

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

**Ysgol Gynradd Aberaeron
Gerddi Wellington, SA46 0BQ**

School Number: 6672281

Date of Inspection: 15/11/05

by

**Dorothy Morris
16211**

Date of Publication: 17 January,2006

Under Estyn contract number: 1102805

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2005: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Ysgol Gynradd Aberaeron 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 Gynradd Aberaeron took place between 15/11/05 and 17/11/05. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	5
Summary	6
Recommendations	10
Standards	12
Key question 1: How well do learners achieve?	12
The quality of education and training	15
Key question 2: How effective are teaching, training and assessment?	15
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key question 5: How effective are leadership and strategic management?	21
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Under 5s	25
Welsh first language	28
Mathematics	29
Geography	30
Art	31
Religious education	32
School's response to the inspection	33
Appendices	35
A Basic information about the school	35
B School data and indicators	36
C National Curriculum assessments results	36
D Evidence base of the inspection	37
E Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. The school is situated in the seaside town of Aberaeron, in the county of Ceredigion, and serves the town and the surrounding area. There are 195 pupils, aged between 3 and 11 years of age, on the school register. The vast majority of pupils have received pre-school education. The school admits pupils on a part-time basis in the term following their third birthday and on a full-time basis to the reception class in the term following their fourth birthday.
2. The school considers its natural catchment area to be neither prosperous nor economically disadvantaged. Two per cent of pupils are entitled to receive free school meals; a figure which is significantly below the county and national averages.
3. The nature of the intake comprises the full range of ability. 33 pupils are designated as having special educational needs (SEN), including six pupils who are the subject of a statement of special educational need.
4. English is the main language spoken in the homes of 69% of pupils. The school's language policy aims to ensure that pupils are fully bilingual before they transfer to the secondary sector.
5. The school was last inspected in November 1999. The headteacher has been in post since October 1998.

The school's priorities and targets

6. The school's objectives include:
 - to promote pupils' cultural, intellectual and physical development;
 - offer pupils the opportunities to gain the relevant knowledge and skills for life in the 21st century;
 - prepare pupils for the opportunities, responsibilities and experiences of adult life.
7. The school's main priorities and targets for 2005-2006 include:
 - raise pupils' standards in Welsh in Key Stage 2;
 - improve standards in mathematics;
 - develop the outside area as an additional learning area;
 - begin to adopt the philosophy and ideas of the Foundation Stage;
 - restructure the staffing complement.

Summary

8. The school succeeds in establishing a positive ethos for learning within a homely and caring environment. Since the last inspection, standards of achievement have improved in many areas but the need remains to ensure greater consistency in the quality of provision across the school.

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

9. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	65%	23%	8%	0%

10. The school achieves the Welsh Assembly Government target that standards should be good (Grade 2) in 50% of lessons. It is a little below the target that standards should be satisfactory (Grade 3) in 95% of lessons overall.

Early Years

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.
12. The standards of achievement of the under-fives are as follows:

Areas of Learning For Under-fives

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Key Stage 1 (KS1) and Key Stage 2 (KS2)

13. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Mathematics	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Religious Education	Grade 2	Grade 3

14. The vast majority of pupils make appropriate progress in gaining new skills, knowledge and understanding and they succeed in achieving the agreed learning targets and goals.
15. Pupils with special educational needs make consistent progress and they achieve the targets set for them.
16. The Early Years children make very good progress in listening, speaking, reading, writing, numeracy and using information and communications technology (ICT) in their work across the six areas of learning.
17. In KS1, pupils' standards and progress in numeracy and ICT skills are good. Good progress is evident in pupils' ability to use their Welsh literacy skills appropriately across all subjects.
18. In KS2, good features outweigh shortcomings in the development and standards of pupils' literacy, numeracy and ICT skills across the curriculum. The pupils do not develop and extend their skills with sufficient consistency across the curriculum. A significant number of pupils' handwriting is untidy.
19. Overall, the bilingual competence of the Early Years children and KS1 pupils is good. In KS2, good features outweigh shortcomings in the development and standards of pupils' bilingualism. Pupils communicate easily in Welsh and English. Nevertheless, errors in syntax impair a significant number of pupils' speaking and writing skills in Welsh.
20. Pupils' attainment at the end of KS1 in 2005 according to teacher assessment in Welsh, science and mathematics is above the national and county averages. Standards are consistent over the last three years. In KS2, pupils' attainment in

2005 according to teacher assessment in English, Welsh and mathematics is below the national and county averages. In science it is below the national average but the same as the county average. However, in the previous year, pupils' attainment was above the national and county averages in all the subjects except Welsh, which was lower. Over the last four years, pupils' attainment, according to the National Curriculum assessments, is uneven across all the subjects.

21. In the majority of classes pupils show good development in their personal and social skills and in their ability to work together. The problem solving skills of the Early Years children and KS1 pupils are good. In KS2, they develop well in aspects of the work, but the pupils' investigative and problem-solving skills are generally under-developed. Pupils display good development in their creative skills across the school.
22. The vast majority of pupils behave well. They have a clear understanding of what is expected of them and they are considerate and courteous.
23. Average levels of attendance were 94% for the last three terms. The majority of pupils attend school regularly and they arrive punctually at the beginning of the school day.
24. The pupils are aware of the community life of their locality and they contribute to many local events. The pupils are familiar with aspects of the world of work through their involvement in specific projects.

The quality of education and training

25. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	43%	32%	7%	0%

26. The good and outstanding features in the teaching include clear lesson objectives and effective links with prior learning, purposeful presentations, clear instructions, and a particular ability to inter-twine different aspects of the subjects across the curriculum.
27. Where there are shortcomings in the teaching, the tasks are not sufficiently challenging, the teaching lacks pace, and handwriting and presentation of work of an unacceptable standard is allowed.
28. The quality of assessment procedures in the Early Years is very good. Good features outweigh some shortcomings in KS1 and KS2. The lack of co-ordination in the range of assessment arrangements prevents them from being an effective measure and means of recording pupils' progress.

29. The school responds appropriately to pupils' learning needs and they are all given equal opportunities to receive a broad-based curriculum. In the subjects inspected, it is not sufficiently balanced at all times to meet the requirements in full. In best practice, teachers' planning is good and offers pupils suitable activities and tasks. Practice is not consistent across the school.
30. The learning experiences succeed in effectively nurturing pupils' spiritual, moral, social and cultural development. Their awareness of equal opportunities is good.
31. The partnerships with parents are good. The partnerships with other schools and agencies are also good.
32. The provision for pupils with special educational needs is good and it fulfils the requirements of the Code of Practice.

Leadership and management

33. The school is purposefully led and managed by an experienced headteacher and it has gained the Basic Skills Agency's Quality Mark and Investors in People Award.
34. The headteacher and governors are committed to improving standards. However, the school does not have sufficient procedures to ensure that the quality of provision and pupils' standards are regularly monitored.
35. The school development plan (SDP) sets appropriate targets for a number of relevant issues and regular progress is made in addressing the main targets set. The budget is carefully managed and expenditure is closely linked to school targets. The school has a considerable sum of money in reserve. It is intended to use some of this funding to safeguard the school's staffing levels. However, there is a need to improve the quality of furniture and to extend and update learning resources in some classes in KS2.
36. The self-evaluation report, produced by the school prior to the inspection, is comprehensive and it identifies the strengths together with some areas that are in need of improvement. The inspection team concurred with the judgements made by the school in one of the seven key questions. A lower grade was awarded in each of the other key questions.
37. The governing body is very supportive and contributes fully to the life and work of the school. Members make effective contributions to strategic planning and they are developing their role in monitoring the quality of provision. There is scope to extend this role further.
38. Good attention has been paid to the majority of key issues identified in the last inspection report. In the subjects inspected, standards have risen in mathematics and geography in KS1 and improved in Welsh and art in both key stages. However, there is a need to give further attention to the need to develop monitoring procedures.

39. The school has an adequate number of teachers and support staff to fulfil its work. The quantity and quality of the resources for the under-fives and KS1 are good. Very good use is made of the resources in the teaching and learning. In KS2, there are adequate resources for the majority of NC subjects and they are used effectively overall. There are gaps in resources for subjects such as mathematics and geography.
40. The quality of the building and the new teaching areas for the Early Years children and KS1 pupils is very good. There are shortcomings in the quality of the accommodation for year 5 (Y5) and Y6 pupils located in mobile classrooms. The school has insufficient storage areas. A number of issues relating to site security, the mobile classrooms and the hall were discussed with the headteacher and they were reported to the Governing Body.
41. Effective use is made of the local environment, the community and sites of educational interest to enhance pupils' learning. The school provides value for money.

Recommendations

The school needs to:

- R1. maintain the good and very good standards, and address the shortcomings identified in the subjects and aspects of the provision;
- R2. further develop the planning and assessment procedures in order to promote better continuity and progression in the learning;
- R3. extend the good and very good features in the teaching and learning across the school;
- R4. formulate and implement a self-evaluation system, and further develop the role of curriculum co-ordinators and the Governing Body in the process;
- R5. improve the standards of handwriting and presentation of work of a significant number of pupils in KS2;
- R6. in co-operation with the Local Education Authority (LEA) to: -
- continue to monitor and address the health and safety issues discussed with the Governing Body.
 - implement, as soon as possible, the plans to provide purpose-built buildings to replace the mobile classrooms and to provide adequate storage space.

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

42. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.

43. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1 4%	Grade 2 65%	Grade 3 23%	Grade 4 8%	Grade 5 0%
----------------------------------	---------------	----------------	----------------	---------------	---------------

44. The school achieves the Welsh Assembly Government target that standards should be good (Grade 2) in 50% of lessons. It is a little below the target that standards should be satisfactory (Grade 3) in 95% of lessons overall.

Early Years

45. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.

46. The standards of achievement of the under-fives are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Key Stage 1 (KS1) and Key Stage 2 (KS2)

47. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
Welsh	Grade 3	Grade 3
Mathematics	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Religious Education	Grade 2	Grade 3

48. The Early Years children make very good progress in listening, speaking, reading, writing, numeracy and ICT across the areas of learning.
49. In KS1, pupils' standards and progress in numeracy and ICT skills are good. Pupils make increasing and purposeful use of their literacy skills and the best work is of a good standard. Errors in syntax impair the speaking and writing of a minority of pupils.
50. In KS2, good features outweigh shortcomings in the development and standards of pupils' literacy, numeracy and ICT across the curriculum. In the majority of classes in KS2, pupils' listening standards are good and pupils speak readily in Welsh and English. However, the Welsh subject vocabulary of a significant minority of pupils is limited in range.
51. KS2 pupils develop into independent readers and they make increasing use of their reading skills in their work across the curriculum. However, the skills of enquiry of a considerable number of them are under-developed. Individuals produce some pieces of good quality writing in Welsh and English. In general, errors of spelling and expression have an adverse effect on the quality of work in Welsh.
52. In a minority of classes in KS2, pupils make good use of their numeracy skills in aspects of their work in subjects such as geography and science. However, the pupils do not generally develop their skills with sufficient consistency across the subjects and their ability to apply their skills independently in investigative tasks is under-developed. Pupils make appropriate use of their ICT skills to support their work in certain subjects, such as Welsh, English and geography, but they do not develop and extend these skills sufficiently.
53. Overall, the bilingual competence of the Early Years children and KS1 pupils is good. In KS2, good features outweigh shortcomings in the development and standards of pupils' bilingualism. Pupils communicate readily in Welsh and English. Nevertheless, errors in syntax impair the Welsh oral and written expression of a significant number of pupils.
54. Pupils with special educational needs make consistent progress and they achieve the targets set for them. Individuals make good progress.
55. In the majority of classes, pupils show good development in their personal and social skills and in their ability to work together. The problem-solving skills of the Early Years children and KS1 pupils are good. In KS2, they develop well in aspects of the work, but the pupils' investigative and problem-solving skills are generally under-developed. Pupils show good development in their creative skills across the school.
56. In 2005, the attainments of pupils at the end of KS1 according to teacher assessment in Welsh, science and mathematics are above national and county averages. Over the last three years, pupils' attainment remains consistent and above national averages. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainment is a little below the average

in all the subjects. There are no significant differences in the performance of boys and girls.

57. In 2005, pupils' attainments at the end of key stage 2 according to teacher assessment in English, Welsh, mathematics and science are lower than national averages. They are lower than the county averages in English, Welsh and mathematics but the same as the county averages in science. However, in the previous year, pupils' attainment was above the national and county averages in all the subjects except Welsh, which was lower. Over the last four years, pupils' attainment, according to the NC assessments, is uneven across all the subjects. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainments in 2005 are significantly below the average in all the subjects. They are in the lower 25% of schools in each subject. In the majority of years, girls perform generally better than boys. The school is taking specific steps to address the situation.
58. In a small minority of classes, the pupils are aware of the targets set by the teachers and they strive to achieve them. Their ability to evaluate their work according to the targets set and to identify what they need to do to improve has not developed sufficiently.
59. The attitude of a considerable majority of pupils towards their learning, the interest they show in their work and their ability to concentrate are good. A clear majority of pupils work hard in lessons and they are happy to join in the range of activities provided.
60. The vast majority of pupils behave well. They have a clear understanding of what is expected of them and they are considerate and courteous. Their relationship with each other and with adults is generally good.
61. Pupils' awareness of equal opportunities is good and they respect the various beliefs, attitudes and cultural traditions within society.
62. The pupils are aware of the community life of their locality and they contribute to many local events. The pupils are familiar with aspects of the world of work through their involvement with specific projects. They visit local businesses as part of their studies. The School Council is responsible for the fruit shop, and decorations were produced and sold for the benefit of the school.
63. For the three terms prior to the inspection, average attendance levels were 94%. The majority of pupils attend school regularly and they arrive punctually at the beginning of the school day.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

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

65. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	43%	32%	7%	0%

66. Teachers and pupils have a good working relationship and they ensure that pupils of all abilities are included in group and class discussions and activities.

67. Overall, good attention is paid to pupils' linguistic needs and to the school's bilingual provision.

68. The teachers have an appropriate knowledge of the subjects they teach. The short-term planning of the majority of teachers gives good attention to lesson objectives, they contain a range of working methods, such as pair and group work, and the resources match the learning activities.

69. The good and outstanding features of the teaching include:

- clear planning for lessons and effective revision;
- structured and extended tasks;
- a good ability to inter-weave different aspects of the subjects across the curriculum; this element is outstanding;
- interesting presentations at the beginning of lessons and clear explanations when setting tasks;
- effective use of resources and of the area outside the classroom;
- clear links with prior learning.

70. The most common shortcomings in the teaching include:

- tasks that are not sufficiently challenging and extensive;
- teaching that lacks the required pace;
- lesson aims that have not been explained with sufficient clarity;
- shortage of opportunities for pupils to work independently;
- unacceptable standards in handwriting and presentation of work being allowed.

71. The quality of assessment procedures in the Early Years is very good. The good features outweigh some shortcomings in KS1 and KS2. The lack of co-ordination in the range of assessment arrangements prevents them from being an effective means of measuring and recording pupils' progress. Overall,

insufficient use is made of the information gained from the current procedures when planning future teaching and learning.

72. The progress of the under-fives in the six areas of learning is assessed and recorded in a thorough and systematic manner.
73. The school has established appropriate methods of identifying needs, measuring attainments and providing individual work programmes for pupils with SEN. The school's procedures conform to statutory requirements.
74. In both key stages, samples of pupils' work are kept as evidence of their attainment in the core subjects; the samples are often derived from specific assessments designed for their assessment. The levels are noted, together with the reasons for placing them on that level. In one class daily notes are kept, and these make a useful contribution to developing a better recognition of pupils' attainments in the core subjects and of personal and social aspects and for discussing reports with parents. Assessments in the foundation subjects are not wholly operational.
75. The school has begun to produce whole school portfolios of work at various levels and this contributes to giving teachers a deeper understanding of the requirements of various levels.
76. Appropriate use is made of standardised tests and appropriate analyses are undertaken of national test scripts in order to identify gaps in the provision or in the teaching and learning. Action is taken as required.
77. Individual targets are set for pupils throughout the school and they are discussed with parents, but not all pupils are aware of them.
78. Pupils' work is regularly marked but few written comments are appended with a view to improving standards.
79. Parents are invited to school twice a year to discuss their children's work, and records are kept of these discussions. This is good practice. The school also has an open door policy that allows parents to discuss any issues with teachers.
80. The annual reports to parents conform to statutory requirements and their quality is generally good. With certain exceptions, the comments provide clear information as to pupils' attainments in NC subjects and the Desirable Outcomes for the learning of under-fives. The reports contain useful suggestions for parents of ways in which they could support their children's progress.

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

Grade 3: Good features outweigh shortcomings

81. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
82. The school responds appropriately to pupils' learning needs. It provides full access to a curriculum that is broad and often interesting. In the subjects inspected, it is not sufficiently balanced at all times to meet National Curriculum (NC) requirements in full.
83. The vast majority of the schemes of work offer clear direction to the work of the school. However, some schemes of work do not contain sufficient detail about continuity and development throughout the school.
84. In the Early Years, very good provision is made for the children's learning needs in the six areas of learning of the Desirable Outcomes. Purposeful and stimulatory activities are planned for them.
85. In KS1, appropriate tasks and activities are planned and provided for pupils. In KS2, the quality of planning is uneven. In the best practice, there is detailed planning and good attention is given to the requirements of the programme of study in addition to pupils' specific needs. Practice is not consistent across the key stage.
86. The school gives appropriate consideration to the Personal and Social Education (PSE) Framework of the Qualifications Curriculum and Assessment Authority for Wales. The pupils' skills and knowledge are developed through aspects of the curriculum, but this is not done in a sufficiently structured way.
87. The teachers are aware of the need to ensure that each pupil gains competence in the basic and key skills. In the Early Years and KS1, the planning is effective and it ensures that pupils' literacy, numeracy and ICT skills are developed across the curriculum. In KS2, there is insufficient collaborative planning to ensure that they are developed and extended on a regular basis.
88. The school provides good opportunities for pupils to learn outside school hours. The visits to places of educational interest, residential courses and other activities all enhance pupils' understanding of the curriculum and make a significant contribution to pupils' experiences and development.
89. The appropriate learning experiences successfully promote the pupils' spiritual, moral, social and cultural development. The international links further promote the sense of co-operation and friendship between children of different countries.
90. The sessions of collective worship make a good contribution towards pupils' understanding of spiritual, moral and social issues and help them to respect truth and justice.
91. The school makes good provision overall for developing pupils' bilingual competence. This is based on the school's sound philosophy. By KS2, the pupils receive good opportunities to develop their ability to learn in both Welsh and English.

92. Good emphasis is placed on studying the heritage of Wales and on providing direct experiences for pupils to contribute to Welsh culture. Good emphasis is placed on the Cwricwlwm Cymreig (Welsh Curriculum) in class work, in extra-curricular activities, such as the Urdd, and in community-based activities.
93. Equal opportunities are promoted to very good effect at the school. This reflects the school's commitment to equal access and opportunities for all. The pupils have a clear understanding of good and bad and they show respect towards their peers, people and property.
94. Pupils have a clear sense of ownership of and responsibility for the school and its environment. Through studies across the curriculum and other activities, pupils' understanding of sustainability is developing effectively and pupils are aware of the requirements for Eco schools.
95. Pupils gain a general understanding of the world of work. They visit some local businesses to enhance their curricular work and local people visit the school to talk about aspects of their work. The staff have recently received appropriate training on developing the pupils' enterprise skills.
96. The partnership with parents is good and during the pre-inspection consultation it was seen that they are happy to assist the school, for example, by creating an educational play area for the youngest children.
97. The close links between the school and the local community provide good opportunities to develop pupils' awareness of and respect for their community. They contribute well to several local events and the locality is used as an effective resource by the school. There is an effective relationship with the local playgroup, and appropriate co-operation with local primary and secondary schools. There is a productive relationship with the church, chapels, the theatre and numerous local and national agencies.

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

Grade 3: Good features outweigh shortcomings

98. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
99. The school is a caring community where pupils feel that they receive support and care. Overall, relationships amongst pupils and between them and their teachers and other adults are good.
100. The younger pupils at the school settle in quickly and they transfer smoothly from the nursery class to the reception class. They feel safe and at ease at school and they receive good support from the teachers and assistants.

101. The school co-operates appropriately with parents, carers and LEA support services on issues relating to pupil welfare.
102. A number of issues were discussed relating to site security, the cabins and the hall with the headteacher and they were reported to the Governing Body.
103. The school has difficulty in recruiting sufficient staff to undertake lunchtime supervision duties. Through agreement, the learning support assistants assist with this task in the interim.
104. The school carefully monitors pupil attendance and punctuality and it conforms fully to requirements. It takes prompt action as required.
105. The policies on discipline and bullying are clear and the school acts without delay to resolve any problems with regard to unacceptable behaviour. The pupils have designed a 'Friendship Bench' which will be put in place during the spring.
106. The policies and procedures for first aid, sex education, racial equality and fire prevention are in place and they are known to all. The school has appropriate procedures for dealing with complaints and appeals.
107. The school supports and guides learners effectively, bearing in mind their social, educational, ethnic or linguistic background.
108. The provision for pupils with SEN is good and it conforms to the statutory requirements of the Code of Practice. 6 pupils are statemented, 15 are on the school action stage, 7 on the school action plus stage and 5 are on the extended school action plus stage. The school has a list of other pupils who need to be observed; this is good practice.
109. Pupils' needs are identified at an early stage and a close eye is kept on their progress. The school co-operates effectively with LEA agencies, parents and the relevant secondary schools.
110. The additional support provided for these pupils is good. The SEN co-ordinator and the support teachers are well informed about the pupils' needs. They work closely with the class teachers and the care and learning assistants in order to ensure that all pupils receive full access to the school curriculum and all its activities.
111. Individual education plans (IEP) have been prepared for all pupils on the SEN register and the arrangements for reviewing these plans are appropriate. The IEP contains appropriate targets to be achieved and details the small steps that pupils need to master. Individuals make good progress; the overall progress of pupils with SEN is satisfactory.
112. In the best practice, differentiated tasks are provided for pupils in class and very effective support is provided for pupils with SEN. This practice is not consistent across the school.

113. The member of the governing body with responsibility for SEN is fully aware of her responsibility and she has a good understanding of the school's arrangements.
114. The school has taken appropriate action to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, in terms of the opportunities and support they receive.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

115. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
116. The headteacher leads and manages the school with a sense of purpose. Values that promote equality for all are effectively reflected in its work. The school has gained the Basic Skills Agency's Quality Mark and Investors in People Award.
117. The school gives good consideration to national priorities. The Healthy Eating scheme is promoted, the Eco schools initiative is in place and the School Council is developing effectively. The contribution made by pupils and staff to these initiatives has a direct impact on the quality of life of the school and of its environment.
118. Staff appraisal systems are operational and appropriately promote teachers' continuous professional development. The courses that teachers attend have a beneficial impact on aspects of provision, for example, provision for children under five.
119. The procedures for monitoring and evaluating the quality of provision and standards of achievement have not been sufficiently developed. There is no whole-school programme to enable staff to reflect critically on their performance and how it can be improved.
120. The SDP sets suitable targets in a number of relevant areas. There are appropriate processes for setting targets and regular progress is made in addressing the main targets set. There is a need to develop further the processes for evaluating targets in more detail.
121. The budget is carefully managed by the headteacher, who consults with the governing body and receives effective support from the LEA finance officer. The school has a considerable sum of money in reserve. It is intended to use some of it to safeguard the school's staffing levels. However, there is a need to improve the quality of furniture and to extend and update the learning resources in some classes in KS2.
122. The governing body appropriately supports the headteacher in setting the strategic direction of the school. Through discussions with staff, members supplement their knowledge about the provision in certain subjects. There is now a need for the governing body to extend its role with regard to monitoring the quality of provision and standards of achievement.

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

Grade 4: Some good features, but shortcomings in important areas

123. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
124. The headteacher, staff and governors are committed to improving standards. However, the school lacks sufficient plans and procedures to ensure that the quality of provision and pupils' standards of achievement are regularly monitored. The process of collective discussion and planning amongst staff is under-developed.
125. There are performance management arrangements in place and they contribute appropriately to identifying staff professional development needs.
126. The SDP identifies appropriate targets for improvement and outlines the school's main priorities. The plan has been costed and it contains timescales and criteria for measuring success. The current plan does not give sufficient attention to issues such as methods of evaluating the provision.
127. Although the school's procedures provide for an analysis of pupil performance in relation to standardised tests and NC assessments, there is room to give more attention to this aspect as part of the self-evaluation process. Not all aspects of target setting for individual pupils are fully operational.
128. Subject responsibilities have been shared amongst the teaching staff and individuals give good attention to aspects such as updating policies, developing new learning methods and improving the quality of resources. The quality of the support offered to colleagues is in general uneven.
129. To date, the subject co-ordinators have not gained a sufficient overview of their subject across the school by monitoring pupils' standards of achievement and the quality of provision in a regular and systematic manner. The subject co-ordinators have embarked upon the process of monitoring samples of pupils' work. To date, they do not evaluate strengths and shortcomings with sufficient regularity and the identification of outcomes is insufficiently clear.
130. The self-evaluation report produced by the headteacher prior to the inspection is clear and intelligible. The document is appropriately based on the inspection framework and the comments are based on suitable evidence, such as school policies, records and procedures. The inspection team concurred with the school's judgements in one of the seven key questions. A lower grade was awarded to the other questions.
131. Members of the governing body appropriately extend their knowledge of the quality of education provision by visiting the school and through discussions with

subject co-ordinators. All governors have responsibility for a specific subject or area. There is room to develop their monitoring role as part of a whole-school self-evaluation plan. There are no arrangements for formally identifying the views of parents and carers at the school, with the exception of their representation on the governing body.

132. The governing body meets regularly and fulfils its regulatory and legal requirements.
133. The school has made good progress in addressing some of the key issues identified in the last inspection report. They include raising standards in Welsh and art and further improving standards in the provision for the under-fives. Insufficient attention has been given to issues relating to developing monitoring procedures in order to ensure appropriate continuity in pupils' work.

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

Grade 3: Good features outweigh shortcomings

134. The findings of the inspection team differ from the school's self-evaluation in that the school awarded Grade 2 to this key question.
135. The number of teachers is sufficient for the size of the school and they are appropriately qualified for the age range they teach. The system of exchanging staff to teach aspects of the curriculum to different classes has a good impact on standards.
136. Assistants are employed in classes to support the teachers and to provide support for individuals with special educational needs. They make a valuable contribution.
137. The programme of in-service training ensures that all members of staff at the school receive opportunities for professional development. However, the range and nature of the training received by individual members of staff are uneven. There is room to give further attention to aspects such as the school's curricular needs.
138. Good use is made of national sources of funding in order to secure opportunities for the school relating to projects in various areas, such as art, music and literature.
139. Overall, the quantity and quality of resources for teaching and learning are sufficient and they are easily accessible for pupils' use. The school has invested well in equipment and resources for ICT and they are used appropriately. Additional resources are needed for mathematics and geography in KS2.
140. The colourful displays on the walls of most learning rooms make a considerable contribution to creating an ethos and to celebrating pupils' work and achievements. Practice is not consistent across the school.

141. The quality of accommodation and the new teaching areas for the Early Years children and KS1 pupils, is very good. Although the hall is used as a refectory during lunch times and for physical education activities, sessions of worship and other activities, it is not large enough for whole-school activities. Standards of cleanliness are good.
142. There are a number of health and safety issues that need to be discussed and monitored further. The headteacher, the governing body and the LEA are aware of the difficulties. There are inadequate storage facilities at the school and chairs, tables, physical education equipment and the school's central library are located in the hall. Teaching staff take great care during lessons held in the hall and the headteacher has secured some improvements.
143. Y5 and Y6 pupils are accommodated in two mobile classrooms. Space is limited for the number and physical size of pupils. The condition of at least one of the cabins is poor. Two entrances to the main building are kept open throughout the day in order to provide access to the toilets for pupils located in the cabins. However, some building plans have been received, with a view to providing permanent classroom accommodation. There is a sound security system in the new building.
144. The school is pleasantly located and has the benefit of a play area and an expansive field for sports. An 'educational corner' has been built for the under-fives and KS1 pupils through the assistance of parents. Occasionally, when the field is not in use, the playground can become overcrowded. The front boundary wall and gate are low and could be easily climbed. The building provides appropriate access for the disabled but there are no accessible disabled toilets for older pupils in KS2.
145. Effective use is made of the local environment, the community and places of educational interest in order to enhance pupils' learning. This is further supplemented by the contribution of visitors to the school.
146. The school provides value for money. The headteacher, staff and the Governing Body discuss the school's needs in terms of resources and equipment and resources are acquired as needed. However, there are no procedures for regularly reviewing the way in which resources are used.

Standards achieved in subjects and areas of learning

Under 5s

Provision for the under-fives

Grade 1: Good with outstanding features

147. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.

148. All the under-fives take advantage of the valuable and stimulating experiences offered to them in class and in the outdoor play area. The experiences are carefully and purposefully structured and they make a very good contribution to the children's development in the six areas of the Desirable Outcomes.

Language, literacy and communication skills

Nursery- Grade 2: Good features and no important shortcomings

Reception- Grade 2: Good features and no important shortcomings

Good features

149. In the nursery class, the vast majority of children listen well. Their ability to understand simple instructions in Welsh grows regularly and they make good efforts to use the language at their level of development. They show interest in books. They recognise some letters and enjoy making marks in a variety of ways.

150. In the reception class, the majority of children listen well to presentations and stories. They make effective use of puppets to recreate various familiar situations. When looking at books, they behave as learners. They recognise letters and familiar words, and individuals read simple books at their level of development. The majority write letters correctly, and a good number write their names and some words independently.

Shortcomings

151. There are no important shortcomings.

Personal and social development

Nursery- Grade 1: Good with outstanding features

Reception- Grade 1: Good with outstanding features

Good features

152. In the nursery class, the children have settled in very well at school. They enjoy taking part in interesting activities and they are able to play together and share effectively.

153. In the reception class, the majority of children exhibit good behaviour. They can work well together during play and they concentrate very well on purposeful tasks. They learn well about care for people and animals. They can discuss healthy eating and they know the function of the festival of thanksgiving.

Shortcomings

154. There are no important shortcomings.

Mathematical development

Nursery- Grade 1: Good with outstanding features

Reception- Grade 1: Good with outstanding features

Good features

155. In the nursery class, the majority of children recognise colours. They can correctly classify objects according to specific criteria and can create pairs correctly. Through relevant practical experiences, they come to recognise numbers. They know number songs and they use mathematical vocabulary correctly. Their awareness of some two-dimensional (2D) shapes is good.

156. In the reception class, the children count correctly up to a minimum of 10. They show a good understanding of number value and can write them correctly. Through practical activities, they can create pairs and the most able pupils display a good understanding of the concept of 'pair'. They can correctly create and continue complex patterns. They recognise 2D shapes and use mathematical language correctly. Through practical experiences, they measure well using non-standard measures. They understand well the function of money and the need to pay, and they use money when playing in the shop.

Shortcomings

157. There are no important shortcomings.

Knowledge and understanding of the world

Nursery- Grade 1: Good with outstanding features

Reception- Grade 1: Good with outstanding features

Good features

158. In the nursery class, the children's observational skills are developing well as they play with sand and water, as they take part in cookery activities and when playing in the dark and light corner. They discuss the weather and observe things growing after planting vegetables and flowers. They understand that flowers need water and light to grow. Through appropriate practical experiences, they can create well using different types of blocks. They enjoy using the computer and can handle the mouse with increasing confidence.

159. In the reception class, the children develop a good awareness of the world around them and the daily and seasonal changes that affect their everyday lives. They speak confidently about themselves, their families and homes and about people and their employment. Following their visit to '*Pentref Bach*' (Small Village), a large, imaginary map was produced together with appropriate models to place on it. They use geographical vocabulary correctly when discussing their work. They have a good understanding of vocabulary relating to direction and distance. When making jelly, they observe the process and discuss and predict effectively. Their ICT skills are developing well as they control the mouse to create pictures, write and move objects on the screen.

Shortcomings

160. There are no important shortcomings.

Creative development

Nursery- Grade 1: Good with outstanding features

Reception- Grade 1: Good with outstanding features

Good features

161. In both classes, the children enjoy role-play in various interesting situations, and they do so imaginatively and with an understanding of the requirements.

162. In the nursery class, the children enjoy singing age-appropriate rhymes and songs and they join in the movements. They produce a range of effective drawings and paintings at their level of development, using various materials.

163. In the reception class, the children know various songs and they can differentiate between musical elements such as 'strong' and 'quiet'. They use instruments they have created to provide accompaniment for some of their songs. They produce a variety of work from their imagination to create effective representational images. When listening to music, they produce interesting paintings to convey feelings and they produce interesting and thoughtful work. They produce a suitable range of 3D work with clay.

Shortcomings

164. There are no important shortcomings.

Physical development

Nursery- Grade 1: Good with outstanding features

Reception- Grade 1: Good with outstanding features

Good features

165. In the nursery class, the children use small equipment with increasing control. Their physical skills develop further as they dance, play with large toys and make movements in physical education lessons. They make appropriate use of space and they have good body control.

166. In the reception class, the children's minor physical skills develop well as they handle a variety of appropriate equipment. Through physical education lessons and experiences with a range of outdoor equipment, they develop their ability to follow instructions and they move confidently with very good control.

Shortcomings

167. There are no important shortcomings.

Welsh first language

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

168. KS1 pupils listen well to stories presented to them and to class presentations. The pupils offer meaningful answers when recalling elements of familiar stories. The most able pupils express themselves clearly and intelligibly and they use extended language.

169. In KS1, there is good progress in the reading standards of the majority of pupils. The majority are interested in books and the most able pupils discuss their books enthusiastically.

170. The pupils write for various purposes and they record their experiences in pieces of freestyle writing. They form their own sentences, using the compact form of the verb, and they write simple poetry, making effective use of specific language patterns.

171. In KS2, the vast majority of pupils listen well to each other and to their teachers during presentations and discussions. Individuals can offer opinions clearly and rationally. Y3 and Y4 pupils display increasing confidence in expressing themselves orally as they engage in role-play activities.

172. There are good readers in each year who read fluently and meaningfully and who are able to discuss their books intelligently. Some pupils have their favourite author. A good majority of pupils know from which sources information can be obtained and their ability to use a dictionary is developing appropriately.

173. KS2 pupils produce an appropriate range of written work. They exhibit an increasing mastery of a variety of writing forms. They use adjectives and similes to enhance expression. Individuals write in an interesting and extended manner and there is clear progress in the breadth and quality of their work.

Shortcomings

174. In both key stages, errors in syntax hamper pupils' oral expression and individuals lack confidence when expressing themselves orally.
175. In KS1, individuals read without expression and they do not give attention to punctuation when reading. In KS2, a small minority of pupils are unable to read with the expected fluency.
176. In both key stages, the written work of a significant minority of pupils exhibits errors in syntax, spelling and punctuation. KS2 pupils do not make sufficient use of the process of drafting and editing in order to improve their written work and to develop self-assessment.

Mathematics

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

177. In KS1, the vast majority of pupils have a sound understanding of number bonds and patterns, including odd and even numbers. They calculate accurately in multiple numbers and complete number tasks involving 'more than' and 'fewer than' correctly. They make good progress in mental calculations and use simple strategies effectively in solving number problems.
178. The pupils recognise and classify 2D shapes and they describe their characteristics correctly. They recognise simple fractions and can tell the time to the hour and half hour. They know the value of different items of coinage and use them correctly to calculate small sums of money. Pupils can measure accurately, using standard and non-standard measures. Pupils have a good understanding of mathematical language.
179. Pupils can collect and present data well in graphical form. They discuss their conclusions sensibly.
180. In KS2, the vast majority of pupils have a good understanding of place value and of basic number patterns and bonds. The more able pupils can calculate accurately, using the four number operations confidently. The older pupils have a secure understanding of fractions, decimal numbers and percentages.
181. Pupils make correct use of standard units of measurement and can choose the most appropriate units to calculate problems involving the measurement of time, length and weight. They measure time easily and succeed well in converting from time on a 12-hour clock to a 24-hour clock. The vast majority of pupils have a secure understanding of the properties of different shapes and older pupils can name and measure angles correctly. The estimation skills of the older pupils are good.

182. Pupils handle a variety of data effectively. In the best work, they collect and present data successfully, using tables and graphs. They interpret their outcomes knowledgeably.

183. In KS2, in the best work, the older pupils are able to use and apply their skills effectively to solve mathematical problems in their work in subjects such as geography.

Shortcomings

184. In KS2, a considerable number of pupils do not have an adequate range of strategies, including mental mathematics strategies, to solve number problems.

185. In KS2, pupils' ability to offer reasonable explanations of their methods of working is under-developed.

186. In KS2, pupils' knowledge and skills do not develop consistently as they move through the key stage.

Geography

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

187. In KS1, the pupils are well informed about their town and can identify and describe the main geographical characteristics. They make correct use of geographical terms to discuss their observations.

188. The pupils understand the difference between a picture and a plan and are able to produce broad plans of their classroom. They produce simple maps of the town, identifying the different types of buildings. They are also able to talk about the similarities and differences between their town and a neighbouring one.

189. The pupils recognise Wales on a map of the United Kingdom, and can effectively locate places in their locality on a map of Wales.

190. In KS2, the pupils have a general knowledge of the human and economic factors of an economically developing country. They make appropriate comparisons of the weather and some other features of that country with their own country. In the best work, they make appropriate use of data in order to arrive at accurate conclusions.

191. The older pupils read maps, making correct use of grid references. They understand compass points and the function of a key on a map. Pupils have a general knowledge of some European countries.

192. In both key stages, the older pupils have an increasing awareness of the need to care for the environment and of sustainability.

Shortcomings

193. In KS2, the pupils' geographical skills have not developed sufficiently.

194. In KS2, the subject knowledge of a considerable number of pupils lacks the required depth and detail.

Art

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

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

Good features

195. In both key stages, the pupils have produced interesting murals in response to a specific stimulus. Appropriate resources were selected for the task and a range of techniques were used skilfully.

196. In KS1, pupils use a variety and a good range of equipment, materials and techniques. They experiment confidently with visual aspects such as line, colour, pattern, tone and texture. Pupils can mix prime colours to create new shades effectively.

197. Following a period of working with an artist, the pupils produced interesting and varied printing work.

198. The pupils create good quality artwork on the basis of direct observation, from memory and from their imagination. They emulate the work of famous artists to very good effect and use a computer program to create colourful and interesting pictures. They begin to use appropriate terms when discussing their work.

199. In KS2, the pupils exhibit a good awareness of perspective, line and tone, pattern and texture. They apply their information effectively when designing and producing objects and images.

200. They conduct detailed observations when producing still life pictures and portraits. Individuals are confident in undertaking these tasks and they produce work of very good quality.

201. Pupils are well informed about famous artists, including artists from Wales. They conduct careful observations and successfully produce interesting emulations in different media, giving good attention to specific features.

202. The pupils work with clay and create interesting models and objects. Some of the work is of very good quality. They take advantage of a local arts centre to work with artists and to use its resources.

203. When engaged in work across the curriculum, the pupils are able to effectively create a collage and mosaic work.

Shortcomings

204. In KS1, a significant minority of pupils' ability to discuss and evaluate their own work and that of other artists is under-developed.

205. In KS2, pupils' use of sketchbooks to record information and observations is under-developed.

Religious education

Key Stage 1 - Grade 2: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

206. In KS1, pupils have a sound knowledge of well-known stories from the Bible. They are able to recall and recount them orally, in pictures and in written form.

207. The pupils have a good understanding of principles, such as what makes good friends, and they are able to discuss them sensibly.

208. Pupils understand the purpose of rules and the consequences of breaking them. They know about the rules of the school, the home and the highway.

209. Pupils are aware of the main church festivals and of the significance of important days. In their study of other religions, they know of the main practices and celebrations of the Hindu faith.

210. KS2 pupils are aware that the Bible is a special book for Christians. They are able to recount some stories from the Bible and know about some of the characters of the Old Testament, together with stories about the life of Jesus.

211. Pupils have a general knowledge of the local places of worship such as the chapels and church, and they can describe their main characteristics, together with ceremonies, such as marriage and baptism.

212. The pupils are familiar with elements of other religions, such as Judaism and Islam, and can discuss in broad terms the different forms of worship and the artefacts appertaining to these religions.

213. In both key stages, the pupils write prayers for different occasions and individuals can effectively discuss the function of prayer.

214. In both key stages, the pupils understand that protecting the environment is important and are aware of the significance of families and communities. In KS2, pupils are fully aware that they are members of one large family.

Shortcomings

215. In KS2, the knowledge of a considerable number of older pupils lacks depth.

216. In KS2, a significant number of pupils lack confidence in discussing and recording their ideas and opinions.

School's response to the inspection

The staff and governors have considered the inspection findings and agree that they are a fair reflection of the work of the school. The inspection was thorough, and included pupils, parents, governors and staff. Pre and post inspection meetings were held, questionnaires and discussions were included, and advantage was taken of opportunities during the inspection to observe and analyse school documentation. This ensured a broad and accurate view of the work of the school. On the whole, the inspection team agreed with the comments in the school self evaluation report on the school's strengths and the areas for development and improvement.

We appreciate the recognition of the various improvements and the good progress made in addressing many of the areas identified in the previous inspection report, particularly in Welsh, art and the provision for the under fives.

It is accepted that there are inconsistencies in the planning and provision in KS2 and that there is a need for closer co-operation and careful monitoring in order to extend the good and outstanding practice that exists in some aspects and classrooms, across the curriculum and to all classes.

The school believes in the value and contribution of each individual. We strive to provide a variety of interesting opportunities and purposeful activities to promote and support the curriculum. These good practices are reflected clearly in the inspectors' observations.

We agree with the recommendations for further development, and definite improvements will follow their implementation. The school has already addressed the main recommendations and is planning a secure structure to ensure improvements next year. It is hoped that the Local Education Authority will be able to co-operate with the school in the near future to address the requirements of the recommendations relating to the health and safety issues and appropriate accommodation for Y5 and Y6 pupils.

The staff and governors wish to thank the inspection team members for their professional approach, support, guidance, observations, and the full and ready co-operation during the inspection.

Appendix A

Basic information about the school

Name of school	Aberaeron Community Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Maes yr Heli Aberaeron Ceredigion
Post-code	SA46 0BQ
Telephone number	01545570094

Headteacher	Miss I Hind
Date of appointment	October 1998
Chair of governors/ Appropriate authority	Mrs E Thomas
Registered inspector	Miss D Morris
Dates of inspection	15-17 November, 2005

Appendix B

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	12	26	23	21	23	24	28	26	183

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.8:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24.4
Teacher (fte): class ratio	1.06:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Rec.	Whole School
Hydref 2004	93%	92%	96%
Gwanwyn 2005	88%	90%	94%
Haf 2005	93%	92%	93%

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005 (National data 2004)			Number of pupils in Y2:		23			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School			5	62	33	
		National	1	2	10	64	25	
Mathematics	Teacher Assessment	School			10	48	43	
		National		2	11	63	24	
Science	Teacher Assessment	School	0	0	10	67	24	
		National		2	10	66	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	80%

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005 (National Data 2005)			Number of pupils in Y6		27						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							22	59	11
		National	1	1	1	1	0	4	13	42	37
Welsh	Teacher assessment	School							37	26	22
		National	1	0	1	0	1	3	17	49	28
Mathematics	Teacher assessment	School						4	22	33	26
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School							16	60	24
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment			
In the school	51.9%	In Wales	72%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 7 inspector days.
- Pre-inspection meetings were held with the parents and the Governing Body to discuss the life and work of the school.
- 26 questionnaires were completed by parents and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 28 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily services.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5, 6, 7.	Mathematics, geography religious education
Mrs R H Roberts Team Inspector	Key Questions 2, 3,4.	Provision for under-fives, Welsh, art
Mrs D Williams Lay Inspector	Contributions to key questions 1,3,4,7	
Mrs I Hind Headteacher	Nominee	

Acknowledgement

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

Contractors

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

