

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

A Report on the Quality of Education in

**Ysgol Babanod Aberteifi
Stryd Napier, Cardigan, Ceredigion
SA43 1EH**

School Number: 6672322

Dates of Inspection: 14/05/07

by

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

The inspection of Ysgol Babanod Aberteifi took place between 14/05/07 and 16/05/07. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Cardigan Infant School is situated in the town of Cardigan, Ceredigion. The school serves the local community and the surrounding area. The school describes the catchment area as being economically disadvantaged having the highest percentage of one-parent families within the local education authority (LEA). The percentage of families receiving income support is twice the average for the county. Approximately 33% of pupils are entitled to free school meals, which is considerably higher than the LEA and national averages. The school caters for pupils between four and seven years of age.
2. There are 164 pupils on the register, all full-time. The school is a category A/B school, which means that Welsh is the main medium of teaching in the Welsh stream (Stream A) and English is the main medium of teaching in the English stream (Stream B). Welsh is the main medium of teaching in the reception class and parents choose to which stream their children will go in Key Stage (KS) 1. There are three reception classes that operate as one early years unit, two Year (Y) 1 classes, one in each stream, and two classes for Y2, again one in each stream. Altogether there are 33 pupils with Special educational needs (SEN) two of whom have a statement of educational needs. The admission arrangements follow the LEA admissions policy which does not discriminate against pupils with SEN. Approximately 10 per cent of pupils come from Welsh speaking homes and around three per cent of pupils come from ethnic minority groups who receive support for English as an additional language (EAL).
3. The school was last inspected in June 2001. Since then, the numbers on the register have remained more or less constant and the school has succeeded well in retaining its levels of staffing. There are currently six full-time teachers at the school, not including the head teacher, as well as two part-time teachers who job share. In addition, one of them is employed for a day and a half each week to release teachers for planning, preparation and assessment (PPA) time. The head teacher also teaches for a day and a half each week to support PPA. The school employs three learning support assistants (LSAs).

The school's priorities and targets

4. The school's priorities as noted in the School development Plan (SDP) include:
 - continuing to improve standards in Welsh and English;
 - nurturing pupils' bilingual skills;
 - further developing pupils' skills of independence;
 - continuing to improve attendance and punctuality;
 - ensuring that all members of staff are confident when assessing and planning the way ahead, and
 - piloting the foundation phase

Summary

5. Cardigan Infants school is homely, caring school. The good relationships between staff and pupils promote good values and contribute significantly towards the quality of life at the school and the standards achieved.

Table of grades awarded

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

Subjects and/or areas of learning for under-fives

6. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making progress towards the Desirable Outcomes for Children's Learning. Standards of achievement of the under-fives are as follows

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards of subjects inspected

7. In KS1, standards in the subjects inspected were as follows:

Subject	Key Stage 1
Welsh first language	Grade 2
Science	Grade 2
Design and technology	Grade 2
Art	Grade 2

Religious education	Grade 2
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8. Since the last inspection, standards have improved in science, design and technology and religious education. The good standards achieved in Welsh and art have been maintained.
9. The standards of achievement in the lessons which were observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	83%	11%	0%	0%

10. Pupils' standards in the lessons observed are higher than the Welsh Assembly government's targets for the whole of Wales for 2007, namely that 98% of lessons should be satisfactory (equivalent to Grade 3) and higher than the target of 65% to be good (equivalent to Grade 2) or better.
11. In National Curriculum assessments in 2006 (according to teacher assessment) the percentage of pupils in KS1 gaining at least level 2 in Welsh was higher than the LEA and all-Wales averages and lower than the LEA and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, the results are in the first (highest) 25% in Welsh, in the fourth (lowest) 25% in English, and in the third 25% in mathematics and science. The school has met or exceeded most of its targets during the last three years.
12. Pupils in the reception class are making good progress in their basic and key skills. By the end of the reception class, pupils have mature personal and social skills and they make good use of their language. Their ICT skills are developing well
13. In KS1, the pupils in Stream A are making good progress in the key skills of speaking, listening, reading and writing in Welsh. In Stream B, pupils make good progress in the key skills of speaking, listening, reading and writing in English. In both streams, pupils use their mathematical knowledge well and make good use of their ICT skills to support and enrich their learning in subjects across the curriculum.
14. Pupils in the Stream A are developing good bilingual skills. They demonstrate an active understanding of both Welsh and English and change confidently and effectively from one language to another. In Stream B, the pupils are not as confident in Welsh and there are shortcomings in their bilingual skills.
15. Pupils who have SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets that are set for them.
16. The behaviour and attitudes of pupils in the classrooms and around the school is good.

17. The average attendance for the three terms before the inspection was 90.0%. The registers and registration periods meet statutory requirements.
18. Pupils make good progress in their personal and social skills. They have good moral values that they demonstrate from day to day in the life and work of the school. They have a good understanding of right and wrong. Relationships throughout the school are good.

The quality of education and training

Grades for teaching

19. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	72%	12%	0%	0%

20. The quality of teaching is higher than national averages (79% of teaching being Grade 2 or higher).
21. All teachers have high expectations of the pupils. Lessons are well planned and they have clear aims that are shared with the pupils.
22. The level of challenge and motivation in the interesting tasks that are provided for the pupils are appropriate for their age and ability. The good relationships and respect between the teachers and pupils are good features of the provision and contribute effectively towards creating an appropriate work environment and the positive attitude of pupils towards their work.
23. Teachers use a range of teaching strategies in order to sustain pupils' interest and ensure that they apply themselves purposefully to their work. In the lessons judged to be Grade 2 or better, a wide range of stimulating resources and exciting experiences are provided which kindle enthusiasm and develop pupils' imagination. Where there are some shortcomings, it was judged that the lack of pace and under-challenging tasks in the lessons led to pupils losing interest, and too much information is provided for pupils resulting in a lack of planned opportunities for them to work independently.
24. The school promotes equal opportunities for all and offers equal provision and experiences for all pupils. The school ensures that all pupils contribute fully, including pupils with SEN and EAL.
25. The quality of the assessment procedures is generally good and meets statutory requirements. Standardised tests as well as internal assessments in the core subjects are used systematically to assess pupils' progress. The information is used for future planning in order to ensure the progress and development of pupils throughout the school.
26. The practice of encouraging pupils to evaluate their own work is uneven and inadequate. Personal targets are set but there are no formal arrangements to

develop pupils' skills in order to enable them to accept responsibility for their own learning.

27. Overall the quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
28. The curriculum provided is broad and balanced and meets the needs of KS1 pupils. This is reflected in the classrooms and in the careful planning, which is well structured, in order to ensure progression and continuity from year to year. The school provides equal access to the curriculum that meets the needs and interests of the pupils. Appropriate support is given to pupils with additional needs.
29. The school provides a wide range of experiences through clubs, visitors and visits that enable pupils to take part in cultural activities and sport.
30. The school promotes personal and social education well by providing sufficient opportunities for pupils to discuss moral issues in a structured way, take responsibilities as members of the School Council and to be involved with activities to promote a healthy school.
31. There are good links with the community. Parents are supportive of the school and they work hard to raise money. Visits by artists, theatre groups and religious leaders enrich pupils' learning and support their understanding of their community. The bridging links with the *cylch meithrin* and the junior school are well established and function effectively.
32. *Y Cwricwlwm Cymreig* receives appropriate attention but the provision for the promotion of bilingualism is not sufficiently structured to ensure consistent progress.
33. The school is a close community, where each individual is respected and where all visitors and parents are genuinely welcomed. There is a caring atmosphere in every class and there are good relationships between the teachers and the auxiliary staff. Good relationships also exist between the parents and the school in order to ensure that pupils are adequately guided and supported.
34. Good arrangements exist to ensure pupils' health and safety. There are appropriate arrangements for child protection that meet statutory requirements.
35. The school has introduced an electronic registration system as well as keeping a conventional register that is proving to be an effective way of monitoring attendance.
36. Personal and social activities are well planned and this has a positive impact on pupils' emotional and social development.
37. The provision for pupils with SEN is good. Pupils' needs and difficulties are recognised and assessed at an early stage. The support given to the pupils by

the co-ordinator and SEN teacher ensures that pupils benefit from receiving special attention in small groups that focuses on their specific needs.

38. Positive attitudes towards other races are fostered in whole school assemblies and aspects of curriculum subjects. Pupils from other ethnic groups make a valuable contribution to the school in promoting pupils' awareness of the importance of respecting diversity within society.

Leadership and management

39. The head teacher provides effective leadership and gives a clear sense of direction to the school. At the same time, she demonstrates great care and concern for both teachers and pupils.
40. The head teacher and staff have succeeded in creating a caring and stimulating ethos that seeks to promote effective learning and teaching.
41. Curriculum co-ordinators provide effective leadership and monitor standards in their subjects following the monitoring timetable. Although they monitor only one aspect of Welsh and English each year, staff meetings are held every term in order to scrutinise books and discuss standards. These are informal occasions, however, and the findings and decisions are not recorded in order to provide a precise focus for the process of raising standards.
42. Performance management is conducted effectively and teachers' targets reflect the school priorities and also the individual's professional development needs.
43. The governing body is very supportive of the head teacher and staff. Every governor has responsibility for a subject or specific field and they monitor the quality of the provision by making visits to the school.
44. The school's self-evaluation report is a structured document but does not identify its strengths and areas for development in sufficient detail.
45. Teachers complete monitoring forms in their role as curriculum co-ordinators. Discussions are held with staff in order to reach general agreement regarding standards and to set targets for improvement. This year, for the first time, staff meetings were held to discuss the work of the school before completing the self-evaluation report. However, these are informal occasions and all sources of evidence are not used effectively in order to support the judgements.
46. Overall the school's provision for staffing, building, accommodation and resources is good. There are sufficient qualified and experienced teachers to meet the needs of the curriculum. They are deployed appropriately and they work as a dedicated team to ensure that every group of pupils is well taught and well cared for.
47. The best possible use is made of the buildings including the new extension for children under five. However, there are some shortcomings. The school has no

playground and at present shares a yard with the junior school. This causes frustration for the teachers and means that it is difficult to ensure the fluid movement from the classroom to the outdoors which will be required for the Foundation Phase that the school will be trialling in September.

48. The school uses all the resources, including the local environment, efficiently and effectively to enrich pupils' learning experiences. Overall, the school provides good value for money.

Recommendations

In order to secure improvements the school needs to:

- R1 address the shortcomings in subjects;
- R2 raise standards in bilingualism; *
- R3 continue to improve assessment procedures and ensure pupils' involvement in the process of self-assessment; *
- R4 monitor annually all aspects of Welsh and English and introduce firm procedures in order to make judgements on standards;
- R5 ensure more formal procedures for the school self-evaluation and use a range of evidence to support its judgements, and;
- R6 continue to strive to improve attendance.*

* The school is already aware of the shortcomings in these areas and they appear as targets in the SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

49. The inspection team's findings differ from the Grade 2 which the school awarded itself in its self-evaluation report as the inspectors are of the opinion that the school results do not compare favourably with the all-Wales averages and they also compare unfavourably with those of similar schools. In addition there are shortcomings in bilingualism in Stream B.

50 Grades for standards in subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	83%	11%	0%	0%

51 Pupils' standards in the lessons observed are higher than the Welsh Assembly government's targets for the whole of Wales for 2007, namely that 98% of lessons should be satisfactory (equivalent to Grade 3) and higher than the target of 65% to be good (equivalent to Grade 2) or better.

52 The overall quality of educational provision for children under five is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement for children under five are as follows:

Language literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

53 In KS1, standards in the subjects inspected were as follows:

Welsh first language	Grade 2
Science	Grade 2
Design and Technology	Grade 2
Art	Grade 2
Religious Education	Grade 2

54 Since the last inspection, standards have improved in science, design and technology and religious education. The good standards achieved in Welsh and art have been upheld.

55 In National Curriculum assessments in 2006 (according to teacher assessment) the percentage of pupils in KS1 gaining at least level 2 in Welsh was higher than

the LEA and all-Wales averages and lower than the LEA and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, the results are in the first (highest) 25% in Welsh, in the fourth (lowest) 25% in English, and in the third 25% in mathematics and science. The school has met or exceeded most of its targets during the last three years.

- 56 Pupils in the reception class are making good progress in their basic and key skills. By the end of the reception class, pupils have mature personal and social skills and they make good use of their language. Their ICT skills are developing well.
- 57 In KS1, the pupils in Stream A are making good progress in the key skills of speaking, listening, reading and writing in Welsh. In Stream B, pupils make good progress in the key skills of speaking, listening, reading and writing in English.
- 58 In both streams, pupils use their mathematical knowledge well and make good use of their ICT skills to support and enrich their learning in subjects across the curriculum.
- 59 Pupils in Stream A are developing good bilingual skills. They demonstrate a practical understanding of Welsh and English and change confidently and effectively from one language to another. In Stream B, the pupils are not as confident in Welsh and there are shortcomings in their bilingual skills.
- 60 All pupils succeed, whatever their ability and whatever their linguistic, social or ethnic background. Pupils who have SEN achieve good standards according to their age and ability. They make good progress, and achieve well the targets that are set for them
- 61 Pupils with EAL make good progress, especially in their oral skills, in a short period of time.
- 62 Pupils demonstrate an ability to learn new skills, for example in ICT. Through the school council, they are developing a good understanding of how democratic institutions work and members understand their responsibilities when representing those who elected them.
- 63 Pupils have some understanding of the strengths and weaknesses in their work and what they need to do in order to improve. On the whole, pupils are making appropriate progress towards the next stage in their learning.
- 64 Pupils have positive attitudes towards learning and they enjoy their lessons. They show good motivation, complete their tasks effectively, concentrate well and persevere.
- 65 The behaviour and attitudes of pupils in the classrooms and around the school are good. They are polite and demonstrate a good level of self-discipline. They show respect and courtesy towards each other, the staff and visitors to the

school. No pupils were excluded during the twelve months prior to the inspection.

- 66 The average attendance for the three terms before the inspection was 90.0%. The percentages were affected by a small number of pupils being absent for long periods because of illness or extended visits to family in foreign countries. The vast majority arrive punctually at the beginning of the school day but some pupils regularly arrive late although the head teacher reminds them consistently of the importance of punctuality. The registers are kept accurately and the information is transferred weekly to a computer by the teachers. The registers and registration periods meet statutory requirements.
- 67 Pupils work effectively as members of groups and they are beginning to show the necessary skills to work independently. They are developing good thinking skills and are able to solve simple problems.
- 68 Pupils make good progress in their personal and social skills. They have good moral values and they demonstrate these regularly from day to day in the life and work of the school. They have a clear understanding of right and wrong. Relationships throughout the school are good.
- 69 Pupils understand well the principle of equal opportunities, they are aware of the diversity of creeds and cultures within society, and understand that they must respect them. They demonstrate this in a practical way in their attitudes towards their friends from ethnic minority groups.
- 70 The partnership between the school and the community is good. Representatives from a number of institutions visit the school including the police, the fire service, ambulance and theatre groups. Visits are arranged to churches, a local theatre, old people's home and a farm. These support pupils' early understanding of their community and of the world of work. Local artists work with the pupils to produce mosaics and a mural, towards which every child contributes. Local clergymen visit regularly to take the morning service.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

- 71 The inspection team's findings differ from the Grade 1 that the school awarded itself in its self-evaluation report. The inspection team judged that there are shortcomings in aspects of bilingual teaching and in pupils' self-assessment.

72 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	72%	12%	0%	0%

- 73 The quality of teaching is higher than national averages (79% of teaching being Grade 2 or higher).
- 74 The teachers have high expectations of the pupils. The level of challenge and motivation in the interesting tasks that are provided for the pupils are appropriate for their age and ability. The good relationships and respect between the teachers and pupils are good features of the provision and contribute effectively towards creating an appropriate work environment and the positive attitude of pupils towards their work.
- 75 The quality of the teaching for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for children of this age.
- 76 Teachers demonstrate good subject knowledge and they work well as a team. They display commitment to maintaining and improving teaching standards. Short term planning is of good quality; it includes differentiated tasks and notes the necessary resources. In the best practice, teachers ensure that the resources and teaching tasks correspond to the needs of the individual pupils, including those with SEN. Learning aims are shared with the pupils at the beginning of each activity.
- 77 Teachers use a range of teaching strategies in order to sustain pupils' interest and ensure that they apply themselves purposefully to their work. In the lessons judged to be Grade 2 or better, a wide range of stimulating resources and exciting experiences are provided which kindle enthusiasm and develop pupils' imagination. Questioning techniques are used skilfully, to ensure that pupils are involved and make a contribution to lessons. Clear instructions and explanations are given, together with praise and constant encouragement and lessons proceed at a good pace. In lessons awarded Grade 3, it was judged that the lack of pace and under-challenging tasks in the lessons led to pupils losing interest and that too much information is provided for pupils resulting in a lack of planned opportunities for them to work independently.
- 78 Teachers and classroom assistants work well together to plan pupils' work; this is a good feature throughout the school and has a positive effect on pupils' progress.
- 79 The school promotes equal opportunities well and offers equal provision and experiences to all pupils. Teachers plan well to ensure the full involvement of all pupils, including those with SEN and EAL. Every opportunity is grasped to nurture pupils' awareness of other cultures and languages. Pupils' bilingual skills, however, are inconsistent across the school. In the best practice, teachers promote bilingual skills well and pupils respond confidently and interact well with the teachers and each other. At the end of KS1 in the English

stream, insufficient opportunities are provided to promote bilingualism and pupils' ability to change from one language to the other when speaking is insecure and they lack confidence.

- 80 The quality of assessment procedures is generally good and they meet statutory requirements. The assessments of pupils with SEN are thorough. The development of the under-fives is regularly reviewed and detailed records are kept of their progress. Standardised tests together with internal assessments in the core subjects are used systematically to assess pupils' progress. The information gained is used for future planning in order to ensure pupils' progress throughout the school. Effective use is made of data analysis in order to identify aspects for development in teaching and learning. The assessment of pupils' development in the foundation subjects, however, is insufficiently developed.
- 81 Individual pupils' record files are good and give a clear picture of their progress and achievement whilst at the school. They are comprehensive and orderly and are effective in tracking pupils' educational, personal and social progress. To date the school has not tracked pupils' progress in the key skills although plans are in place for this to be done. Recently, the school has formalised existing arrangements for the levelling of samples of pupils' work in the core subjects and includes them in the appropriate subject monitoring file. Following regular meetings, samples of work in the core subjects have been assessed in accordance with NC levels and annotated, according to the agreed judgement of the school and its cluster. This assists teachers to understand the standards expected of pupils at different stages throughout the school.
- 82 Pupils' work is marked regularly and teachers give encouraging comments. The practice of encouraging pupils to evaluate their own work, however, is uneven and inadequate. Personal targets are set and pupils are aware of these but many are very general and superficial. There are no formal arrangements to develop pupils' skills in order to enable them to accept responsibility for their own learning.
- 83 The practice of encouraging pupils to evaluate their own work by using the 'Dyma Fi' booklet is uneven and inadequate. Personal targets are set for pupils and are known to them. However many of the targets are general targets and no formal arrangements are in place to review and extend the pupil on to the next stage to develop their skills and become independent learners.
- 84 The annual reports on pupils' progress meet requirements. They include brief comments on their academic progress as well as their personal and social development. Although there are no written reports for the children in the reception class, parents receive regular oral progress reports on their children's progress. Parents appreciate the school's open door policy and the opportunities that they are given to discuss the progress and achievements of their children.

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

Grade 2: Good features and no important shortcomings

- 85 The findings of the inspection team match the judgement of the school in the self-evaluation report.
- 86 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. A wide range of well-planned, interesting experiences ensure that the pupils make a good start in the school.
- 87 The curriculum provided for KS1 pupils is broad and balanced and meets statutory requirements. This is reflected in the classroom and in the planning which is careful and well-structured in order to ensure progression and continuity from year to year. The school provides equal access to the curriculum that meets the needs and interests of the pupils including those with additional needs.
- 88 The school has received the Basic Skills Agency accreditation for the third time. Presently, the school does not have a system for co-ordinating and monitoring the development of pupils' key skills. During the inspection, however, good opportunities were observed for pupils to nurture skills such as communication, ICT and personal and social skills across the curriculum.
- 89 The school provides a wide range of experiences through clubs, visitors and visits, within and outside the school, which enable pupils to take part in a range of cultural and sporting activities. Pupils benefit from visits to nearby beaches, museums and local theatres. These, together with visits from local artists, ministers, clergy and representatives from The Pembrokeshire National Park enrich pupils' experiences and contribute towards good standards of achievement in aspects of the curriculum such as science and art.
- 90 The homework which is regularly set is relevant to class work and reinforces the curriculum.
- 91 The learning experiences promote the development of pupils' moral, social and cultural development well. The school promotes agreed values and the feeling of a close community through joint activities such as a period of collective worship. Important messages such as respect and justice are well emphasised together with the responsibility of the individual to look after others and the natural world. This is reinforced effectively by the efforts of pupils to raise money towards a variety of national and international charities. Spiritual development is not promoted as well across the curriculum. Although, spiritual elements are evident in collective worship, opportunities are sometimes lost for pupils to reflect on their own experiences or on the issues raised.
- 92 The school promotes personal and social education well by providing sufficient opportunities for pupils to discuss a variety of issues in a structured way, take responsibilities as members of the School Council and be involved with activities to promote a healthy school. Pupils know that their opinions and views count, and this develops their self-confidence and self-esteem. Pupils'

awareness of other cultures is promoted through aspects of religious education but the school acknowledges in the SDP that this aspect needs further development.

- 93 There are good links with the community. Parents are supportive of the school and they work hard to raise money. The school has a home/school agreement that meets statutory requirements. Visits by local artists, theatre companies and religious leaders enrich pupils' learning and support their understanding of their community. They visit old people's homes and other venues to entertain residents. A Christmas concert is held every year in the local theatre that is greatly appreciated by the parents and the whole community.
- 94 Bridging links with the *ysgol feithrin* and the junior school are well established and function effectively. Y2 and Y3 teachers meet annually to discuss the needs of pupils before they move to the junior school.
- 95 The school regularly receives students from a teacher training institution and a further education college in the area. In addition, pupils from the comprehensive school are received on work experience.
- 96 The school works closely with local businesses to provide pupils with valuable experience of the world of work. This includes visits to local farms where pupils have direct experience of farm work. Visits by the police, the fire service, dentist and ambulance service promote pupils' understanding of the variety of work within the community
- 97 The *Cwricwlwm Cymreig* receives appropriate attention. There are visits to special places in the area such as a local heritage centre, visits by local artists and theatre companies and the St David's Day celebration, which promotes this aspect of the curriculum. The provision for the promotion of bilingualism is not sufficiently structured to ensure consistent progress.
- 98 The school responds well to the needs of every pupil and promotes equal opportunities successfully. Pupils with SEN who receive support for their behaviour or for personal matters, are treated fairly and have access to all aspects of school life.
- 99 The school is aware of the importance of sustainable development. It has gained an Eco-school accreditation and a system has been established for the re-cycling of a variety of rubbish.
- 100 Entrepreneurial skills are promoted to some extent by teaching pupils about money in the classroom and taking them to the town for practical sessions where they can spend it in shops. This gives them a concept of the value of money and how it supports the local economy. Pupils are beginning to play an active part in organising the school shop and they have an opportunity to handle money, but as a business person selling goods rather than a customer who is buying.

101 Pupils' experiences across the curriculum enable them to gain a range of valuable skills for life long learning. These include ICT skills, personal and social skills and the skills of expressing opinions by being members of the eco committee and the school council.

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

Grade 2: Good features and no important shortcomings

102 The inspection team's findings differ from the Grade 1 that the school awarded itself in the self-evaluation report as the inspectors did not observe any outstanding features.

103 The school is a close community, where each individual is respected and where all visitors and parents are genuinely welcomed. There is a caring atmosphere in every class and there are good relationships between the teachers and the auxiliary staff. As a result, the pupils are confident when discussing any matters or worries with adults within the school. The pupils confirm that they are happy in the school and the parents are pleased with the care and guidance that the school gives the pupils.

104 Good relationships also exist between the parents and the school in order to ensure that pupils are adequately guided and supported. The staff know the pupils and their families well and communicate very effectively with them by means of newsletters or circulars about events or school news. The staff also prepare booklets and packages to assist parents in supporting their children's literacy and numeracy skills, or help reception class children to learn the rhyme of the week. Good relationships have been established with outside agencies to support pupils who experience difficulties in their lives or have SEN. The school responds immediately to advice and guidance received for the benefit of the pupils.

105 The responses to the questionnaires given to parents and the comments in pre-inspection meeting were positive. Many parents assist during visits and care for groups of pupils during specific activities such as the *kerbcraft* project. They appreciate the opportunities to support the school and play an active role in its life and work and in their children's education.

106 There are good arrangements for care and guidance that ensure that the younger pupils settle quickly in the reception class. The school's induction programme and the arrangements for transferring to the junior school are good and help pupils to settle quickly. This is achieved through a series of visits and contacts between the teachers that ensure that pupils are transferred easily and happily to the next stage in their learning.

107 The school has introduced a system of rewarding good behaviour and deserving pupils receive certificates. The staff meet weekly to discuss behaviour and other matters which arise. Rewards are given also for regular

attendance and pupils and parents appreciate these. The school has adopted an electronic registration system as well as keeping a conventional register, which is proving to be an effective way of monitoring attendance. The headteacher reminds parents regularly about the importance of attendance and punctuality and is aware of the need to further improve both.

- 108 Personal and social activities are well planned and these have a positive effect on pupils' emotional and social development. The school promotes a healthy lifestyle, being part of the Ceredigion Healthy Schools Initiative and has received a Phase 3 award. The pupils have an opportunity to express their opinions on issues that concern them through the school council that promotes the raising of self-esteem and self-confidence.
- 109 Good arrangements exist to ensure pupils' health and safety. All members of staff have received a first aid qualification and are aware of the procedures to be followed should an accident occur.
- 110 There are appropriate arrangements for child protection that meet statutory requirements and four members of staff have received training from the LEA regarding child protection procedures. Not all staff who are in daily contact with pupils have yet received training in this field, but firm plans to provide this have been established.
- 111 The provision for SEN is good. Pupils' needs and difficulties are recognised and assessed at an early stage and their targets are noted in their individual education plans (IEPs) that are clear and intelligible. Parents are informed of the targets in the IEPs, however, the school does not regularly consult the parents or include them in the process of setting and revising targets.
- 112 The support given to the pupils by the co-ordinator and SEN teacher ensures that pupils benefit from receiving special attention in small groups that focuses on their specific needs. Pupils enjoy the experiences and make good progress. The teachers and co-ordinator work closely to ensure that the IEPs reflect pupils' needs. Class assistants make a good contribution to pupils' care and support and the promotion of independence, all of which contribute well to pupils' progress.
- 113 The provision and school strategies for pupils whose behaviour impairs their progress and the progress of others is good. These pupils benefit from the effective support given by specialist assistants provided by the school as well as parental support.
- 114 The school ensures equal opportunities for all pupils, whatever their background. Gender equality is promoted well and boys and girls receive the same opportunities to take part in all school activities. In its daily life the school promotes good race relations.
- 115 Good procedures and strategies are employed to eliminate oppressive behaviour, bullying and all forms of harassment that are based on respect and concern for others. The school and class rules are prominently displayed and

staff regularly remind pupils of the school's values of tolerance and courtesy towards all members of the school community. Pupils' behaviour is supported through the weekly award of prizes for good behaviour.

- 116 The school has an appropriate policy and development plan to ensure accessibility and there are appropriate arrangements to ensure that disabled pupils do not suffer from less favourable treatment.
- 117 Positive attitudes towards other races are fostered through whole school assemblies and aspects of curriculum subjects. Pupils of other ethnic minority groups make a valuable contribution to the school that promotes pupils' awareness of the importance of respecting diversity within society.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 118 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 119 The head teacher provides effective leadership and gives a clear sense of direction to the school. At the same time, she demonstrates great care and concern for both teachers and pupils. This is reflected in her daily work and she has created a climate based on the best features of family life.
- 120 The commitment of the school to all pupils is apparent in its life and work and parents demonstrated in the pre-inspection meeting and in the questionnaires their support and appreciation of the values which the school fosters in their children.
- 121 All staff are aware of the aims and values of the school and are wholly committed to their promotion in a variety of ways, including personal example. The head teacher and staff have succeeded in creating a caring and stimulating ethos that seeks to promote effective learning and teaching.
- 122 Curriculum co-ordinators provide effective leadership and they monitor standards in their subjects according to the monitoring timetable, identifying areas for improvement. These are shared with colleagues in the form of reports to ensure that they understand what is expected of them in the process of raising standards. Although they monitor only one aspect of Welsh and English each year, staff meetings are held every term in order to scrutinise books and discuss standards. These are, however, informal occasions, and the findings and decisions are not recorded in order to provide a precise focus for the process of raising standards.

- 123 The head teacher monitors aspects of the learning and teaching and gives oral feedback to teachers.
- 124 The school takes good account of national priorities and raising standards in literacy and numeracy are ongoing targets. A substantial investment has been made in developing ICT. Priority is given to sustainable development while pupils' citizenship skills are promoted well through their contribution to the school council. The school has identified preparation for the start of the Foundation Phase as its next priority.
- 125 The head teacher and deputy analyse the school performance data and use them effectively for setting targets.
- 126 Performance management is conducted effectively and teachers' targets reflect the school's priorities and also the individual's professional development needs. The head teacher also holds informal discussions with all staff including support staff in order to promote their professional development.
- 127 The governing body is very supportive of the head teacher and staff and meets statutory requirements. Every governor has responsibility for a subject or specific field and they monitor the quality of the provision by making visits to the school.
- 128 The governors take pride in the school, and they are committed to securing improvement. As a rule, the headteacher presents a draft of the SDP that is then open to scrutiny and discussion. The governing body approves each target and also have opportunities to add their own targets before agreeing the final plan.

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

Grade 3: Good features outweigh shortcomings.

- 129 The inspection team's findings differ from the Grade 1 that the school awarded itself in its self-evaluation report because the school does not specify in sufficient detail its strengths and those aspects which need to be developed. The school does not regularly seek the opinions of parents.
- 130 The school uses an LEA document in order to evaluate its success as a part of the self-evaluation process. This year, for the first time, the school has also produced a self-evaluation report and staff meetings were held to discuss the work of the school before it was prepared. These are informal occasions, however, and not all sources of evidence are used effectively to support the judgements.
- 131 The self-evaluation report is a structured document, but does not note in sufficient detail the school's strengths and areas for development. The

inspection team's findings differed from those of the school in five of the seven key questions.

- 132 The self-evaluation process involves all interested parties. The headteacher gives serious consideration to the opinion of the governors. Parents are consulted through a questionnaire but this is not done regularly. Pupils are consulted through the school council.
- 133 The governing body works with the head teacher in the process of self-evaluation. The governors see a draft of the self-evaluation report and consider whether it represents the school as they see it.
- 134 The information gained from the self-evaluation is used to direct strategic planning. The areas for improvement are included as targets in the SDP.
- 135 The school supports its priorities well in terms of its allocation of resources. For example, the school has invested time and financial resources to introduce and develop a new phonic system in order to raise standards in reading and it has also introduced a programme to develop thinking skills. Good progress has been achieved in both areas in a short period of time.
- 136 The school has also invested in resources for information technology and this has led to an improvement in standards. Pupils demonstrate good ICT skills across the curriculum.
- 137 The school has made good progress in addressing the key issues in the last inspection report

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

Grade 2: Good features and no important shortcomings

- 138 The inspection team's findings differ from the Grade 1 that the school awarded itself in its self-evaluation report because the school yard is inadequate for the number of pupils and there are shortcomings in the outside area for the under fives.
- 139 Overall the school's provision for staffing, building and accommodation and resources are good. There are sufficient qualified and experienced teachers to meet the needs of the curriculum. They are deployed appropriately and they work as a dedicated team to ensure that every group of pupils is well taught and well cared for. The secretary deals effectively with daily procedures.
- 140 Pupils have access to a wide range of resources to support their learning. The school is very successful in using resources within the neighbourhood and visitors to the school are also seen as effective teaching resources. They include local artists who have worked successfully with pupils on ambitious projects.

- 141 The school has received a grant from the Welsh Assembly Government that it uses effectively to target underprivileged pupils in order to raise their standards of performance.
- 142 The head teacher and governing body monitor budget priorities carefully. The school has made significant investment in new resources that were identified as areas for development, for example, resources to promote ICT, literacy and thinking skills. The head teacher, governors and subject co-ordinators make regular checks in order to ensure that the new resources give value for money.
- 143 The best possible use is made of the buildings including the new extension for children under five. The building is attractive and comfortable and enhanced by colourful displays that celebrate pupils' work. It has been decorated attractively and the caretaker keeps it clean and free of litter.
- 144 However, there are some shortcomings. A new community building has resulted in the school losing its playground and at present the school shares a yard with the junior school. Also the surface of the outside area near to the under fives classroom is uneven. This causes frustration for the teachers and means that it is difficult to ensure the fluid movement from the classroom to the outdoors and back which will be required for the Foundation Phase that the school will be trialling in September.
- 145 Good use is made of staff time and expertise and the teachers and support staff have appropriate opportunities for professional development. The school has adopted effective procedures for managing teachers' PPA time according to statutory requirements.
- 146 The school uses all its resources, including the local environment, efficiently and effectively to enrich pupils' learning experiences. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

- 147 Baseline assessments as children enter the reception class show that many children enter school with low skills, often considerably lower than average and their language skills and knowledge and understanding of the world outside their own neighbourhood are limited.
- 148 However, the overall quality of the educational provision for children under five is appropriate for their needs and they are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

149 The children enjoy listening to a story, treat books with respect and as behave as readers. The younger children recognise initial sounds and move on in a short period of time to correspond sound and letters and then to form words. The more able read books from a scheme correctly and easily. They speak confidently in role-play and form words clearly when singing in the performing corner. They enjoy many opportunities to make marks and several examples of emergent writing are seen around the classroom. Apart from the children who started this term, they write their names independently and the more able write sentences confidently.

Shortcomings

150 There are no important shortcomings

Personal and social development.

Grade 2; Good features and no important shortcomings.

Good features.

151 The firm and supportive relationships that exist in the three classes promote and enhance the children's learning significantly. They are confident learners who take pride in their achievements that they are eager to share with others. Their behaviour is good; they respond well to class rules, display courtesy and consideration towards their friends and care for each other. They display self-control when awaiting their turn and they play and work together harmoniously, for example, when sharing resources and playing yard games. They enjoy new experiences and they display a high level of confidence when taking part in activities. They put their coats on before going out and some children secure them independently. They understand the importance of personal hygiene and that they have to wash their hands after visiting the toilet and before eating. They do this independently.

Shortcomings

152 There are no important shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

153 Children already demonstrate a good understanding of number. The younger children experiment with numbers in their emergent writing. Children who are a

little older count and recognise numbers up to 10. More able children are used to larger numbers and write numbers to 20 correctly. They understand the terms 'more' or 'less' and compare 'heavy' and 'light' objects. They understand the pattern of time in a day and know that clocks show the time. Their understanding of the concepts of shape, size and measure is developing well and they recognise two and three-dimensional shapes. They recognise and handle money confidently. They are beginning to understand symmetry as they paint butterflies. They sing a good range of number rhymes with confidence and enjoyment.

Shortcomings

154 There are no important shortcomings

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

155 Children's learning is enriched through visits to a neighbouring beach to collect shells and seaweed. A lot of good work resulted from this experience including comparing old and new vehicles, a study of the lifeboat and sailors' outfits past and present. They have also visited several cafes in the town. Children benefit from visits by a number of people outside the school such as the vicar and police officers. They understand well the passing of time; they understand the pattern of the day is breakfast, school, lunch, walk home, play, supper and bed. They understand well the chronological order of the days of the week and the seasons and that they have to dress according to the weather. They know that materials change when heated through melting chocolate and making Welsh cakes. They control the mouse effectively and independently when using the computer to draw an easily recognisable picture and they also use a microscope skilfully to study objects and pictures in more detail. They understand well that some objects are magnetic and some are not.

Shortcomings

156 There are no important shortcomings

Creative development

Grade 2: Good features and no important shortcomings

Good features

157 Children reinforce their mathematical knowledge by drawing pictures on the computer using 2D shapes. They choose colours carefully in order to create imaginative paintings and portraits and they begin to mix colours. Children print well using a range of objects and use crayons to colour in detail. They create 3D objects and decorate them carefully. They sing a range of songs including

playground songs, sweetly with good control. They recognise which instruments they are able to tap, shake or strike and separate them correctly into these categories. They use percussion instruments to accompany the singing of the remainder of the class, demonstrating a good understanding of beat

Shortcomings

158 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

159 The children's fine motor skills are good and they handle pencils, crayons, scissors and knives skilfully. For example, they prepare snacks by putting soft cheese on crackers. They use glue neatly and confidently. They develop their gross motor skills well when playing with a range of jig-saws, tools and small equipment. They develop these skills further when they throw beanbags with an accurate aim. They move easily around the hall, making good use of space. With a few exceptions, they change direction appropriately in order to avoid one another. They demonstrate good gross motor skills and balance when walking across benches. They display good body control in gymnastic movements.

Shortcomings

160 There are no important shortcomings.

Welsh first language

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

Good features

161 Pupils' listening skills are good across the school. They demonstrate the ability to listen carefully to teachers' presentations, to visitors and each other. Although the majority of pupils come from non-Welsh speaking homes, by Y2 pupils in the Welsh stream display a developing confidence and an ability to speak in different situations such as in impromptu role play or when reinforcing their understanding of a story. A number of pupils hold extended discussions offering sensible answers to questions. They demonstrate a willingness to converse, express themselves clearly and are easily understood.

162 Reading standards are good. The younger pupils are developing well as readers and they confidently identify the author of a book from the cover. They become familiar with words and phrases as they take part in a variety of interesting reading activities. They read correctly books that are appropriate for

their level of development. By Y2, the best readers read fluently and meaningfully. They give appropriate attention to the dialogue of the characters and the narrator. The less able readers make effective use of their phonic knowledge to read unfamiliar words. They display an interest in books when they answer questions about the main events and characters in their books, and express opinions about their favourite books from the reading scheme.

163 Pupils' writing skills are good. They understand the need to write in different genres for specific purposes such as instructions or descriptions. The younger pupils form letters correctly and write simple sentences correctly and independently, for example, when recording their news. In Y2, the pupils write short coordinated paragraphs using a number of correct sentence patterns. With reference to the structure of a story they succeed in writing simple plans that display order and sequence. They understand the importance of discussion, redrafting and editing and this is apparent when they re-tell the experiences of the tiger in the story '*Dwi ddim eisiau mynd I'r gwely*'. When they write a conversation between two characters, based on the story *Pysgod Dewi*, pupils display a growing awareness of features of punctuation such as quotation marks. They are becoming increasingly aware of the need for accuracy in spelling and use a phonic programme to assist them. The majority of pupils present their work in a neat and orderly fashion.

Shortcomings

164 There are no important shortcomings

Science

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

Good features

165 Pupils have good knowledge and understanding of life processes and living things. Y1 pupils understand that the butterfly goes through several different stages in its life cycle. They use scientific vocabulary correctly in specific contexts.

166 They know which foods are healthy and good for them and which are unhealthy. They group them accordingly and record their decisions appropriately.

167 They use their senses effectively in order to discover what may be found at the seaside and record their findings.

168 Pupils identify the sources of natural and artificial light and know why shadows appear.

- 169 They develop their research skills and understanding of the features of materials by sorting them according to their properties, for example, those that are shiny, reflect light and are easily visible.
- 170 In Y2, pupils extend their knowledge of living things by planting seeds and they understand well the conditions necessary for plants to grow. They understand and record the life cycle of a sunflower and tomato plant.
- 171 They have good research skills; they observe in detail and analyse their findings well. They use the information to make sensible predictions.
- 172 Pupils understand how sound may be created and group instruments into categories according to how they are played.
- 173 They solve problems confidently and use their investigative skills effectively in order to discover which materials would be best for repairing a roof.
- 174 They extend their knowledge of physical processes by constructing an electric circuit including a switch.
- 175 Pupils with EAL make good progress as they develop their knowledge and research skills.

Shortcomings

- 176 There are no important shortcomings.

Design technology

Key Stage 1 : Grade 2: Good features with no important shortcomings

Good features

- 177 The standards achieved by pupils when investigating their products are good. They look carefully at familiar products before moving on to construct their own models.
- 178 In KS1, pupils successfully complete assignments such as designing and constructing a bird table. They develop their own ideas well, looking in detail at a range of materials and consider their suitability. They suggest the best way of moving ahead and they record their ideas in freehand drawings before they commence the construction.
- 179 Following a visit to a seaside cafe, Y1 pupils adhere closely to the brief when designing items such as fruit, dishes or an apron for the class café. They produce imaginative and colourful ideas. They use a range of interesting materials with due attention to the appearance and construction of the finished product.

180 When constructing equipment such as a slide or swing for a park, Y2 pupils can assemble and join a range of materials and components well. They focus carefully on the finished product and refine the design as it develops. They use simple mechanisms and axles skilfully in their products.

181 As they identify the main strengths in their work pupils confidently explain and justify their decisions and note how they might make improvements.

182 Pupils with EAL make good progress in developing their design and technology skills

Shortcomings

183 There are no important shortcomings

Art

Key Stage 1 : Grade 2: Good features with no important shortcomings

Good features

184 KS1 pupils are beginning to understand the importance of texture and colour and choose materials and colours carefully when working in pairs to create collages.

185 They experiment well with colours and patterns to print using objects from the home.

186 Pupils effectively compare the work of three artists and observe the techniques that they used.

187 They confidently use a variety of media in order to experiment and attempt to copy the techniques of the artists they have studied.

188 Pupils extend their knowledge of texture well by creating attractive collages using a variety of materials.

189 They develop their observational skills well when walking around the town, looking at buildings. They make an attractive collage of the church, selecting materials with care and discernment.

190 They use different media effectively including oil pastels and paint as they imitate the techniques of Van Gogh.

191 All the pupils worked with a local artist to create a large mural in the school hall, based on the theme of the term and a mosaic to decorate the outside wall of the new extension to the school building. Everyone enjoyed and benefited from the experience.

192 Pupils with EAL make good progress in developing their art skills.

Shortcomings

193 There are no important shortcomings

Religious education

Key Stage 1 : Grade 2: Good features with no important shortcomings

Good features

194 Pupils across the key stage demonstrate a good understanding of the importance of sharing, helping others and to be thankful for all the good things they possess.

195 They know well some of the stories which are relevant to the Welsh religious tradition such as the story of Mary Jones and her efforts and sacrifice to obtain a Bible of her own. Though their own experiences pupils begin to identify the things that are important to them in their own lives

196 Pupils have a good awareness of the Bible as a holy book and of the Old and New Testament. They understand that other religions have their own holy books, for example Muslims have the Qu'ran.

197 They know about the main Christian festivals such as Christmas. They understand the importance of prayer and write personal, sensitive prayers of thanksgiving.

198 They appreciate that other religions such as Islam have customs that differ from those of Christianity, for example, their prayer customs. They are aware that the Hindu religion has customs and celebrations such as the Mendhi patterns and Divali.

199 They know that Christians worship in chapels and churches and through visits to local places of worship pupils have a good knowledge of the main features of the buildings and the importance of the baptism ceremony.

200 Pupils with EAL are making good progress as they develop their knowledge of religious education.

Shortcomings

201 There are no important shortcomings

School's response to the inspection

The report notes a number of strengths and we take pride in findings such as 'The level of challenge and motivation in the interesting tasks which are provided for the pupils are appropriate for their age and ability.' It also states that the good relationships and respect between the teachers and pupils are good features of the provision and contribute effectively towards creating an appropriate work environment and the positive attitude of pupils towards their work.

The report confirms that the school has made strides forward since the inspection of 2001. We welcome the findings and will prepare an action plan in order to address the recommendations. The issues regarding assessment, bilingualism, self-evaluation and attendance are already receiving attention. Raising standards of achievement together with improving aspects of the curriculum are on-going priorities for the school.

Appendix 1

Basic information about the school

Name of school	Ysgol Babanod Aberteifi
School type	Nursery and Primary
Age-range of pupils	4 – 7 years of age
Address of school	Stryd Napier, Cardigan Ceredigion
Postcode	SA43 1EH
Telephone number	01239 612491

Headteacher	Mrs Eluned Jones
Date of appointment	24 January 1994
Chair of governors/ Appropriate authority	Councillor Mair Morris
Registered inspector	Mr Robert Jones
Dates of inspection	14 –16 May 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		66	44	54					164

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006		89.00	89.30
Autumn 2006		90.00	91.00
Spring 2007		90.72	89.57

Percentage of pupils entitled to free school meals	33
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					43
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	0	100	0	
		National	0	2	8	64	26	
We: oracy	Teacher assessment	School	0	0	0	100	0	
		National	0	7	52	26	15	
We: reading	Teacher assessment	School	0	0	16	84	0	
		National	0	2	16	60	22	
We: writing	Teacher assessment	School	0	0	42	58	0	
		National	0	2	19	66	13	
English	Teacher assessment	School	4	12	13	71	0	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	4	0	21	75	0	
		National	0	4	14	56	27	
En: writing	Teacher assessment	School	4	12	13	71	0	
		National	0	5	14	69	12	
En: speaking	Teacher assessment	School	4	12	13	46	25	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	3	0	16	79	2	
		National	0	2	10	64	24	
Science	Teacher assessment	School	2	5	5	79	9	
		National	0	2	8	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79	In Wales	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The inspection team included three inspectors who were present for a total of seven inspection days. During the inspection:

- pre-inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 39 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the head teacher and curriculum co-ordinators;
- 25 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the Inspection Team

Team Member	Responsibilities
Mr Robert Jones Registered Inspector	Context Summary and Recommendations Key Questions 1,5,6 and 7 Children under five Science Art
Mrs Eleri Honour Team Inspector	Key Questions 2,3 and 4 Welsh Design and Technology Religious Education
Mr Dylan Jones Lay Inspector	Contributions to questions 1,3 and 4
Mrs Eluned Jones	Nominee

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Acknowledgement

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