helpful comments and valuable suggestions for improvement are given on pupils' written work, including those with SEN.
- The procedures for assessing the progress of pupils with SEN are effective.
- Special assessment records are kept for the under-fives with room for comments on the six areas of learning.

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- Records are kept each term for core subjects and annually for foundation subjects. At the end of each year a level of attainment is given for every core subject and well-defined grades are given for the foundation subjects. Blocks are provided to record comments and details on aspects of work within every subject for every term. Targets are set at the end of every year.
 - A very good feature which has promoted success in reading skills is the contact book between the school and the parents regarding homework. This provides room for parents' comments. A reading record is also kept in a book which lists the books kept in school. In KS2 the children themselves record what they have read.
 - Annual reports to parents are very detailed. They give comprehensive information on work covered during the year.

5.3 Curriculum

The curriculum provided for the pupils is appropriate, broad, and balanced and meets the requirements of the NC and religious education.

- All NC subjects and religious education are taught for appropriate periods of time.
- The curriculum for the under-fives is satisfactory and promotes the desirable outcomes although a lack of resources restricts standards to some extent, particularly physical and creative development.
- There are appropriate policies and schemes of work for every subject although there is no consistency in the presentation. The short-term plans are comprehensive and effective.
- There is no policy for the Cwricwlwm Cymreig but the majority of the schemes of work refer appropriately to the Cwricwlwm Cymreig.
- There is a relevant policy and scheme of work for personal and social education and these are implemented effectively across the curriculum.
- Pupils with SEN are supported purposefully and the quality of the provision is good. The curriculum is not adapted for any one of the pupils.
- The curriculum is enhanced by a variety of visits to places outside school and by visitors to the school. Pupils regularly take part in concerts, eisteddfodau and other activities in the school and in the community.
- Every pupil in KS2 plays the recorder and everyone is given the opportunity to play an instrument. Currently three play the trumpet and five play the violin.
- Pupils' basic skills are developed satisfactorily across the curriculum.
- There is a good range of extra-curricular activities, such as art clubs and Urdd activities. These reinforce the co-operation and communication skills of the pupils who attend.

5.4 Support, Guidance and Pupils' Welfare

Pupils' support, guidance and welfare are satisfactory.

- The school environment is appropriate and the care provided by staff creates a feeling of security amongst the children. Mutual respect exists between pupils and staff. An

important feature of the school is that the overall discipline is completely natural and spontaneous.

- The teachers follow a clear pattern throughout the day; they show patience and perseverance in their involvement with pupils and set them tasks which are matched to their ability. The support staff contribute substantially to the support and security given to pupils in the school.
- There is a clear policy on conflict and bullying and guidelines for staff and pupils on how to deal with any problems.
- The school has a policy on health and safety which includes guidance on sex education and parents are familiar with this. Child protection procedures are appropriate and staff understand their responsibilities.
- All doors are not always locked while the children are in the school.
- One member of staff is responsible for first aid and there is a clear procedure to be followed in the case of accidents or illness on the school's grounds. First aid resources are located in a convenient place in the school.
- Fire safety equipment has been placed in appropriate locations. Assurance was recently given by a fire officer that these arrangements are correct.

5.5 Provision for Pupils with Special Educational Needs

The school's provision for SEN is good.

- Pupils follow the whole curriculum, they co-operate well and regularly receive the sensitive support of every member of staff. Within the class, the children are taught appropriately, with suitable tasks and thorough support from the class teachers. They make progress in accordance with their ability and standards of achievement are good.
- The eight pupils on Stages 1, 2 and 3 have additional help with language every week. One pupil has a statement and receives special help of a high standard from one assistant within the class, and also once a fortnight from a speech therapist. There is good co-operation between the speech therapist and the assistant.
- The IEPs for pupils on Stages 2 and 3 are detailed and thorough and provide clear assistance to pupils.
- Children with SEN take part in the main activities of the school, and in accordance with the Equal Opportunities policy, every pupil is given the same educational opportunities.
- The arrangements for identifying children with SEN and co-operating with parents are thorough and the staff are familiar with the Code of Practice.
- In KS1, there is one gifted pupil in mathematics who is given additional attention every week by the SEN teacher. This pupil is also given extended tasks in class.

5.6 Partnerships with Parents and Community, Schools and Other Institutions

The standard of the partnership with parents is good. The partnership with the community is very good, and the partnership with schools and other institutions is good on the whole.

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- The quality and quantity of information given to parents on their child's work and development are good. This is done by means of a prospectus, two meetings during the year, regular circulars and letters delivered by pupils.
 - Parents come to school to give of their time and skills by listening to pupils reading, doing some administrative work and assisting with after-school clubs. They also accompany pupils on extra-curricular activities.
 - The school has an active Parent Teacher Association which raises valuable and substantial sums of money for the school.
 - The school has a home-school agreement which fully meets the statutory requirements and the expectations and responsibilities of the school, the pupils and the parents are reasonable and practical.
 - The school plays a central part in the life of the local community and the community is very supportive of school activities.
 - Members of the community visit the school to share local history experiences and to join in services. Officers from the fire brigade come to speak to pupils and members of the police force and dance companies visit the school.
 - The school takes part in community events such as eisteddfodau and concerts and contributes to humanitarian campaigns in the area and pupils visit the local home for the elderly to entertain the residents.
 - The school co-operates with another three primary schools and there is some liaison regarding curricular subjects. The four headteachers meet on a monthly basis and the teachers meet on a termly basis.
 - The school has forged links with a school in Gwynedd and through the Internet, forges links with schools internationally.
 - The school feeds another three secondary schools, the heads of Y7 from those three schools visit the school and Y6 pupils go on 'settling in' days to the secondary schools.

5.7 Partnership with Industry

This partnership is good bearing in mind the rural nature and size of the school.

- The school shows that it is aware of the advantages that may stem from this partnership.
- It is involved in an Education and Business Partnership with a garden centre to promote the work of creating a garden.
- The children visit a local shop and nearby farms to gain experience of commerce and business.
- The school receives generous sponsorship in the form of prizes and money from organizations and business circles.
- Although the rural nature of the school creates difficulties in establishing a relationship with companies and industry, the developments already taking place in relation to the Internet provide an opening to partnerships on a wider scale.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Overall the quality of self-evaluation is good.

- The school is committed to the process of self-appraisal and a number of sources are used to gather data regarding the life of the school.
- Information is gathered every term on pupils' progress in the core subjects and annually in the foundation subjects. This information is used to set targets in order to raise standards although the SDP does not include quantitative targets.
- School results in the NC assessment tests are analysed over a period of four years, noting any inconsistencies and offering adequate reasons for those.
- The headteacher conducts a thorough audit annually which considers management, the curriculum, resources, buildings, links, staff and finance. The data is analysed thoroughly and results are used to form the SDP.
- The SDP is a structured and practical document which includes appropriate targets for improving various aspects of school life.
- The headteacher monitors the targets in the SDP and in her termly reports she informs the governing body of any progress made.

6.2 Leadership and Efficiency

Leadership and efficiency are satisfactory.

- The headteacher was appointed just over a year ago. She gives effective leadership and a clear direction to the life of the school. There is a positive ethos in the school and a warm and friendly atmosphere prevails.
- The school has clear objectives which reflect those values praised by parents. These are clearly seen in the life and work of the school.
- The current governing body was formed in January 2000 and the governors are very supportive of the school. They have responsibilities for up to three curricular subjects each and one was also nominated to be responsible for SEN.
- The governing body plays an active part in financial management. It strives to save money and to ensure that it is given the best possible value for money when entering into agreements with contractors. A balance of £9000 was brought forward from the previous year and some of it has been set aside to employ a teacher to release the headteacher for one morning a week and also for buying resources.
- The headteacher is given non-contact time for one morning a week to carry out her management duties. A teacher takes her classes during this period.
- By means of termly reports, the headteacher provides the governors with regular information about school activities.
- Every member of staff has a job description which clearly identifies their role, including the monitoring of standards. The school has a monitoring programme but, to date, the headteacher and the class teacher have not undertaken regular and thorough monitoring.

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- Teachers have produced policies and schemes of work in those subjects for which they have a specific responsibility.
 - The administration and the day-to-day arrangements are effective and teaching time, staff expertise, accommodation and the resources available are used effectively.

6.3 Staffing, Accommodation and Learning Resources

The staffing provision, the accommodation and the learning resources are satisfactory.

- The school is appropriately staffed, by a headteacher and a full-time teacher. The member of staff who is responsible for a class and who co-ordinates some subjects has a job description. Assistance is provided by a SEN teacher, and an assistant for the child with a statement, and a supply teacher who relieves the headteacher for one morning a week to carry out administrative work. Also, two instrumental music teachers visit the school every week. There is no additional help for the under-fives.
- The buildings are well decorated, they are clean, attractive and free from litter. Very recently the school acquired a new demountable building where KS2 children are located. This is a substantial and valuable addition and includes an area for technology work, and a good storeroom for books and equipment. In a short space of time an attractive and colourful environment has been created here where the children are able to work well together in groups, as a class and as individuals.
- Key Stage 1 children are located in the old building. The room is pleasant and there is plenty of room for children to work formally. However, there is not enough space in this room to develop suitable corners for KS1, nor to lay out big and small equipment for the under-fives to play freely.
- The assembly hall is small but easily accommodates the whole school. It is not entirely suitable for physical exercise, due to an iron rail crossing the hall.
- A convenient, large playing field is shared with the local community. It is a major asset, but there is an enormous gap between the field and the school yard which means that the school land is not enclosed and secure.
- There is a good range of resources in all subjects other than physical education. Information technology equipment includes a good supply of computers, listening stations, and recording machines. Class libraries include a range of novels, poetry and stories and some reference books. There is a collection of reference books in the hall. The books are well arranged with colour codes where appropriate.
- There are no suitable amenities such as a safe place for the small children under five to play in the open air.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and promotes the Desirable Outcomes for learning. Standards of achievement are good in four aspects and satisfactory in the other two.

Language, literacy and communication skills

Listening, speaking, reading and writing skills are developing well.

Good features

- The children listen carefully to stories or conversations and can answer questions and some children can talk about material presented orally.

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- They take part in role-play in the playhouse and post office.
 - They can recognise and form individual letters and are beginning to write their names.

Shortcomings

- The children do not have sufficient experiences of listening to suitable stories or of looking at books under supervision.

Personal and social development

Standards of achievement are good.

Good features

- The children take turns and share with each other in a courteous manner.
- They are aware of the importance of hygiene and care.
- They respect teachers and are ready to hold a conversation.
- They are confident and feel at home in the classroom, and they have enjoyment and pleasure when the experiences offered to them are appropriate to their age.
- They take part naturally in the morning assembly, settling down appropriately and listening carefully during the service.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Standards of achievement are good.

Good features

- The children count up to ten.
- They are beginning to understand ordinal numbers.
- They have simple experiences of measuring using blocks and they can understand number bonds, symbols and sounds and can confidently form figures on paper.
- They learn about 2-D shapes at an early age and can identify them in their books.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Standards of achievement are good.

Good features

- The children are aware of time and the way in which the day is divided and understand that people lived differently in the past by using 'a long time ago' and 'When Mrs Davies was a little girl.'

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- They learn about electricity by experimenting with electrical equipment to create a circuit. Experiencing success gives them great pleasure.

Shortcomings

- There are no significant shortcomings.

Physical development

Standards of achievement are satisfactory.

Good features

- The children can handle equipment such as brushes and scissors, crayons and pencils dexterously.

Shortcomings

- The children do not have sufficient practice on large equipment inside and outside the classroom.

Creative development

Standards of achievement are satisfactory.

Good features

- The children use untuned percussion instruments very well; they can play the tambourine rhythmically following the teacher's beat, loudly and softly.
- When given support, they take part in role-play in the playhouse with ease and enjoyment.

Shortcomings

- The children's creative skills such as free painting and role-play have not been fully developed and the children do not have periods of free play when they can go to different corners to choose activities.

Welsh

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

Good features

- Pupils listen carefully in various situations to stories, tapes, videos and presentations by teachers.
- They can express themselves well orally, can hold a discussion and express their opinion fluently with increasing accuracy.
- They are ready to hold an intelligent conversation informally with their fellow pupils, teachers and strangers.
- They can discuss reasonably and clearly when working in pairs and groups.
- Reading standards are good; they read clearly and with increasing confidence. In KS1 there is good development in the children's reading skills and there is clear progress in their ability to cope with various reading material in KS2.

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- The pupils are ready to discuss stories and express reasonable and clear opinions about types of stories, authors and the construction of books.
 - They can use a dictionary from KS1 onwards and they discerningly use reference books and dictionaries, and vocabulary books to find information.
 - They have very good experiences and obvious enjoyment from reading various forms of literature such as short stories, poetry and information books as well as popular stories.
 - They punctuate with increasing accuracy and they are familiar with terms such as vowels and exclamation marks from KS1 and have good experience of using grammatical terms as part of their creative writing work.

Shortcomings

- In KS2, pupils' ability to write extended pieces of writing is under-developed.
- Key Stage 2 pupils' skills in re-drafting and presenting creative work produced on the computer are under-developed.

English

Standards of achievement in English are satisfactory in KS2.

Good features

- Pupils concentrate well when listening to explanations and discussions. They listen to stories, poetry and tales and respond by offering an interpretation and discussing with the teacher in the classroom.
- They can confidently discuss with a stranger and they share their ideas knowledgeably and clearly.
- They read well and progress to reading English in KS2 with ease.
- They regularly use the school library as well as the classroom library to borrow books. They take a book home each evening and they keep a record of their reading work in a book and on a card within the book. They read a good range of material with enthusiasm including novels, tales and poetry and information books, they express a clear and reasonable opinion on their choice of books and their favourite authors. They can recall the events of a story well and can predict how the story will end.
- There is obvious progress in the pupils' written work; they undertake a number of exercises on punctuation and using a dictionary and on purposeful grammar. The work is reinforced by undertaking cross-curricular tasks such as creating a prospectus for children in India.
- They use grammatical terms accurately when discussing the language of a text and when discussing creative work. Their ability to see the significance of varying the parts of speech is very good.
- They are very confident when using a dictionary. They complete good exercises to help them use a dictionary at the lower end of KS2 and they come to use the dictionary very confidently to check spelling and vary vocabulary.
- Literacy periods are built into the curriculum skilfully and pupils clearly benefit from this work, particularly in their reading and writing.

Shortcomings

- Pupil's oral skills have not developed fully as they do not have sufficient opportunities to discuss orally in groups.
- In KS2, pupils' ability to write extended pieces of work is under-developed.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils count and order numbers up to 100 accurately. They count forwards and backwards in twos, fives and tens from a given number. Pupils have a sound understanding of place value and they recognise and read numbers up to 1000.
- They know their number facts up to 10 and the best have a sound knowledge of number patterns up to 20. They have a good knowledge of effective strategies for adding two numbers.
- In KS1, pupils have a sound knowledge of halves and the best can count number halves up to 20.
- They identify odd and even numbers and count accurately and confidently in both.
- They can use and apply their knowledge to solve real-life problems. For example, they can count the change they receive when spending part of a pound.
- They have a good knowledge of two-dimensional shapes and they recognise some three-dimensional shapes.
- Key Stage 1 pupils know that data can be presented in the form of graphs and they can form and interpret simple bar graphs accurately.
- Key Stage 1 pupils have a good knowledge of mathematical language and they use terms such as 'biggest', 'lightest' or 'longest' naturally and accurately.
- They can estimate length well and they know how many centimetres there are in a metre. Using this fact and their knowledge of halves they can count how many centimetres there are in half a metre.
- At the beginning of KS2, pupils further develop their knowledge of two and three-dimensional shapes and across the key stage they successfully come to identify and connect the features of a good range of shapes.
- Key Stage 2 pupils have a good understanding of place value. They read and write numbers up to 10,000 accurately.
- Key Stage 2 pupils are very proficient in mental arithmetic. They have a good knowledge of number systems and they use a wide range of strategies competently.
- Key Stage 2 pupils' understanding of angles is good and they understand that angles are measured in degrees. The most able have a sound knowledge of the features of triangles such as isosceles and equilateral.
- In KS2, pupils have a good understanding of co-ordinates and they use these effectively to plot a location.

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- The majority have a good knowledge of standard measurements including square measurements and they count the surface area and perimeter of two-dimensional shapes.
 - Older pupils can form a variety of graphs on paper and on the computer using a good range of data. They can interpret graphs accurately and recall information efficiently.
 - In KS2, pupils have an understanding of number patterns. Across the key stage they develop an understanding of place value handling numbers up to 1000 and beyond. They can round whole numbers to the closest 10, 100 or 1000.
 - Older pupils in KS2 can express a number of measurements in a variety of ways. For example, they can express 115cm as 1m 15cm or 1.15m.
 - They use and apply their knowledge to solve real-life problems. They can calculate how much carpet is needed for a room as well as the cost. They can also calculate how much of a discount they could get in a sale.
 - They use mathematical language accurately.

Shortcomings

- There are no significant shortcomings.

Science

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

Good features

- Key Stage 1 pupils display a suitable knowledge of life processes and living things. They can name living and non-living things and describe the conditions necessary to maintain life.
- Pupils' knowledge of physical processes is developing well. They can name light sources and they experiment with electrical components and create a circuit to light a bulb in order to place it in a model of a lighthouse. They use scientific vocabulary accurately to describe electrical equipment.
- They further develop their research skills when experimenting with their senses, for example by smelling and tasting food. They grow plants and predict what will happen and record their results.
- In KS2, pupils have a good knowledge of the heart, its functions and structure. They know how and where to measure pulse rate.
- They can describe how a person breathes and how the lungs work.
- In KS2, older pupils identify the features of solids, liquids and gases.
- They describe how to create a circuit and describe how a conductor and insulator work.

Shortcomings

- In KS2, pupils' investigative skills are under-developed.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Key Stage 1 pupils have a good knowledge of how joints work and produce figures with moving joints.
- They design a lighthouse together and suggest practical ideas regarding how to attach it to the fake rocks which form its base. Use is made of some recycled materials.
- They understand that it is possible to control things and they give instructions to a programmable robot.
- Key Stage 2 pupils design and make delicious and original pizzas and evaluate their work effectively. They also make bars of chocolate and design attractive wrappers for them. Before doing this, they research similar commercial products and evaluate them.
- They design simple electrical games using their scientific knowledge. The designs are colourful and the ideas are practical.

Shortcomings

- In KS1 and KS2, pupils' designing, making and evaluating skills are not developed across the key stage.
- In both key stages, pupils' ability to choose and use a range of materials and components, according to their characteristics, to create products are under-developed.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils use information technology equipment and software confidently, and they show that they have good control of the mouse when changing text and moving pictures on the screen. They make effective use of the e-mail.
- In KS1, pupils control the mouse confidently and follow instructions on the screen. They work on a variety of software, for example modelling programs, well and independently.
- Key Stage 1 pupils understand the keyboard and compose their own text directly on the screen. They adapt their work by adding and deleting text and changing the size and style of the font.
- They use painting programs competently and confidently to illustrate stories such as Rama and Sita or to create attractive landscapes.
- They use the turtle within their geography lessons and they can control it with increasing competence.
- Key Stage 2 pupils understand the desktop and know their way around the screen. They use the toolbar effectively to perform a number of actions.
- They show good word processing skills and some produce quiz sheets for their electrical games, which is a good combination of scientific, design and technology and information technology work.

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- In KS2, some pupils make good use of a variety of software to find information and they use the web confidently.
 - They create a program and use it to control traffic lights. They can change and adapt the program with ease and confidence.
 - In KS2, pupils build on previous knowledge of understanding and skills. For example, they use a wider range of ICT equipment and information sources to support their work across the curriculum.
 - They use a computer program to play their musical compositions, controlling variables competently.
 - When describing items of hardware or software pupils use appropriate vocabulary.
 - Pupils' knowledge of the use made of ICT in the outside world is extended by taking part in videoconferences with NASA, the space agency in the United States and with the National Museum in Cardiff.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in KS1 and KS2.

Good features

- All pupils have an awareness of the past and of the fact that the features of life change from age to age.
- Key Stage 1 pupils have a good sense of time and they use the term 'A long time ago' spontaneously; as well as 'yesterday' and 'last week'.
- A theme of celebrations is followed in KS1 and work on celebrations in the past is presented when discussing modern-day celebrations. Pupils have a good understanding of this concept.
- They can compare three periods very well and they have valuable experiences through participating in role-play on what used to happen when the teacher was a little girl and experiences of today. Materials from a local centre are borrowed to enrich these experiences.
- In KS2, special themes are followed with a lot of emphasis on local events and Welsh history. Pupils begin to look at historical evidence and make decisions.
- In KS2, they are aware of chronology and the dates of particular periods.
- They have detailed knowledge of facts from periods such as the Celtic Age, and the Roman period.
- Key Stage 2 pupils have a good knowledge of life in the early ages. Their knowledge is reinforced through enriching experiences such as visits to centres like Henllys Castle and the National Folk Museum, St Fagans.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have a knowledge of food and farming and they can link different foods to other countries in the world. They understand that farming methods change from age to age.
- Pupils are confident when dealing with co-ordinates; they can find a location chalked on the floor very confidently and they can do the same work on the white board in the classroom, and as individuals on paper very accurately.
- In KS2, they show a good understanding of life in India, having had valuable experience of speaking to a woman from India and from reading a story about the life of a girl from India. They competently compare features of life in a school in India with life in this country and list different aspects in an orderly manner.
- They undertake detailed work on the weather including the effects of wind. They had an experience of visiting a satellite centre and their practical experiences there have given them an understanding of how weather forecasts are formed.
- They can form simple maps and clear development is seen in their skills. This is linked in the activities to work on farms, by visiting local farms to study features as a development of the work done in KS1.
- They use appropriate resources such as maps, globes, information books and artefacts from the National Museum as information sources, and they search websites to look for facts. They use special programmes on the computer to find facts about other countries with considerable ability and enjoyment.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils use a range of materials in KS1 and KS2 to create various images. They produce images of a satisfactory standard using crayons, paint, powder, watercolour, pencils, paper of varying thickness and quality, and old boxes for modelling. They can use different techniques to create using these materials such as cutting, colouring with crayons, painting, printing, gluing, building and moulding.
- In KS1, pupils discuss the process of imaging well.
- They have good experience of combining and mixing colours when using electrical equipment to illuminate counters and combining colours to create new ones.
- They have good experiences of weaving and link the process to a visit to a woollen mill where they see the process of colouring and on a simple level they reproduce a piece of woven cloth and observe the effects of colours on each other.

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- In KS2, pupils can draw satisfactorily in the style of another artist and they become familiar with the Welsh landscape in doing so. They also come to understand and use terms such as 'foreground', 'background' and 'perspective' when painting.
 - Pupils show an increasing knowledge of the work of Welsh artists such as Gwen John, John Elwyn and Kyffin Williams.

Shortcomings

- Pupils' imaging skills do not show clear development.
- In KS1, pupils' skills in mixing paints and free painting are under-developed.
- Pupils' skills in their use of line, shade, colour, tone, form and shape are limited.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils sing enthusiastically in both key stages.
- In KS1, pupils' knowledge of pitch, speed and dynamics is effectively developed by playing untuned percussion instruments.
- Pupils succeed in choosing from a range of sounds in order to create simple compositions and then perform them with enthusiasm.
- Pupils evaluate their work effectively.
- In KS2, they develop an increasing understanding of musical elements such as dynamics and beat. They clap tones accurately and recognise the length of notes well.
- They control their breathing well when playing the recorder and they can play ascending and descending scales accurately. They play simple tunes in harmony.
- In KS2, older pupils compose simple tunes which show their awareness of construction and their knowledge of the pentatonic scale. They play their compositions on percussion instruments, on the piano or on the computer confidently.
- Some transfer their compositions to the stave and they know what metre is.
- They evaluate their own work and the compositions of their friends and offer valid reasons for liking a piece or identify the changes that could be made to improve it.

Shortcomings

- In KS1, pupils do not have a knowledge of a wide range of rhymes and songs they can sing from memory.

Physical education

A full range of work was not observed, but in the work observed, standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, pupils understand the need to warm up before exercising.
- In KS1, pupils move easily and lightly on their feet. They are aware of the children around them.

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- The majority show good control of their bodies and they work effectively and safely with others.
 - Pupils use their hands and arms effectively to portray flames moving in the wind and some show imagination when planning movements.
 - They evaluate each other's work effectively.
 - In KS2, some pupils concentrate well whilst practising the technique of running and touching the floor. Some display suppleness when performing their movements.
 - Some pupils can throw a rugby ball into the air and catch it competently.

Shortcomings

- In both key stages, some pupils do not listen to instructions and others show a lack of concentration. This has a negative effect on standards.
- In KS2, some pupils cannot control a ball.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have a good knowledge of special occasions and the way in which we celebrate them, for example holding a birthday party. They also understand that a Christian christening is an occasion to be celebrated.
- They know that different beliefs have their special festivals, such as Divali, the Hindu festival. They know the story of Rama and Sita and understand the significance of Diva lamps.
- Key Stage 1 pupils write well-known stories in their own words, stories such as the journey of Mary and Joseph to Bethlehem and the story of Mary Jones and her Bible.
- They name their favourite Bible stories and discuss their features in detail and give reasons for their choice.
- In KS2, as part of their theme work on celebrations, pupils learn more about other religions. They know that Rosh Hashanah is a Jewish New Year festival. They describe in detail the customs, the clothes and the instruments related to this festival.
- They also know of the Hanukkah festival and of the significance of the Torah, Easter Seder and the synagogue to Jews.
- They have written very sensitive thanksgiving prayers and some have read them in the morning assembly.

Shortcomings

- Some KS1 and KS2 pupils do not have a good recall of previous work.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school made satisfactory progress in addressing the key issues identified in the previous inspection report.

Review the SDP to ensure better guidelines for the school in the future.

- The SDP is now a structured and practical document which includes suitable targets for improving various aspects of school life. The headteacher carries out a detailed annual audit which gives consideration to management, curriculum, resources, accommodation, links, staff and finance. A detailed analysis of the data is completed and the results are used to form the SDP.

Strengthen curriculum planning with regard to the guidance given in policies and schemes of work and also with regard to termly plans and short-term plans.

- Appropriate policies and schemes of work are now available for each subject although there is inconsistency in the presentation. Short-term plans are comprehensive and effective. There is a relevant policy and scheme of work for personal and social education and these are implemented effectively across the curriculum.

Reconsider the arrangement for Y3 pupils.

- This problem no longer exists as Y3 pupils are taught with the remainder of KS2.

Develop monitoring strategies and evaluate work standards.

- The school has a monitoring programme but as of yet, the teachers have not undertaken regular and thorough monitoring work.

Ensure more support from the support services where there are SEN in language and literacy.

- The school's provision for SEN is now good. Pupils on Stages 1, 2 and 3 receive additional support with language each week. One pupil has a statement and receives continuous support from a special assistant and also once a fortnight from a speech therapist. There is good co-operation between the speech therapist and the assistant who supports the child in the classroom.

8.2 Key Issues for Action

In order to ensure improvement the school should:

- raise standards where there are shortcomings in subjects judged to be satisfactory and pay attention to the shortcomings in aspects;
- provide a safe and suitable out-door location for the under-fives in order to promote their physical and creative development;
- develop the role of co-ordinators to include regular and thorough monitoring of standards;

- ensure that the school site and accommodation are secure.

APPENDIX

A. Basic Information About the School

Name of school	Beulah Community School
School type	Maintained by the LEA
Age range of pupils	4–11 years old
Address of school	Beulah Newcastle Emlyn Ceredigion
Post code	SA38 9QB
Telephone	01239 810724

Headteacher	Mrs Helen Griffiths
Date of appointment	1 September 2000
Chair of governors	Mr Gwyndaf James
Registered Inspector	Mr Robert Jones
Dates of inspection	29–30 October 2001

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	2	7	6	2	6	5	31

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

<i>Staffing information</i>	
Pupil:teacher ratio, excluding nursery and special classes	14: 1
Average class size, excluding nursery and special classes.	15.5
Teacher:class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection.</i>			
Term	KS1	KS2	Whole school
Spring 2001	98.4	96.7	97.5
Summer 2001	94.1	95.9	95.0
Autumn 2000	91.2	93.6	92.3

<i>Number of pupils excluded during the 12 months prior to the inspection.</i>	0
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C. Results of National Curriculum assessments and public examination

END OF KEY STAGE 1: 2001

National Curriculum Assessment Results: KS1: 2001	Number of pupils in Y2: 6
As the number of pupils eligible to be assessed at the end of KS1 was more than four but fewer than 10, performance indicators only are included.	

Percentage of pupils attaining at least level 2 in mathematics, science and either Welsh (first language) or English			
According to Teacher Assessment		according to Teacher Assessment	
In the school:	100	In Wales:	80

END OF KEY STAGE 2: 2001

National Curriculum Assessment Results: KS2: 2001	Number of pupils in Y6: 3
As the number of pupils eligible to be assessed at the end of KS2 was fewer than five a summary of this information is not included.	

D. The Evidence Base of the Inspection

The school was inspected by a team of three inspectors who were present for five inspection days. During those days:

- pre-inspection meetings were held with the headteacher, teachers, parents and governing body to discuss the life and work of the school;
- eight questionnaires were completed by parents and were carefully analysed;
- the school's policies and documents were examined before the inspection;
- discussions were held with the headteacher and the curriculum coordinators;
- 26 teaching sessions or parts of teaching sessions were observed;
- pupils were listened to reading and their work was discussed with them as part of the inspection of standards in NC subjects and religious education;
- examples of pupils' work from each class were examined;
- attendance registers, pupil records and teachers' planning files were examined;
- the inspectors were present at all acts of whole-school collective worship;
- post-inspection meetings were held with the headteacher, teachers and the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibility	Subject Responsibility
Mr R H Jones	Rgl	1. Context 2. Main findings 3.1 Educational Standards achieved in the subjects and areas of learning 3.2 Standards achieved in the key skills across the Curriculum 5.1 Teaching 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and Efficiency 8.1 Progress Since the Last Inspection 8.2 Key issues for action	mathematics science design and technology information technology music physical education religious education
Miss A Rosser	Team	4.1 Pupils' Spiritual, Moral, Social and Cultural Development 5.2 Assessment, Recording and Reporting 5.4 Support, Guidance and Pupils' Welfare 5.5 Provision for pupils with SEN 6.3 Staffing, Accommodation and Learning Resources	under-fives Welsh English history geography art
Mr G Morris	Lay	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Partnership with Parents and Community, Schools and Other Institutions 5.7 Partnership with Industry	

The inspectors wish to thank everyone associated with the school, especially, the headteacher, staff, pupils and governors for the co-operation and courtesy they received during the inspection.