

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

***Llechryd Community Primary School
Llechryd
Cardigan
Ceredigion***

School Number: 667-2323

Date of Inspection: 6-7 November 2001

by

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Registered Inspector

Date: 10 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

The school is situated in the village of Llechryd near Cardigan. At present, there are 45 pupils (4-11 years old) on the school register. The number of pupils has fallen from 63 since the previous inspection in the spring term of 1996. The majority of pupils come from the village and surrounding rural area, and one or two from the town of Cardigan. The residential area from which pupils come from is described by the school as one that is not prosperous nor economically disadvantaged. It is mainly an agricultural area but most parents work outside the area. There are 37.5% of pupils registered as being eligible to receive free school meals. Sixteen pupils (35%) are on the special educational needs (SEN) register. The school considers that pupils represent a full range of ability.

English is now the main language of the area and only 26% of pupils come from Welsh speaking homes. The school is a designated Category A school according to the Ceredigion Welsh Language Policy. As a result, Welsh is the main medium of communication in the life and work of the school and English is introduced to pupils at seven years of age. In Key Stage 2 (KS2), almost all subjects are taught through the medium of Welsh, with the exception of English, mathematics and science.

The school has experienced a very unstable period during the last year. The headteacher has been absent from the school for almost a year due to illness. An experienced headteacher was appointed from a nearby school in January 2001 to take temporary care of school management. Her brief is to establish systems and deal with any serious matters, whilst one of the classroom teachers manages the school from day-to-day.

The school now has aims and objectives which encompass all of the school's work. The school's main linguistic aim is to enable pupils to be confident in Welsh and English so that they can become full members of the bilingual community of which they are part. Additional priorities are to:

- establish management systems;
- raise the standard of children's work across the curriculum;
- revise policies and schemes of work to correspond to the requirements of Curriculum 2000;
- provide purposeful facilities for all curriculum subjects.

2. MAIN FINDINGS

The report's main findings

Llechryd Community Primary School is a school which has improved significantly during the past ten months. Previously, the school did not satisfy many of the statutory requirements and a number of aspects were unsatisfactory. The school now has many good features.

Educational standards achieved by pupils

- The educational provision for the under-fives is generally appropriate to their needs. Standards in the six areas of learning are as follows:

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

Creative development	Satisfactory
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- In Key Stage 1 (KS1) and KS2, pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Unsatisfactory	Unsatisfactory
English	Not applicable	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Good

- Pupils with SEN are making satisfactory progress.
- In KS1, as the number of pupils eligible to be assessed for NC 2001 tests was fewer than five, a summary is not included.
- In KS2, as the number of pupils eligible to be assessed for NC Assessments 2001 was more than four but less than 10, performance indicators only are included. The school's results are lower than the national average, but are higher in English.
- Pupils' achievement and progress in the key skills are variable. They are good in English, unsatisfactory in Welsh and satisfactory in numeracy and information and communication technology (ICT). A significant percentage of pupils across the school are not good listeners. They become restless quickly and this affects the standards they achieve. There is no whole-school strategy for ensuring that key skills are developed systematically across the school.

Ethos of the school

- Pupils' spiritual, moral, social and cultural development is good. The daily assembly makes an important contribution to pupils' spiritual, moral and social development. Pupils have good knowledge of their own culture and of other cultures.
- The behaviour of the vast majority of pupils is good. They are courteous and friendly towards each other and towards school staff and visitors to the school. The attitude of the majority towards learning is also good, and this has a positive effect on their standards of achievement.
- Attendance levels are satisfactory, and pupils' punctuality throughout the day is good.

Quality of teaching

- In the lessons observed across the school, the teaching was very good in five per cent of lessons, good in 43 per cent, satisfactory in 43 per cent and unsatisfactory in nine per cent.

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- Teachers have good knowledge and understanding of the subjects which they teach and they prepare well. They make good use of each others' expertise in subjects such as science, music, design and technology and physical education to extend the range and content of the work. In those lessons judged to be unsatisfactory, teachers' expectations are insufficient to ensure that every pupil listens attentively and concentrates effectively. The tasks set for pupils in some lessons are not sufficiently challenging, and as a result pupils lose interest and become restless.
 - During the last few months, good procedures have been developed for assessing and recording pupils' progress and achievement. The quality of reports to parents is good. The reports give a clear picture of the child's attainment in different subjects and specify the way forward.
 - The school provides a broad, relevant and balanced curriculum. The schemes of work have been rewritten very recently. They are of good quality and ensure progression and continuity in information and understanding. They are not yet sufficiently established to raise standards significantly across the curriculum. The quality of the curriculum for the under-fives is generally satisfactory and pays appropriate attention to the six areas of learning. However, there are a few exceptions where activities are not sufficiently structured to be sufficiently challenging for the children. There is a satisfactory range of extra-curricular activity, including Urdd activities. The curriculum is enriched by visitors to the school and by visits within the community and further afield.
 - The school provides a good standard of educational support and personal instruction for pupils. Pupils are taught in a caring and supportive community. They have equal opportunities in every aspect of their work.
 - The quality of provision for pupils with SEN is satisfactory. Generally, pupils make satisfactory progress in line with the targets set in their individual educational plans (IEPs). At times, however, sessions are too long and the work is not prepared in sufficient detail and with suitable challenge to meet the requirements of pupils from four age ranges (Y1-4) who are withdrawn from classes at the same time.
 - The partnership between school and parents, community and other schools is good. Parents are very supportive to the school. The school's partnership with industry is satisfactory.

Management

- The school's systems for self-assessment and planning for improvement are new but are beginning to have a satisfactory effect on raising standards and improving the school's management, by effectively monitoring progress made to achieve set targets.
- Prior to January 2001, the school did not meet a variety of statutory requirements, and the leadership and effectiveness of the school were unsatisfactory. The situation has improved greatly since the appointment of a temporary headteacher to supervise the school's management. The headteacher receives firm support from the temporary teacher appointed to supervise the daily running of the school. The quality of leadership and management of the school is now very good.
- The staff have suitable experience and qualifications for the age group they teach. The school has sufficient space for the number of pupils on roll and the building is well maintained. Very good examples of pupils' work are displayed across the school and

these create a colourful and stimulating environment. The provision of resources is good.

- The governing body is supportive of the school and fulfils its statutory requirements effectively. Members have started to establish formal curriculum connections to monitor the provision and standards of achievement.

School improvement

- The previous inspection was held in the spring term of 1996, and six key issues for action were noted. The response to the targets set in the action plan was very slow, but since the appointment of the temporary headteacher in January 2001, the school has worked effectively to respond to them fully. Specific guidelines have been developed for good behaviour and discipline. The role of curriculum co-ordinators has been clearly defined and they are now working effectively. The school has appropriate documentation for each subject within the curriculum and for school management. There are now good systems in place for assessing pupil progress and development. Staff expertise is shared effectively by exchanging classes for some subjects. The school's health and safety policy now meets statutory requirements fully.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards achieved by pupils across the school were satisfactory or better in 86% of the lessons inspected, including 38% that were good. The remainder were unsatisfactory.

- The educational provision for the under-fives is on the whole satisfactory and promotes the Desirable Outcomes. The children make satisfactory progress in all areas of learning apart from their ability to speak and communicate in Welsh, where standards are unsatisfactory.
- In KS1, standards of achievement in the core subjects, are good in science, satisfactory in mathematics and unsatisfactory in oral and written Welsh. The majority of pupils are not good listeners and only a small number can communicate to a satisfactory standard in Welsh. Pupils generally make satisfactory progress in reading but their understanding of the content is not always secure. Pupils make good progress in their understanding of basic mathematical concepts. They use their senses effectively to make detailed observations in science.
- Standards are satisfactory in information technology, history, physical education and religious education. Standards are good in design and technology, geography, art and music.
- In KS2, standards are good in English, mathematics, science, design and technology, history, geography, art, music and religious education.
- They are satisfactory in information technology and physical education. No lessons in physical education and religious education were observed, but there is sufficient planning to ensure appropriate development across all elements of the subjects. Standards were judged to be satisfactory across the school in physical education, and in religious education they are satisfactory in KS1 and good in KS2.

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- Standards are unsatisfactory in Welsh. Pupils' oral skills develop slowly and their written responses are short as they depend on a limited range of vocabulary. The majority read fairly fluently, but their understanding of vocabulary and ideas beyond the basic is unsure.
 - The majority of pupils with SEN make satisfactory progress according to their age and ability.
 - As the number of pupils in Y2 in 2001 was fewer than five, the results of the national assessment tests are not published. In KS2, as only a small number of pupils (between five and ten) were eligible to be assessed in NC tests in 2001, performance indicators only are included in the core subjects. The NC assessment results show the percentage of pupils attaining level 4 or higher in Welsh, mathematics and science is 42.8% and this is lower than the national average of 68%.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and progress made by pupils in the key skills across the curriculum are generally satisfactory. However, standards of achievement in pupils' listening skills across all subjects, and in their ability to speak and write in Welsh, are unsatisfactory. There is no whole-school strategy which aims at ensuring that pupils develop key skills in a systematic manner and in a wide range of contexts.

- Pupils' development in Welsh listening and speaking skills is slow across KS1. They do not communicate with confidence and their range of vocabulary is limited. They develop satisfactory pre-reading skills, and by the end of the key stage, standards in reading are satisfactory. The development of pupils' writing skills is unsatisfactory and reflects the limited range of their vocabulary and the language patterns which they use. On the whole, pupils are not good listeners and this affects the progress some make in their work across the curriculum.
- The development of numeracy key skills is satisfactory in KS1. Pupils show an increasing ability to deal with numbers mentally, orally and in writing. However, they do not have sufficient opportunity to develop numeracy across the curriculum.
- Within a limited range of activities, pupils' ICT skills in KS1 are satisfactory. Their skills in word processing and creating objects and symbols on screen are satisfactory, but their use of the Internet and of e-mail is limited.
- The majority of KS2 pupils listen well, but a small percentage have difficulty in concentrating for extended periods and this affects the standards they achieve.
- Pupils in KS2 develop well in their ability to respond orally to a range of requirements in English. They are ready to discuss ideas and to express an opinion confidently. In Welsh, they do not answer questions confidently and their oracy skills are limited. They read satisfactorily in Welsh and well in English. Their research skills develop effectively, but they are far more confident when gathering information in English than in Welsh. They write for various purposes satisfactorily in Welsh and well in English. They use a satisfactory range of writing strategies when recording in history, geography and religious education.
- In KS2, pupils display good numeracy skills and are able to use these effectively for measuring in science and design and technology. They also analyse data satisfactorily.
- In KS2, pupils use ICT skills across the curriculum satisfactorily. They use word processing facilities to present information effectively. Their skills in presenting

information using CD-ROMs in subjects such as history, geography and religious education are also satisfactory. Their use of e-mail and the Internet has not been satisfactorily developed.

- Pupils with SEN make satisfactory use of ICT to develop their literacy skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

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

- The school's principles and values are expressed clearly in the aims and objectives listed in the school prospectus and in a wide range of general policies.
- Pupils develop an effective understanding of the difference between right and wrong and they show respect towards people and property. The relationship between the children is good.
- The opportunities pupils have to show responsibility and initiative are limited, but when they have the opportunity they respond well.
- Pupils have a good understanding of their responsibility towards the environment. The contribution of the children and many parents and members of the community to develop the school garden to celebrate the Millennium has contributed greatly to this.
- The morning assembly makes an important contribution to pupils' spiritual, moral and social development. Pupils have the opportunity to worship, reflect, read, sing and pray together. A small percussion band contributes to the worship with music to create a suitable atmosphere.
- Pupils' cultural development is well promoted. Visits to places such as the Woollen Museum at Drefach Felindre, Cardigan Wildlife Park, the Botanic Garden and Castell Henllys, with annual celebrations for St David's Day and school and community concerts, reinforce the Welsh dimension of pupils' education. Within religious education lessons appropriate attention is given to other religions and traditions, and in lessons such as history and art pupils come to appreciate aspects of different cultures and traditions.
- Welsh medium extra-curricular activities are provided for pupils, including the Urdd and homework club for Y6. Team games are played with other schools in the area. Pupils' social skills are well developed through these extra-curricular activities.
- Pupils develop a good awareness of those in the area and in the world who are less fortunate by raising money for a number of charities. They identify with people's suffering in current tragedies, such as in New York on 11th September.

4.2 Behaviour and attitudes

The behaviour and attitude of the majority of pupils is good.

- Pupils respond satisfactorily to the school's procedures and policies.
- The school has a homework policy and a home-school agreement which supports pupils' work and behaviour.

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- The majority of pupils are courteous and friendly towards each other, the teachers, the support staff and also visitors to the school.
 - The behaviour of a small percentage of pupils disrupts their attitudes towards learning. They do not always listen attentively and this affects the standards they achieve.
 - No examples of bullying were observed during the inspection.
 - The quality of life in the school is good.
 - The response of parents in the questionnaire and at the parents meeting on pupils' behaviour was positive. They feel pupil behaviour has improved greatly recently.

4.3 Attendance

Attendance rates are acceptable across the school, with attendance averages of over 90% in both classes.

- Over the last three full terms, the attendance percentage was 90.2%. There was much illness in KS1 during the spring term of 2001 and this caused a significant decrease in the attendance percentages over the school year.
- During this term, the percentage attendance for KS1 is 92% and 95% in KS2. This reflects a more accurate picture of the children's general attendance across the school.
- There are clear references in the school's documentation to the importance of good attendance and the school has the parents' full cooperation in maintaining good standards of attendance.
- Appropriate procedures and policies are in place to maintain high attendance levels.
- Registers are kept in an organised manner and the process conforms fully to the statutory requirements.
- Pupils are punctual at the beginning of the day and for lessons, and the teachers ensure that lessons and other school activities begin punctually.

5. QUALITY OF EDUCATION

5.1 Teaching

In the lessons observed during the inspection, the teaching was very good in five per cent of lessons, good in 43%, satisfactory in 43% and unsatisfactory in nine per cent. The teaching was consistently satisfactory or better in KS2.

Good features

- Lessons are planned in detail and clear aims and objectives are in place.
- Attention is given to the pupils' different levels of achievement in most lessons by providing differentiated group tasks.
- Teachers have good knowledge and understanding of the subjects they teach, and they make good use of each other's expertise in subjects such as science, music, design and technology and physical education to broaden the range and content of the work.

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- There is a good relationship between teachers and pupils; good work and effort is praised and regular feedback is offered which helps pupils build on what they have learnt.
 - Appropriate opportunities are offered to KS2 pupils to develop research skills by searching for information on the Internet and in reference books.

Shortcomings

- In both key stages, there is insufficient emphasis on developing and enriching pupils' oracy and writing in the Welsh language.
- In KS1, there is an over-dependency on work sheets which do not challenge and extend pupils' knowledge and understanding sufficiently.
- In some lessons for pupils with SEN and in KS1, the support staff are not used effectively to provide pupils with assistance and support.
- There is insufficient differentiation in some sessions to meet the needs of a wide range of age and ability among the pupils.
- The lack of control in some lessons results in pupils not listening and concentrating effectively.
- At times, there is insufficient structure in tasks set for the under-fives and therefore some children are not extended sufficiently.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school has assessment and marking policies of a good standard.
- Pupils' work is marked regularly, but purposeful and extended attention is not always given to help them to improve the standards of their work.
- Examples of specific tasks set to assess pupils' work in core subjects are gathered on a regular basis. These have only been included in the personal profiles of pupils since the beginning of 2001. The profiles are now of a good standard. Examples are dated, levelled and annotated so that teachers can plan the next steps in the process of planning differential class, group and individual work.
- Effective use is made of diagnostic assessment for pupils with SEN to set appropriate targets within their IEPs.
- Results from the 2001 KS1 and KS2 Standard Assessment Tests (SATs) were carefully analysed, and this has helped staff to set effective targets in order to raise the standard of work in core subjects.
- A variety of standardised tests are used to record information on pupils' progress in reading and mathematics. The results are not used effectively to plan programmes of work for individual pupils in order to promote higher standards.
- Annual reports to parents conform to statutory requirements. Reports offer a clear picture of individual pupil development and note the way forward. Parents are given an opportunity to discuss the content of reports at the end of the summer term.

5.3 Curriculum

The school provides a broad and relevant curriculum which conforms to statutory requirements.

- The curriculum for the under-fives is satisfactory and gives proper attention to the six areas of learning. On the whole, the activities provided ensure that the desired learning results are effectively promoted. However, there are a few exceptions when the activities have not been structured in sufficient detail to ensure progress and development in the children's education.
- There are policies and schemes of work for each subject and they offer beneficial guidelines for teachers in their short-term and long-term planning. The majority of documents have been very recently created since the appointment of the temporary headteacher. As a result, they have not been established long enough to raise standards significantly across the curriculum.
- Some lessons throughout the school are too long with the result that pupils lose interest and become restless.
- Arrangements for developing pupils' personal and social education, including health education, is good.
- Good use is made of homework to reinforce and extend the work achieved by pupils in daily lessons.
- Extra-curricular activities and educational visits enrich the work achieved in the classroom. They have a positive effect on pupils' educational and social development.
- Provision for developing key skills in English, mathematics and ICT is satisfactory. Provision for developing key skills in Welsh is unsatisfactory because of the lack of a whole-school strategy.

5.4 Support, guidance and pupils' welfare

Standards of support, guidance and pupils' welfare are good.

- The school has a caring ethos and pupils feel safe in a friendly and welcoming environment.
- Satisfactory individual support is provided for pupils who have severe behaviour difficulties.
- The teachers and support staff know the pupils well. Pupils can approach them easily for support and guidance.
- Pupils have equal opportunities in all school activities.
- There are appropriate policies and procedures to ensure good discipline and suitable anti-bullying strategies. The school also has a range of policies giving good guidance on welfare, health and safety issues.
- Pupils' awareness of the dangers of drugs and alcohol is well promoted, and sex education is included in the curriculum. A nurse and a road safety officer visit the school when necessary.
- The school has appropriate policies for ensuring the safety of children, pastoral care, accidents and medication. The policies offer staff good guidance on their responsibilities in these aspects.

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- Appropriate procedures are in place to receive and transfer pupils. This process is complex because pupils from the school move on to four different secondary schools.
 - The teachers' first aid qualifications have been updated.

5.5 Provision for pupils with Special Educational Needs

The quality of provision for pupils with SEN is generally satisfactory.

- The school's policy and guidelines for SEN conform with the requirements of the Code of Practice.
- The SEN co-ordinator arranges satisfactory provision and ensures that contact with classroom teachers is appropriate.
- One pupil has a statement of SEN. This pupil is given satisfactory support, which corresponds to the recommendations in the statement, by a full-time classroom assistant.
- The IEPs note the steps to be taken with regard to improvement. They are suitably detailed and of a good standard. The teacher who is responsible for them revises the plans regularly. More informal notes are also kept. These are beneficial for recording children's progress in subjects and in their personal and social skills.
- There are 16 pupils on the school's SEN register, six at Stage 2 and 10 at Stage 3. The nature of the provision and support in sessions when they are taken out concentrates appropriately on pupils' specific learning needs. On the whole, the tasks set for pupils correspond satisfactorily to their needs, although at times sessions are too long and the work has not been prepared in enough detail and is not challenging enough to meet the needs of Y1-4, who are taken out in the same session. The pace of teaching is also slow at times. As a result pupils, especially the youngest, lose interest and tend to become restless and do not pay attention, which has a negative effect on the education of the remainder.
- Parents of pupils with SEN receive information on the progress of children on a fairly regular basis. Even though, they do not take part sufficiently in the planning and monitoring of the content of the IEPs nor do they give specific help where this would be beneficial.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- Information on the school's administration procedures and on the variety of activities arranged is provided in the school's prospectus and through regular newsletters. A term calendar is produced which is full of information about the school's activities.
- The parents are very supportive of all of the school's activities. The oral contributions of parents who attended the pre-inspection meeting were strongly in favour of the school. The Parent and Teacher Association promotes the school's activity and the contribution of parents to school life is significant. They take pride in their school and raise substantial sums towards school facilities and activities.
- The school has very good links with the community, and pupils make good use of their area as a resource for learning and play. Good use is made of the nearby church and chapel. The Governors' Annual Report to Parents and records of children's

activities, including displays around the school, show that pupils, staff, parents and governors play an active role in sport, social, cultural and charity activities within the community. There is a successful Urdd club held in the school.

- There are good social and administrative links with nearby primary schools, but the links with each of the four secondary schools in the area are more variable. Strong bridging and curricular links have been developed with one or two of the secondary schools.
- The school has forged good connections with individuals, social organisations, sports groups and public services. Their contributions to the school's activities is of great benefit to pupils' education.

5.7 Partnership with Industry

The links with industry are generally satisfactory.

- Pupils gain experience from visiting businesses in the area and these visits are linked to classroom themes. There are close links with the Woollen Museum at Drefach Felindre, Cardigan Wildlife Park, Aberarad Technology Centre and local artists and craftsmen. Local companies also sponsor pupil and school activities.
- Although the written references to the strategy to be followed to extend links with industry and business are limited, the school makes a fair effort to ensure that pupils experience the world of work.
- Members of different local agencies, businesses and craftsmen as well as representatives of public services are invited to the school to talk about their work.

6. MANAGEMENT

6.1 Quality of Self-evaluation and Planning for Improvement

The school's systems for self-evaluation and planning for improvement are new, but they are beginning to have a satisfactory effect on raising standards and improving school management.

- The school makes good use of assessment data and national tests results to set targets for improvement.
- All teachers have made a self-evaluation of their work in the classroom and of their role as subject co-ordinators. The points raised are considered when planning for improvement. As a result, the school has concentrated well on extending learning experiences within and outside the classroom. This process has added significantly to the school's teaching resources and provided staff with appropriate in-service training (INSET).
- The school development plan (SDP) is effective in moving the school forward. It has clear targets, criteria for success, realistic time scales and costings. Staff and governors are clear about the objectives listed in the plan. These objectives help to improve the quality of the educational provision and to raise pupils' standards of achievement further.
- Progress at the school was very slow following the previous inspection. Until January 2001 the school had not responded satisfactorily to the six key issues noted for action.

Since then, within a short period, the school has taken effective action on these matters.

6.2 Leadership and efficiency

Until January 2001 the quality of school leadership and management was unsatisfactory. The school did not meet many statutory requirements and few suitable policies or schemes of work were in place. The headteacher has been on long-term absence since December 2000. An experienced headteacher from a nearby school was appointed on a temporary basis in January 2001 to supervise the management of the school. In September 2001 an experienced teacher was appointed, again on a temporary basis, to supervise the daily running of the school. The quality of leadership and management of the school, since these appointments, has been very good.

- The school's aims and values promote a caring ethos and since January 2001, they give a clear indication of the school's purpose and direction.
- The school has a clear commitment to equal opportunities.
- The staff have worked very hard since the beginning of 2001 to create purposeful and suitable documents for each subject that contain aspects to do with the school's curriculum and management. They have revised and updated schemes of work and policies to meet the requirements of Curriculum 2000. All the documents are now of a good standard and are beginning to have a beneficial effect on the work.
- The SDP is based on a detailed and systematic audit of the school's needs. It is a useful document of good quality which gives the school a clear direction and purpose for everything it does. It also outlines the priorities for this school year as well as long-term aims.
- Staff share subject responsibilities and they manage resources very effectively. They monitor standards by teaching each other's classes for subjects such as history, geography, design and technology, music and physical education.
- Staff meetings are held on a regular basis. Since the appointment of the temporary headteacher, detailed minutes of discussions are kept. The minutes show that the teachers have clear and purposeful objectives to improve standards of achievement.
- The governing body gives the school good support, and members are increasingly aware of the important contribution they can make to promote high standards within the school.
- The headteacher and governing body work together closely to manage the budget. A budget is set which is closely linked to the school's educational aims and priorities. Appropriate reasons are given for unspent money at the end of the last financial year. A substantial amount of that money has now been spent to buy essential resources to support work across the curriculum.
- There is no clerical support. The teacher responsible for the day-to-day running of the school, with the support of the temporary headteacher, undertakes all the administration duties to ensure that the school is effectively administered on a daily basis.

6.3 Staffing, Accommodation and Learning Resources

The general provision for staffing, accommodation and learning resources is good.

- The school employs 2.5 teachers (one of whom supervises the day-to-day running of the school). The 0.5 teacher also teaches groups of pupils with SEN for 0.3 of the week. In addition, temporary responsibility for school leadership is undertaken by the headteacher of a local primary school in the absence of the headteacher due to illness. Additional support is given by a teacher from the same school on one morning each week.
- The school employs a classroom assistant to provide general support in both classes. One pupil who has a statement of SEN receives individual support from a learning support assistant.
- Teachers update their information and skills through ongoing professional development courses.
- Procedures are in place to earmark teachers' professional development needs, and the intention to release staff to give curriculum support and to monitor standards of teaching and learning is noted in the SDP. This was not observed during the inspection.
- Staff have clear job descriptions. The expertise of the permanent teachers is used effectively within the school to fulfil curriculum requirements.
- The school's ethos is improved by a vast range of tasteful and stimulating displays which reflect every aspect of the curriculum and extra-curricular activities.
- A Millennium Garden has been created in the school grounds with the support of parents and the local gardening club. The garden is a very valuable resource to support the curriculum, especially in art and science.
- Markings for games have been painted on the yard and the school has a large sports field.
- The caretaker/cleaner ensures the school is clean, tidy and safe for staff and pupils, and the lunchtime supervisor ensures that pupils are safe and happy.
- The classrooms provide sufficient learning space and they are made attractive and interesting by means of colourful and interesting displays, some of which are proactive to develop basic skills.
- The school has a large hall which is used effectively for physical education, assemblies, lunch and music lessons.
- Significant improvement has been made in the range and quality of teaching resources during the year. Priority is given to this aspect in the SDP and in the school's budget. With the exception of large equipment for the under-fives, resources are now sufficient and in good condition. They are stored in an organised manner in the classrooms and shared areas and are easily accessible for staff and pupils.

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 the children's learning. Standards of achievement in all areas of learning are satisfactory with the exception of language, literacy and communication skills which are unsatisfactory.

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- There are seven children of reception age at the school; all but one come from non-Welsh speaking homes. They share a classroom with KS1 pupils.
 - On the whole, the children's language, literacy and communication development is unsatisfactory. They cannot concentrate for long periods and they are not attentive listeners. As a result, they do not benefit as they should from listening to older pupils. They respond satisfactorily in their first language but are very slow to communicate in Welsh. The opportunities they have to develop their language through structured role-play with the help of teachers or the classroom assistant are limited. They develop satisfactory pre-reading skills and they can form large letters. They begin to copy words accurately.
 - The children's mathematical development is satisfactory. They identify number concepts up to five and some can identify number concepts up to ten. They form numbers accurately in their early records. They begin to understand mathematical concepts such as 'less' and 'more' and they recognise coins such as 1p, 2p and 5p.
 - The children's personal and social development is satisfactory. They are confident within their environment. They make positive contact with adults and feel safe when asking for their support and attention. They play among themselves and share resources satisfactorily. They are beginning to take turns, and they take care of personal hygiene by washing their hands at appropriate times.
 - Their knowledge and understanding of the world is satisfactory. They are developing an understanding of the concept of time by identifying the order of days in a week, different times of the day and different seasons of the year and their features. They use a weather chart to record daily changes in the weather. They consider suitable clothing for different weather. They have experimented and tried to make a simple circuit, and they understand the dangers of electrical equipment. They have used a programmable electrical toy to move in different directions. They have discussed the difference between the life of their great-grandmother and now by looking at old photographs and artefacts.
 - The children's creative development is satisfactory. They can handle equipment and they enjoy painting, cutting and gluing paper. When they have the opportunity, the children enjoy taking part in role-play in the card shop or when acting out events in stories and nursery rhymes. They sing songs and gain experience from using percussion instruments to create quiet and loud, fast and slow and high and low sounds.
 - The children's physical development is satisfactory. They can handle painting equipment, pencils and scissors. They can identify and name parts of the body and use them to move to the rhythm of music. They develop confidence in the swimming pool. However, there is no large equipment or daily opportunity to foster pushing, pulling, climbing and skating skills indoors and outdoors.

Welsh

Standards of achievement are unsatisfactory in both key stages.

Good features

- In KS1, a significant number of pupils listen satisfactorily to presentations and respond appropriately. A small minority of pupils converse easily when answering questions and discussing their work.

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- By Y2, the majority of children read with ease and a small number understand what they read.
 - A very small minority of pupils, specifically those from Welsh-speaking homes, express themselves satisfactorily in writing and produce short pieces of work.
 - In KS2, the majority of pupils can understand the oral presentations and instructions which they are given. They communicate satisfactorily when speaking to adults.
 - During reading periods, KS2 pupils practice their reading skills without the need for teacher intervention. The majority successfully read elementary texts with fluency and understanding.
 - The same number can write meaningful sentences. There are some examples of personal and creative writing of a satisfactory standard.

Shortcomings

- A significant number of pupils cannot listen attentively and become restless after a short period of time.
- Through both key stages, pupils lack confidence when using the Welsh language to discuss, to converse informally and to respond to teachers' questions. Extended comments are scarce.
- A large number of pupils cannot convey meaning when reading aloud. The books they read are elementary in their story structure, but despite this much of the vocabulary in the books is unfamiliar to them.
- Pupils' uncertainty in syntax, which is a feature of their oracy, impedes their written work. Their lack of a wide vocabulary and basic language patterns leads to short pieces of written work.

English

In KS2, standards of achievement are good in speaking, listening, reading and writing.

Good features

- The children's oral skills are good. They speak and read their work clearly and confidently in the classroom and they develop the confidence and ability to express an opinion. They work purposefully in groups to discuss and develop ideas and to make notes as a basis for creative work. They listen well and respond effectively to questions and when working together.
- Standards of reading are good and pupils make good progress in their fluency, accuracy and understanding. They discuss authors and the content of books and they can interpret humour and nuances within the text. They extend the range of their reading to include fiction and reference books. They can draw information from CD-ROMs and use this with competency in their work.
- The standard of written work is good and shows grammatical, spelling and punctuation accuracy. By the end of the key stage, pupils successfully write for a range of purposes, audiences and contexts. Pupils make effective use of dictionaries and of word processing.
- Pupils draft and re-draft their work satisfactorily in order to improve its quality, accuracy and presentation.

Shortcomings

- A small percentage of pupils do not write extended pieces of work in the subject.

Mathematics

Standards of achievement are satisfactory in KS1 and good in KS2. The subject is taught through the medium of English in KS2.

Good features

- In KS1, pupils have a good understanding of number bonds up to 20 and numbers up to 100. They use a number line and a hundred square effectively to reinforce their understanding.
- They develop a firm knowledge of odd and even numbers up to 100.
- Pupils show good knowledge of the features of 2-D and 3-D shapes and can link them to every day shapes. They also develop a satisfactory understanding of right angles.
- Key Stage 2 pupils develop satisfactory problem solving skills and choose method and process competently. They use symbols and numbers effectively to record the work.
- Through practical investigations, pupils use standard units to measure length and mass and they show a good grasp of metric values and scales. They can estimate and formulate their answers well.
- Pupils develop a good understanding of place value. They are able to multiply by 100 and 1000 and to count forward in multiples of 100, 10 and one.
- Key Stage 2 pupils generally understand the relationships between simple fractions, decimals and percentages.

Shortcomings

- Pupils in both key stages lack confidence in handling and interpreting data.

Science

Standards of achievement are good in both key stages. The subject is taught through the medium of English in KS2.

Good features

- In both key stages, pupils successfully develop their experimental and research skills.
- Key Stage 1 pupils have a suitable knowledge of living and non-living processes. They can name living and non-living things and describe the conditions essential for plants to grow.
- They can name the main external parts of the human body and they are aware of the ways in which the five senses are used.
- Pupils have a knowledge of materials and their characteristics. They can explain in simple terms the similarities and differences between some materials. They can note which materials keep them warm.
- The majority of pupils show a good understanding of how a simple electrical circuit works. They understand that electrical devices will not work if the circuit is broken. They have a good awareness of the dangers of electricity.

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- In KS2, pupils develop a good scientific vocabulary through the medium of English.
 - They understand that a conducting circuit, including a battery, is needed for currents to flow and to enable electrical devices to work.
 - In their study of electricity, pupils investigate how switches can be used to control electrical devices with simple systems.
 - They also research how it is possible to control the brightness of a bulb by changing the current. They record their experiments well. Their drawings and diagrams show a firm understanding of the concepts learned.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement are good in both key stages.

Good features

- Pupils use their designing, creating, evaluating and adapting skills appropriately across different aspects of the subject.
- Key Stage 1 pupils design and make birthday cakes, decorate them and choose the colour of icing and shape of decorations. They have opportunities to discuss their work and to make decisions. Their knowledge of the colour and texture of materials, and the skill of cutting paper are developing by creating a collage. They design a container to hold cakes and use a pencil and scissors confidently and independently.
- They use construction equipment confidently to create mechanisms, such as a vehicle.
- Key Stage 2 pupils have handled and tested different construction materials. They have copied the method of building walls from wattle and daub as in the Tudor Age. The standard of their work is good. They also have an opportunity to evaluate their work and to discuss desirable adaptations.
- Pupils have designed and produced pieces of woven work as a result of their visit to the Woollen Museum at Drefach Felindre. Pupils' designs have been used successfully in the creation of the Millennium Garden.
- Pupils have also designed, made and evaluated a jigsaw. The finished product was of a good standard.
- Pupils from both key stages have contributed to the school mural project. Photographs and diagrams show that pupils have designed and made imaginative ceramic tiles. There are examples of good quality 3-D work deriving from thematic work in both key stages.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

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- Key Stage 1 pupils develop their mouse control skills satisfactorily to bring objects and symbols on to the screen and to play adventure games.
 - Pupils show an increasing ability to write words and phrases, to delete letters, to change font size and to print their work.
 - They make good use of the programmable robot to control movement successfully and to investigate direction. Pupils work pointer switches effectively.
 - Pupils in both key stages use the CD-ROM and the Internet to gather information. They are beginning to use e-mail.
 - They use classroom computers satisfactorily to play games which enhance basic mathematical and language skills in both key stages.
 - Key Stage 2 pupils use word processing skills satisfactorily to write stories, poems and letters. They change font and size and insert pictures to improve their presentation.
 - Pupils can create a piece of music by means of a graphic design program, and they reinforce their mathematical skills with problem solving activities.
 - Pupils with SEN use suitable diagnostic and differential programs effectively to develop their language skills.

Shortcomings

- Pupils do not develop to become independent users when handling computer hardware and software.
- Their skills in handling information and displaying data are limited.

History

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

Good features

- In KS1, pupils make satisfactory use of a visit to a Victorian school to develop their understanding of the difference between the past and the present.
- Their understanding of the passing of time is developing satisfactorily. They understand the difference between 'today' and 'in times gone by'.
- They discuss the difference between clothes for a party today and clothes for a party in their great grandmother's time. They record the differences by creating a time line of party outfits and label them according to clothes worn by mother, grandmother and great-grandmother.
- Key Stage 2 pupils undertake a detailed study of the Tudor Age and the majority develop a good knowledge and understanding of the main events of this period.
- They discuss the causes and results competently when noting, for example, the contribution of Rhys ap Iorwerth and his supporters to the victory of Henry VII at the Battle of Bosworth.
- They discuss descriptions of life in the period of the reign of Henry VIII and Elizabeth I, and their ability to differentiate between fact and opinion is developing effectively.

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- They present their understanding satisfactorily in written form. An interesting example was a newspaper article by pupils which mentioned events at the Battle of Bosworth, and ensured factual accuracy.

Shortcomings

- In KS1, pupils' ability to record work in written form is unsatisfactory.
- Some pupils display insecure knowledge of the chronological order of the different periods which they study. Insufficient use is made of purposeful and clear time lines.

Geography

Standards of achievement in geography are good in both key stages.

Good features

- In KS1, pupils have a good understanding and knowledge of place and direction and of their neighbourhood. They create a map of the village of Llechryd and place the main buildings in their appropriate place. They are aware of environmental changes in their area.
- Pupils develop their mapping skills well. They make effective use of geographical terms to describe the features of their own area and to compare them with the features of Aberystwyth as a nearby seaside town. They are familiar with a map of Wales and can locate Llechryd, Aberystwyth and Carmarthen accurately on the map. They can also trace the A484 road which links these locations.
- Key Stage 1 pupils keep a simple weather chart and this develops their awareness of seasonal changes and weather patterns.
- In KS2, pupils compare and contrast Llechryd with the village of Chembakoli in India. They are able to discuss aspects of a country which is less economically developed than Wales. They describe a range of physical and human features in both countries and ask relevant geographical questions.
- Key Stage 2 pupils show good knowledge of environmental change, conservation and industry within their own area. They make a study of local industries such as a woollen factory and the farming industry. They have also visited the Botanic Garden and the Wildlife Park in Cardigan. They present their work effectively.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in art are good in both key stages.

Good features

- In KS1, pupils develop good sketching skills and use pencil, crayon and paint effectively.
- They observe in detail and can work effectively from imagination.
- Pupils respond well to the shape and colours of the 'The Snail' by Matisse by experimenting with printing and sponge techniques.

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- They have designed masks of a good standard and choose suitable materials and colours. As a result of evaluating a picture by Graham MacFarlane, 'Reveller in Costume', on the theme of a carnival, pupils' skills in handling small equipment are developing well.
 - The experience of listening to the music of Saint-Saens by KS1 pupils was used as a stimulus for pupils to sketch animals and to experiment with painting and collage techniques.
 - Key Stage 2 pupils have had the opportunity to inspect the work of Aneurin Jones and to experiment with some of the methods he used to portray people and animals in order to convey emotion and sensitivity. Very good examples of work by pupils have resulted from this experience.
 - Through the study of the life and work of Monet, pupils have imitated his picture of a Japanese bridge in the Giverny gardens effectively and competently.
 - Pupils use weaving skills confidently to inspect texture following their visit to the Woollen Museum at Drefach Felindre.
 - Pupils in both key stages have valuable experiences of working in three dimension, and they produce models and pottery work of a high standard.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are good in both key stages.

Good features

- An effective contribution is made to collective worship by the good quality of pupils' singing and the playing of a small percussion band.
- Key Stage 1 pupils develop good listening and evaluation skills as they study the work of famous musicians.
- Pupils can create simple rhythms by using parts of the body and a range of untuned instruments. They develop a good understanding of beat, dynamics and tempo. They successfully create simple music with a range of instruments.
- Pupils learn suitable songs and rhymes to support language and mathematical skills.
- Key Stage 2 pupils show good ability to link symbols and sounds when using instruments. They use their imagination well to think of different kinds of symbols and sounds linked to fireworks and they successfully record the sounds on paper. They perform their compositions to their colleagues.
- Pupils successfully compose background music to a piece of poetry and evaluate and refine their compositions.
- They develop good recorder playing skills. The provision is extended by a peripatetic teacher who teaches keyboard lessons to a small number of pupils.
- Pupils can evaluate the work of other musicians by listening to 'Royal Fireworks' by Handel. They respond well to music through the medium of poetry and art.

Shortcomings

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- There are no significant shortcomings.

Physical education

One movement lesson with the under-fives and KS1 pupils was observed during the inspection. Based on the evidence of that lesson, teachers' planning, photographs and written reports of pupils' success in a variety of games competitions, it is judged that standards in physical education are satisfactory across the school.

Good features

- Pupils dress appropriately for physical education and they change quickly and effectively.
- The children can set up and put away a small number of pieces of equipment. The majority respond well to instructions and they can vary their speed, direction, shape and level appropriately. They use space satisfactorily and they can perform simple movements over and around equipment.
- Information provided by the school shows that pupils in KS2 take part in competitive games with other schools in the area and further afield. In the last summer term the school was very successful in an inter-school lacrosse competition, where a mixed team of boys and girls reached the semi-final round beating teams from schools with many more pupils to choose from.

Shortcomings

- Some pupils, especially the younger ones, do not have sufficient awareness of the need to listen attentively and to move only according to instruction.

Religious education

No lessons were observed during the inspection. Based on the content of teachers' planning, scrutiny of past work by pupils and discussion with staff and pupils, it is judged that standards are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils are encouraged to empathise with the sadness and feelings of others after the terrible events of 11th September 2001 in New York.
- They discuss the elements for which they should be thankful, and they create cards to thank their parents.
- Key Stage 2 pupils have a good awareness of worship practices and symbols relating to different religions such as Christianity, Judaism and Hinduism.
- Pupils can compare and contrast elements of different religions perceptively and sensibly.
- Pupils' knowledge of Christian festivals and their significance is good.

Shortcomings

- Key Stage 1 pupils do not have satisfactory knowledge of a range of Bible stories.
- Some KS2 pupils tend to confuse facts regarding the features of the different religions studied.
- Written work in the subject across both key stages is limited.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in 1996 and an action plan was produced to undertake the key issues from the previous inspection report. Action on these issues has been very slow and not much improvement took place until January 2001.

The need to continue to improve behaviour and discipline in the school:

- Specific guidelines were developed recently for good behaviour and discipline. There is also an anti-bullying policy now in place. The behaviour of the majority of the children is now good. However, a small percentage of pupils still have difficulty in listening attentively and cannot concentrate for long periods.

The need to define and develop the role of subject co-ordinators:

- Action has taken place in relation to this issue in recent months. The role of subject co-ordinators is now clearly defined and is effectively implemented. They are knowledgeable in the field for which they are responsible and they manage resources in the subject efficiently. They monitor standards by teaching each other's classes for specific subjects.

The need to look anew at all schemes of work and policies:

- Staff have worked tirelessly since January 2001 to create and prepare suitable documents for each subject and aspect related to the curriculum and management of the school. They have also revised and updated all schemes of work to meet the requirements of Curriculum 2000. All documents are now of a good quality and are beginning to have a beneficial effect on work across the school.

The need to develop and refine assessment and record keeping systems:

- New systems are in place and they are of a good standard. Effective use is made of assessment to set appropriate targets to improve pupils' standards of achievement. Annual reports to parents are of a good standard and offer a clear picture of pupils' development and note the way forward.

The need to reconsider the method of using and exchanging teaching staff and specialised staff:

- This has been done and the arrangements for exchanging teachers are now working effectively.

The need to adopt a health and safety policy:

- The school now has a health and safety policy. The document meets the statutory requirements fully.

8.2 Key Issues for Action

The school needs:

- to raise standards in Welsh across the school;
- to improve achievement in subjects where shortcomings are noted;
- to improve provision for practical activities for the under-fives and to ensure clear objectives and a purposeful structure for tasks;
- to develop and implement a co-ordinated whole-school strategy for developing key skills in Welsh and in listening across the curriculum;

- to reorganise the time and the age range within some of the sessions where pupils are withdrawn for SEN support.

APPENDIX

A. Basic information about the school

Name of school	Llechryd Community Primary School
School type	Community Primary
Age range of pupils	4-11
Address of school	Llechryd Cardigan Ceredigion
Post code	SA43 2NN
Telephone number	01239 682474

Headteacher	Mrs Sian Evans
Date of appointment	September 1998
Chair of governors	Mr T H Lewis
Registered Inspector	Ms L Thomas
Dates of inspection	6-7 November 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	7	7	5	4	7	8	7	45

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.7

<i>Staffing information</i>	
Pupils:teacher ratio, excluding nursery and special classes	22.5:1
Child:adult (fte) ratio, nursery only	2:1
Average class size, excluding nursery and special classes	22.5
Teacher:class ratio	1.35:1

<i>Percentage attendance for three complete terms prior to the inspection.</i>				
Term	R	KS1	KS2	Whole school
Summer 2001	88.2	91.5	91.8	90.5
Spring 2001	90.0	82.7	93.0	88.6
Autumn 2000	90.8	93.6	90.6	91.7

<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 examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment Results KS1: 2001	Number of pupils in Y2: 4
As the number of pupils eligible to be assessed at the end of KS1 was fewer than five, a summary of this information is not included	

END OF KEY STAGE 2: 2001

National Curriculum Assessment Results KS2: 2001	Number of pupils in Y6: 7
As the number of pupils eligible to be assessed at the end of KS2 was more than four but less than 10, performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (first language) or English			
according to Teacher Assessment		by Test	
In the school:	38	In the school:	48.8
In Wales:	68	In Wales:	68

D. The evidence base of the inspection

- Twenty-two lessons or parts of lessons were observed.
- A sample of pupils in both key stages were listened to reading in Welsh and in English in KS2.
- A selection of their written and practical work in all subjects was inspected.
- Inspectors held discussions with the headteacher and teachers during the inspection days on a vast range of issues related to the school's work. The school's planning documents and various files and records were considered.
- Inspectors were present at morning assemblies.
- Thirteen parents attended the pre-inspection meeting and 16 questionnaires were completed.
- Discussions were held with governors in pre and post inspection meetings.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Ms Lona Thomas	Rgl	1 Context 2 Main findings 3 Educational standards achieved by pupils 4.2 Behaviour 4.3 Attendance 5.1 Quality of teaching 5.3 Curriculum 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8 School improvement	early years Welsh science history physical education religious education
Mrs Rhiannon Harris	Team	4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 6.3 Staffing, accommodation and learning resources	English mathematics design and technology information technology geography music art
Mr Gwynoro Jones	Lay	4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.