

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

**A Report on the Quality of Education in**

**Ysgol Gynradd Aberporth  
Aberporth  
Ceredigion  
SA43 2DE**

**School Number: 6672319**

**Date of Inspection: 09/07/07**

**by**

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Ysgol Gynradd Aberporth 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 Aberporth took place between 09/07/07 and 11/07/07. 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. Ysgol Gynradd Gymunedol Aberporth is situated on the Ceredigion coast in the village of Aberporth, about seven miles from Aberteifi. The school serves the local community but 29 % of pupils travel a distance of up to eight miles. The school describes its catchment area as having a substantial number of disadvantaged homes. 22% of pupils are entitled to free school meals, a figure which is higher than the average for the local education authority which is approximately 12%, and the national average which is approximately 20%. The school provides a bilingual education for pupils between 4 and 11 years of age. In recent years, the category of the school has changed from Category A / B to Category A, which means that at present Welsh is the main medium of instruction.
2. The 125 pupils currently on roll are educated in five classes. They comprise a reception class, a class for Key Stage (KS) 1 pupils, a class for Y3 and some Y4 pupils, a class for the remainder Y4 and the majority of Y5 pupils and a class for the remainder of Y5 and the whole of Y6 pupils. There is a unit for pupils with severe special educational needs (SEN), Canolfan y Don, which serves south Ceredigion. There are 37 pupils with special educational needs (SEN) and they include 18 pupils with statements of educational need. Eleven of the latter are educated in the SEN unit. The admission procedures adhere to the LEA admission policy which does not discriminate against pupils with SEN. 94% of pupils come from English speaking homes, and there are no pupils from ethnic minority groups. Five pupils are cared for by the local authority.
3. The school was last inspected in June 2001. Since then, the numbers on the register have fallen, but the school has succeeded well in retaining its staffing levels. At present there are seven full time teachers at the school including the head teacher, as well as two teachers who job-share, one employed for 0.4 of each week who teaches design and technology, art and English to the two senior classes, and the other employed for 0.6 of each week to ensure non-contact time for the head teacher. One teacher is responsible for Canolfan y Don. The school employs two learning support assistants (LSAs) for the main stream and one financed by the grant for raising attainment and individual standards in education (Raise). In addition, 15 LSAs are employed by the Local Education Authority (LEA) to support the pupils in Canolfan y Don and those in the main stream who require one-to-one support.

### The school's priorities and targets

4. The areas identified for improvement by the school include:
  - raising the standard of reading, spelling and writing in Welsh and in English;
  - reducing the difference between the performance of boys and girls;

- developing confident learners who are able to assume responsibility for their learning;
- operating the Raise Grant Scheme effectively, and
- discussing with the LEA means of ensuring that medical expertise is available on campus.

## Summary

5. Ysgol Gynradd Gymunedol Aberporth is a school where all pupils are given special care and where they receive first-hand experiences which enrich their learning and promote good standards.

### Table of grades awarded

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

### Standards

6. The attainment standards in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	87%	4%	0%	0%

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

### Children under-five

8. 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

9. Since the last inspection, progress has been made in each of the above areas, with substantial progress in knowledge and understanding of the world as well as creative development.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 3
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

10. Since the last inspection standards have improved in Design and Technology in KS1 and KS2. The good standards achieved in Welsh in KS1 and in geography, art and religious education in the two key stages have been maintained. Standards have remained the same in Welsh in KS2.
11. In National Curriculum assessments in 2006, the results in Welsh and mathematics at KS1 (according to teacher assessment) were higher than the LEA and all-Wales averages. In science they were below the LEA and all-Wales averages. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS1 results in Welsh and mathematics were in the second quartile, with science results in the third quartile. The percentage of pupils gaining at least level 2 in Welsh, mathematics and science was in the second quartile.
12. In KS2, the results in Welsh were below the LEA and all-Wales averages. The results in English, mathematics and science were higher than the LEA and all-Wales averages. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, in KS2 the results in Welsh were in the fourth quartile (the lowest), the results in mathematics were in the first quartile (the highest), whilst the results in English and science were in the second quartile. The percentage of pupils gaining at least level 4 in Welsh or

English, mathematics and science was in the second quartile. The school has met the majority of its targets during the last three years.

13. During the last three years, girls have performed better than boys across the school.
14. Pupils in the reception class are making good progress in acquiring basic and key skills.
15. In both key stages, pupils are making good progress in the key skill of listening. KS1 and KS2 pupils speak well and are able to express their ideas confidently, using language and vocabulary appropriate for the context. In both key stages, pupils read well in order to acquire information, but there are shortcomings in the writing standards across the curriculum of a small number of pupils towards the end of KS2. In general, 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. Pupils are developing good bilingual skills.
16. Pupils identified as having SEN achieve good standards according to their age and ability. They make good progress and fulfil the targets which are set for them.
17. The behaviour of pupils is good; they are sensible and courteous, and this has a positive influence on the quality of life at the school.
18. Attendance over the three terms prior to the inspection averaged 94.1%. This is just below that which is expected by the Welsh Assembly Government. Punctuality for the start of the day and for individual classes is good.
19. Pupils work effectively as members of groups and in some subjects, they show a practical ability to work independently but this aspect has not been fully developed.

### **The quality of education and training**

20. The quality of teaching in the lessons observed was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>28%</b>	<b>59%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>

21. The percentage of teaching judged to be Grade 1 and Grade 2 is substantially higher than the all-Wales average. The percentage of Grade 1 teaching is also substantially higher than the national average.
22. The teachers and all the staff at the school establish outstanding relationships with the pupils.
23. Teachers have a sound understanding of their subjects and of the varying levels of abilities of the pupils. When the teaching is excellent, extremely effective strategies are employed to convey new concepts in a manner which is easily understood by pupils. Teachers also give support and excellent leadership,

challenging the pupils constantly to achieve the best standards of which they are capable. There is good pace to the lessons, and a very wide range of teaching techniques is used which extend and challenge the pupils to develop their thinking skills to the utmost.

24. When the teaching is good, teachers employ open-ended questions and make good use of a broad range of teaching resources in order to stimulate the pupils. They make effective use of ICT resources with frequent opportunities for the pupils to make use of websites to access extensive specific information.
25. Where there are some shortcomings, in some lessons opportunities are lost to use appropriate resources which would enable pupils to better understand new concepts. Pupils are not provided with sufficient opportunities to work independently and to assume a certain amount of individual responsibility for their learning.
26. The school has a policy and clear procedures in place to assess pupils' attainment and progress in accordance with statutory requirements. The youngest pupils are assessed early on and good use is made of the results to indicate their abilities and identify any SEN.
27. In KS1 and KS2 assessments are made to measure progress in the core subjects, and these results inform an extremely effective and manageable tracking system. The practice of including the pupils in the assessment process is one of the strengths of the school and is an example of excellence in its assessment procedures.
28. The school provides a broad and balanced curriculum which meets the statutory requirements of the National Government of Wales. The school offers a wide range of valuable experiences which extend and enrich the learning experiences of pupils in lessons. Excellent use is made of the local area to ensure that the pupils get to know their locality in terms of its geographical features and culture.
29. A number of after school clubs are organised and there are good opportunities to compete in a number of sports outside school with many pupils achieving high standards.
30. The provision for the spiritual, moral, social and cultural development of pupils is well organised.
31. The school promotes cultural development well through the curriculum. Y Cwricwlwm Cymreig is woven well into the activities of the school. Pupils study the work of Welsh artists and sculptors and Welsh culture is reflected well in history and geography lessons.
32. The school's provision for promoting positive attitudes towards sustainable development includes some excellent features. A number of individuals visit the school regularly to speak about issues relating to the protection of the environment. The school recently won the Eco-Schools green flag.
33. The school offers very good care, guidance and support in a happy environment. Excellent support is provided for pupils with SEN, both in the main

stream and in Canolfan y Don. Relevant policies for promoting pastoral care to ensure the well-being of pupils are comprehensive and offer clear guidance for all school staff. They are implemented very effectively.

34. Enterprise awareness is encouraged through the pupils' involvement in the running of the school's fruit shop.
35. All the school's SEN procedures meet the statutory requirements of the National Government of Wales and respond accurately to the SEN Code of Practice for Wales. The school has clear and highly effective policies for identifying and meeting the requirements of pupils with SEN. A comprehensive system ensures the identification at an early stage those pupils with SEN and there is very good provision in the main stream in accordance with the pupils' ability and needs.
36. The pupil-focused lesson plans for pupils in Canolfan y Don are detailed and thorough. Pupils' development and progress are rigorously monitored and detailed notes record improvement. The provision in order to meet the requirements of pupils with severe SEN is excellent and statistics indicate that the majority of pupils make steady progress over a period of time.

### **Leadership and management**

37. The head teacher provides effective leadership and gives a clear sense of direction to the school. The school's commitment to each pupil is evident in its objectives which focus on developing good learning skills and those social and inter-personal skills which are essential if pupils are to succeed.
38. The head teacher and staff have succeeded in creating a caring and stimulating environment which promotes good standards.
39. They analyse school performance data and set corresponding targets. Performance management is conducted effectively and teachers' targets appropriately promote their individual continuing professional development (CPD).
40. The governing body is very supportive of the head teacher and staff. The governors take pride in the school, are committed to improving it and fulfil their responsibilities appropriately. However, some minor items have been omitted from the prospectus and the annual report of the governing body to parents.
41. The school's self-evaluation procedures are well established. The staff holds meetings to evaluate the work of the school and decide on the strengths of the school as well as areas to be developed but these are not recorded in detail.
42. The subject co-ordinators monitor standards in their subjects in the order noted in the monitoring programme. The information gathered is used to draft subject reports and identify areas for improvement.
43. The LSAs complete a self-evaluation document annually, however, this focuses on their individual work rather than on all aspects of school life. The views of parents and of individual governors are not sought. The school seeks the views of pupils by means of a questionnaire and also through the school council.

44. The school has made good progress in addressing the key issues outlined in the last school inspection report.
45. There are sufficient experienced teachers and support staff to meet the needs of the school. Teachers are appropriately qualified and good use is made of their expertise.
46. There are appropriate arrangements for staff development; a good range of in-service training is provided and the programme is linked appropriately with priorities contained in the SDP.
47. The school possesses a good supply of resources. The condition and quality of the resources are good and they are all easily accessible to the pupils.
48. The school uses its resources effectively, the staff monitor the use of these resources well and the school provides good value for money.

## **Recommendations**

In order to secure improvements the school needs to:

- R1 raise standards in Welsh in KS2;
- R2 provide opportunities for pupils to develop more independence in their learning;
- R3 refine self-evaluation procedures and record in detail all discussions and decisions;
- R4 seek the views of all those who have a vested interest in the life and work of the school, and
- R5 update the prospectus and ensure that the annual governors' report meets the statutory requirements.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

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

50. The standards of achievement in the lessons observed are as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
9%	87%	4%	0%	0%

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

#### Children under-five

52. 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

53. Since the last inspection, progress has been made in each of the above areas, with substantial progress in knowledge and understanding of the world as well as creative development.

#### Grades for standards in subjects inspected:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 3
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

54. Since the last inspection, standards have improved in Design and Technology in KS1 and KS2. The good standards achieved in Welsh in KS1 and in geography,

art and religious education in the two key stages have been maintained. Standards have remained the same in Welsh in KS2.

55. In National Curriculum assessments in 2006, the results in Welsh and mathematics at KS1 (according to teacher assessment) were higher than the LEA and all-Wales averages. In science they were below the LEA and all-Wales averages. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, KS1 results in Welsh and mathematics were in the second quartile, with science results in the third quartile. The percentage of pupils gaining at least level 2 in Welsh, mathematics and science was in the second quartile.
56. In KS2, the results in Welsh were below the LEA and all-Wales averages. The results in English, mathematics and science were higher than the LEA and all-Wales averages. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, in KS2 the results in Welsh were in the fourth quartile (the lowest), the results in mathematics were in the first quartile (the highest), whilst the results in English and science were in the second quartile. The percentage of pupils gaining at least level 4 in Welsh or English, mathematics and science was in the second quartile. The school has met the majority of its targets during the last three years.
57. During the last three years, girls have performed better than boys across the school.
58. Pupils in the reception class are making good progress in acquiring basic and key skills. By the end of the reception class, children have good personal and social skills, and are able to speak confidently. Their numeracy and ICT skills are also developing well.
59. In both key stages, pupils are making good progress in the key skill of listening. KS1 and KS2 pupils speak well and are able to express their ideas confidently, using language and vocabulary appropriate for the context. In both key stages, pupils read well in order to acquire information, but there are weaknesses in the writing standards across the curriculum of a small number of pupils towards the end of KS2. In general, pupils use their mathematical knowledge well in a number of contexts, for example when measuring and recording in design and technology and science. They make good use of their ICT skills to support and enrich their learning in subjects across the curriculum. Pupils are developing good bilingual skills.
60. Pupils solve problems effectively and demonstrate good creative skills in some subjects such as art and design and technology.
61. Pupils, including those pupils cared for by the local authority, succeed whatever their ability and linguistic, social or ethnic backgrounds.
62. Pupils identified as having SEN achieve good standards according to their age and ability. They make good progress and meet the targets which are set for them.

63. Pupils display a particular aptitude for learning new skills, for example in ICT. They regularly contact a number of schools in Wales and in Europe by means of cameras linked to a computer and also by e-mail. They record data from their own weather station and they share the information with the pupils in those schools. They develop an understanding of the way in which democratic institutions work by means of the school council and the Eco council. Members are aware of their responsibilities as representatives of those who elected them.
64. Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do in order to improve. They agree targets with their teachers and what they must do in order to meet them. They meet the targets set and make good progress towards the next stage of their learning
65. Pupils have positive attitudes towards learning and they enjoy their lessons. They display good motivation, concentrate carefully and persevere in order to complete their tasks.
66. The behaviour of pupils is good; they are sensible and courteous and this has a positive influence on the quality of life at the school. Pupils enter and move around the school in an orderly and appropriate manner, and they settle into their classes quickly. Parents, in their response to the questionnaires and in the pre-inspection meeting, praise the efforts of the school to maintain standards of behaviour. However, in spite of all the efforts made by the school, it was necessary to exclude one pupil for a period of time during the last year.
67. Attendance over the three terms prior to the inspection averaged 94.1%. This is just below that which is expected by the Welsh Assembly Government. Punctuality for the start of the day and for individual classes is good. Where pupils have to stay away from school for lengthy periods, academic support is provided and they are assessed on their return.
68. Pupils work effectively as members of groups and in some subjects they show a practical ability to work independently, but this aspect has not been fully developed.
69. 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 show respect towards each other, all members of staff and towards their school environment. They work together well in lessons and in other activities. Relationships between pupils are good throughout the school.
70. Pupils have a good understanding of the principle of equal opportunities as the staff ensure that each individual has access to every aspect of the life and work of the school. They particularly value those occasions when pupils from Canolfan y Don join with them in school activities. Pupils have good understanding and respect for the diversity of creeds and cultures which they encounter in society.
71. Pupils benefit from a good variety of contacts with local organisations and businesses. The local police liaison officer visits regularly to take lessons. There

have been visits to chapels and churches and local clergy visit the school. The school also has strong links with the fire service, a local bakery, a technology company, West Wales Airport and voluntary organisations in the locality all of which enhance pupils' awareness and understanding of the world of work and their local community.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

72. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.

73. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	59%	13%	0%	0%

74. The percentage of teaching judged to be of Grade 1 and Grade 2 standard is substantially higher than the all-Wales average. The percentage of Grade 1 teaching is also substantially higher than the national average.

75. Teachers have a sound understanding of their subjects and of the varying levels of abilities of the pupils. The teachers and all the staff at the school establish outstanding relationships with the pupils. The lively enthusiasm of the teachers and the supportive environment which they engender result in high standards of teaching. The teachers know the pupils well and motivate them extremely well, encouraging them to respond with enthusiasm in lessons.

76. When the teaching is excellent, extremely effective strategies are employed to convey new concepts in a manner which is easily understood by pupils. Teachers also give support and excellent leadership, challenging the pupils constantly to achieve the best standards of which they are capable. A number of extremely effective teaching techniques are employed to ensure that every pupil has an opportunity to understand and complete his work. There is very good pace to the lessons, and a very wide range of teaching techniques is used which extend and challenge the pupils to develop their thinking skills to the utmost.

77. When the teaching is good, lessons proceed at a good pace and teaching time is used effectively. Teachers employ a range of stimuli and teaching strategies effectively. Teachers employ open-ended questions skilfully to develop pupils' thinking skills and they make good use of a broad range of teaching resources in order to stimulate the pupils. Effective use is made of ICT resources, with frequent opportunities for pupils to make use of websites to enhance their knowledge and broaden their communication experiences.

78. When some shortcomings occur, in some lessons, opportunities are lost to use appropriate resources which would enable pupils to better understand new concepts. Pupils are not provided with sufficient opportunities to work independently and to assume a certain amount of individual responsibility for their learning.
79. Medium term plans include clear and specific objectives. Teachers plan their lessons in detail and indicate effective progression from previous lessons. Lesson plans consistently address key skills.
80. All teachers cater appropriately for the differing needs and abilities of pupils. They also make effective use of the LSAs to ensure that pupils understand the lesson objectives and the nature of the tasks to be completed.
81. Teachers ensure that all pupils, including those who are in local authority care, as well as those with SEN, receive full access to all aspects of school life. SEN pupils receive exceptionally good support outside normal lessons, with their lesson objectives matching their individual specific targets. Work which is adapted appropriately and particularly effectively is provided for pupils in Canolfan y Don. Similarly, appropriate modifications are provided for gifted and talented pupils with suitable tasks which are well-matched to their abilities and which are designed to extend them to the full.
82. Teachers plan well and effectively in order to develop the linguistic competence of the younger pupils and good continuity is evident in the planning to promote bilingualism in KS2.
83. The school has a policy and clear procedures in place to assess pupils' attainment and progress in accordance with statutory requirements. The youngest pupils are assessed early on and very good use is made of the results to indicate their abilities and identify any SEN.
84. In KS1 and KS2 assessments are made to measure progress in the core subjects, and these results inform an extremely effective and manageable tracking system. The work of pupils is also assessed in accordance with NC levels, and this provides recorded evidence of their progress and attainment in different subjects.
85. Teachers make very good and effective use of assessment results to inform future planning. Excellent use is made of them to identify pupils who require modified tasks, be that to extend them further, or to provide support when difficulties are detected.
86. The practice of including the pupils in the assessment process constitutes one of the strengths of the school and is an example of excellence in its assessment procedures. Each pupil identifies three or four targets and they measure their own progress in relation to these. In KS1 and KS2, pupils in every class record on paper that which they have learnt in certain lessons and this practice provides pupils with opportunities to identify and evaluate their progress.

87. Pupils are very confident when they assess each other's work. In some subjects they assess anonymous pieces of work and suggest improvements; this is a very good feature. At the end of lessons, they ask each other searching questions about what they have learnt and provide feedback to one another as they evaluate the work. This is an excellent feature of formative assessment which is consistently applied across the school.
88. The annual reports to parents are comprehensive and record the progress of pupils in every NC subject as well as recording their attitude, interest in their work and their behaviour. Targets for the future are outlined to enable parents to support their children.

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

<b>Grade 1: Good with outstanding features</b>
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89. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
90. The school offers a broad and balanced curriculum which meets the statutory requirements of the National Government of Wales. The curriculum is predominantly based on a series of interesting themes which incorporate effectively a number of relevant subjects and it meets the differing needs of the pupils. The school is extremely successful in gaining recognition from outside agencies. It has received the Basic Skills Agency accreditation for the third time, has been awarded the Eco Schools green flag and the pupils have also achieved accreditation through the Welsh schools soccer scheme.
91. The provision for key skills is appropriate and the schemes of work identify key skills within the subjects.
92. The school offers a very wide range of valuable experiences which extend and enrich the learning experiences of pupils. Excellent use is made of the local area to ensure that the pupils get to know their locality in terms of its geographical features and culture. Pupils are given first-hand experiences which reinforce very effectively what they learn in class and provide a stimulus for new learning. Purposeful visits are also organised to places of historical or cultural interest further afield which stimulate pupils' interest and add a valuable dimension to their learning.
93. A number of after school clubs are organised and the Art Club has received sponsorship from the national Lottery to purchase resources to help broaden pupils' experiences. There are good opportunities to compete in a number of sports outside school and many pupils achieve high standards in local Urdd competitions, and in national events in Gymnastics.
94. The provision for the spiritual, moral, social and cultural development of pupils is well organised. Morning school assemblies provide the pupils with opportunities for spiritual development and they sing hymns with gusto which enhances the atmosphere of worship.

95. Moral aspects are included well in a number of lessons, in particular during circle time. This reinforces pupils' ability to know the difference between right and wrong.
96. The school promotes cultural development well through the curriculum, and pupils learn about other cultures through subjects such as geography and art. Good links exist between the school and other schools in Ireland, Norway and Denmark. This provision enriches the experiences of the pupils and encourages them to understand and respect other cultures. Studies undertaken in religious education also expand the pupils' awareness of other cultures and religions.
97. A very wide range of visitors enhances the curriculum and enriches pupils' learning experiences; this is a particular strength of the school. Visitors include many local artists and a distinguished Welsh poet, and they have worked very productively with pupils. Other visitors include the region's MP and AM, a local television celebrity, clergymen and musicians. These visits are carefully planned in order that pupils derive the greatest benefit from them.
98. Parents are very supportive of the school and the school welcomes parents who help with various activities. The home/school agreement is appropriate and meets statutory requirements. The school plays an integral part in the life of the community. Its annual summer fayre and Christmas concert are very well attended by local people.
99. The school regularly receives student teachers from a higher education college and students from a local further education college. There are very good links with the secondary school, which are well established, and the school welcomes pupils each year on work experience.
100. Teachers develop in the classroom what they have learned from visits to local businesses and organisations or visits by local businessmen, notably in connection with developing the school grounds. Pupils' plans to enhance the school environment recently won a £10,000 prize in a national competition. A local building contractor has generously donated a sizeable strip of land to the school and pupils plan to turn this into a garden and a quiet area.
101. Two members of staff have undertaken placements in industry and their experiences have benefited the pupils, especially in the area of basic skills.
102. Y Cwricwlwm Cymreig is woven well into the school's activities and a visit to the Senedd enriches pupils' understanding of Welsh politics. Public concerts and shows give pupils opportunities to take part in a range of cultural activities and pupils study the work of Welsh artists and sculptors. The culture of Wales is also well reflected in history and geography lessons.
103. There is good provision for the language development of the under five-year-olds and pupils in KS1 and for developing the bilingual skills of pupils in KS2.
104. The school ensures that every pupil has full access to the curriculum, including pupils with SEN and those who are in local authority care. It ensures that everyone has access to equal opportunities and is included in every aspect of

school life. The way in which the school operates the Raise grant ensures that pupils who need to improve their reading receive good support. The school has five pupils who are in local authority care and the school ensures that an appropriate plan is implemented to support their education. Pupils from Canolfan y Don are included in the morning assemblies, and the curriculum is modified for three of its pupils who attend some lessons within the main stream. The principle of promoting friendship and respect towards each member of the school community is a very strong element in its ethos.

105. The school provision for promoting positive attitudes towards sustainable development has some excellent features and a number of individuals visit the school regularly to speak about issues relating to the protection of the environment. The provision for enhancing pupils' understanding of Eco issues has been established for a number of years. The pupils' Eco council plays an key role in the life of the school and has a positive effect on active decisions which involve the school environment. The school has an attractive garden with compost bins and substantial sponsorship has been received from a commercial company for the purposes of creating clean energy. An energy saving week was held in order to raise awareness among all the pupils, and they are working hard at recycling resources such as waste paper, stamps, shoes and dinner money envelopes.
106. The school Litter Squad ensures cleanliness in the school's grounds and promotes an awareness of responsibility among the pupils as they decide how much of the refuse is recyclable. The commitment of the pupils towards their environmental responsibilities is an excellent aspect of provision, and pupils have been responsible for picking litter on the beach in an attempt to keep their environment clean and unpolluted.
107. Enterprise awareness is encouraged through the pupils' involvement in the running of the school's fruit shop. They are given the responsibility for pricing the produce and ordering what is required. When the shop was under-performing recently, the pupils decided to make changes which resulted in increased profitability. There are plans in place to develop this practice by selling fuschias and an agreement has already been reached with a local nursery.
108. A range of school activities reflect national priorities, for example, fostering in the pupils positive attitudes towards adopting a healthy life-style, the work of the school council and Eco council and the developing of ICT skills. These contribute towards developing appropriate attitudes and nurturing good practices for life long learning.

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

<b>Grade 1: Good with outstanding features</b>
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109. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
110. The school offers very good care, guidance and support and creates an exceptionally happy atmosphere. Excellent support is provided for pupils with

SEN, both within the main stream and also in Canolfan y Don. All pupils at the school show respect towards one another; the support shown by mainstream pupils to those pupils who attend Canolfan y Don is a very good example of social inclusion. The care and friendship which pupils display towards their peers is one of the excellent features of the School.

111. The relevant policies for promoting pastoral care to ensure the well being of the pupils are comprehensive and give clear guidance to all staff. They are very effectively implemented and this is reflected particularly well in the way in which pupils behave and support one another. There are close relationships between the school and the parents who are invited to discuss their children's progress at any time. Some parents help with a number of school activities.
112. The Friends of Canolfan y Don work extremely hard to raise funds for the centre. This support is highly effective in securing new, specific resources which will enrich the quality of life and education of the pupils.
113. There are effective arrangements for welcoming new children in the nursery class. There is an opportunity for parents and their children to visit the school for an afternoon in the term prior to entry to get to know the staff and the school's daily routine. The pupils who are moving on to the secondary school receive induction days with opportunities to get to know teachers at the secondary school to make the changeover from one key stage to the next as smooth as possible.
114. Every pupil receives full access to an effective programme of personal and social education which permeates through the curriculum and includes circle time sessions when pupils receive opportunities to discuss their concerns and feelings.
115. The school uses an electronic registration system which is an efficient way of monitoring attendance. Where a very small minority of individuals are persistently late for school or regularly absent, the school works closely with the Educational Welfare Officer to address these issues.
116. The school rewards pupils for good work or contribution to school life. This is done through a ceremony each Friday at which individual certificates are issued for a wide variety of achievements.
117. The school has an excellent commitment to the healthy development of pupils. There are comprehensive and excellent action plans to further develop the schools association with the Healthy Schools network. The school council is extremely effective in ensuring that the aims of developing health education are realised. The school has received a national Health Challenge Wales prize for designing a logo to promote healthy food. It also won a national prize for designing a logo to promote safety in the sun, and the prize money was used to purchase sun parasols for the playground. There is a fitness trail on the school field and this provides good opportunities to improve opportunities for healthy exercise.

118. Risk assessments on buildings and school grounds are undertaken regularly to ensure that they are safe; risk assessments take place before every out of school visit.
119. The school has a child protection policy with clear and appropriate procedures in place and these are implemented effectively.
120. The school has clear and very effective policies for identifying and meeting the needs of pupils with SEN both within the main stream and in Canolfan y Don. This special facility is financed by the LEA and caters for pupils who have severe educational and developmental needs.
121. There is a thorough system in place to identify at an early stage those pupils with SEN, and this is done by recording the results of standard tests, observing pupils' work and monitoring their progress against expected levels of achievement.
122. There is very good planning for pupils with SEN in the main stream. The individual education plans (IEPs) are detailed and relevant and contain clear guidance on how to support each pupil to reach his targets within a specific period of time. The IEPs of all pupils with SEN are reviewed at the end of each term and parents are given opportunities to contribute to them.
123. Clear guidance is given by the part-time SEN teacher. She conducts effective training courses for the LSAs who offer specific support for pupils with SEN in the main stream. This ensures that members of the support staff are aware of different, relevant methods of teaching and supporting pupils, and this aspect of the provision is one of the major strengths of the school. The work of the LSAs in ensuring care and relevant support for pupils with SEN within the classes is outstanding.
124. Teachers in the main stream ensure very good provision according to pupils' needs and abilities and the aims and targets in the IEPs receive due consideration when planning and modifying lessons for pupils with SEN.
125. Teachers ensure that specific pupils are educated in an atmosphere and environment which are appropriate to their special needs. Pupils' work when they are withdrawn from the class is monitored on a weekly basis by the SEN teacher, and is reviewed as necessary.
126. The provision for pupils with severe SEN is excellent and statistics indicate that the majority of pupils make steady progress over a period of time. The pupil-focused lesson plans for pupils in Canolfan y Don are detailed and thorough. They contain small, appropriate and relevant steps which refer to specific criteria. These procedures are outstanding and ensure that all pupils succeed. Monitoring of pupils' development and progress is thorough and the meticulous notes which are kept confirm improvement.
127. The National Curriculum has been modified exceptionally carefully and appropriately for a number of pupils with severe SEN. Their educational programmes are excellent; they introduce basic skills and provide opportunities

for developing and practising pupils' life skills through the activities of the centre and the school.

128. The school is concerned that permanent and specialist medical support is not available for the Canolfan y Don pupils who have medical needs. In addition, there are a number of pupils in the main stream who require speech therapy. Because of factors which are beyond the control of the school, however, these pupils do not receive specialist support from external services. The school has already drawn the attention of the relevant authorities to these deficiencies but has not yet received a reply.
129. All the school's SEN procedures meet the statutory requirements of the National Government of Wales and respond correctly to the SEN Code of Practice for Wales.
130. The school has established a clear strategy to address any behaviour which is likely to impair the progress of the pupils. Good behaviour is praised and encouraged.
131. The school has very good procedures to ensure equal opportunities for each pupil, including access for the pupils of Canolfan y Don to a number of school activities. This provision takes into account the requirements of the pupils and is an example of excellence since it provides them with appropriate inclusion. Respect is shown towards every pupil whatever their educational, social or cultural background. A number of lessons contain an input on understanding and respecting diversity within society, and exceptionally effective overseas contacts provide valuable experiences and also raise pupils' awareness of other cultures.
132. Procedures concerning behaviour, discipline and bullying are well-established. The school responds to any case of bullying by emphasising to pupils that they are responsible for their behaviour. This is an effective way of eradicating such behaviour from within the school.
133. The school has excellent procedures to ensure that no pupil is discriminated against or receives less favourable treatment. There is a clear accessibility plan and every pupil has access to every part of the school. There are excellent arrangements to ensure that pupils from Canolfan y Don are included in mainstream art lessons and there are opportunities for pupils in the mainstream who have SEN statements, to receive specific support from the staff of the Centre. These arrangements are examples of the way the school operates very effectively to include pupils of differing abilities and backgrounds in every aspect of school life.

## **Leadership and management**

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

**Grade 2: Good features and no important shortcomings**

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
135. The head teacher provides effective leadership and gives a clear sense of direction to the school. His commitment to the school and his professional attitude sets good standards for the staff and pupils alike. The school's documentation is detailed and meticulously kept.
136. The commitment of the school to all pupils is apparent in its objectives. They focus on developing good learning skills and those social and inter-personal skills which are essential if pupils are to succeed. Parents in the pre-inspection meeting and in their response to questionnaires showed their support and appreciation of the values which the school fosters in the pupils.
137. 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 by personal example. The head teacher and staff have succeeded in creating a caring and stimulating environment which promotes high standards.
138. The curriculum co-ordinators provide effective leadership, and they monitor standards in their subjects, identifying strengths and areas for improvement. These are shared with colleagues in report form to ensure that they understand what is expected of them in the process of raising standards.
139. The school takes good account of national priorities; raising standards in literacy and numeracy are ongoing targets and the school has been awarded the Basic Skills Agency's Quality Mark for the third time. In recent years a substantial investment has been made in developing ICT throughout the school. Sustainable development receives high priority and the school has won the Eco Schools green flag. Pupils learn citizenship skills well through their involvement with the school council and the Eco council. A further priority involves preparation for the implementation of the Foundation Phase.
140. The head teacher and staff analyse the school performance data and set targets accordingly. Targets are set for each pupil by the end of each year. They record trends over a period of time and take action in the case of any shortcomings. For instance, they have purchased new resources and have chosen activities which appeal to boys in an attempt to reduce the gap between the performance of boys and girls. The benefits of this initiative have yet to be seen.
141. Performance management is conducted efficiently and the teachers' targets promote their continuing professional development (CPD).
142. The governing body is very supportive of the head teacher and staff. The governors have responsibility for specific subjects or areas and they monitor the quality of the provision by making visits to the school and observing lessons. In addition, they receive full reports each term from the head teacher on all aspects of school life.

143. The governors take pride in the school, are committed to securing improvement and perform their duties appropriately. As a rule, the head teacher presents a draft of the SDP which is then open to scrutiny and discussion. The governing body approves each target and has opportunities to add its own targets, before approving the plan.
144. Some minor items have been omitted from the Prospectus and annual governors' report to parents.

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

**Grade 2: Good features and no important shortcomings**

145. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
146. The school's self-evaluation procedures are well established and until this year, a framework designed by the head teacher and staff has been used to analyse its performance. This year, for the first time, the staff has used the seven questions in the Common Inspection Framework. They hold meetings to evaluate the work of the school and decide on the strengths as well as areas for development. These, however, are not recorded in detail.
147. Subject co-ordinators monitor standards in their subjects in the order noted in the monitoring programme. Core subjects are monitored annually and the foundation subjects every two years. They observe lessons and give comprehensive, written feedback to individual teachers. This information is used to draw up subject reports and identify areas for improvement. The head teacher also monitors pupils' progress in of his role as subject co-ordinator.
148. The LSAs complete a self-evaluation document annually. This focuses, however, on their individual work rather than on all aspects of school life. The views of parents and individual governors are not sought. The school seeks the views of pupils by means of a questionnaire and also through the school council.
149. The school makes effective use of the information it gathers and there is a close relationship between self-evaluation, the SDP, performance management and in-service training.
150. The SDP is a useful document which identifies some of the school's priorities for improvement, although it does not reflect precisely those areas for improvement which were identified through monitoring. The plan contains detailed criteria for success as well as costings. Progress against targets is reviewed regularly in the SDP.
151. The school has invested substantially in resources to facilitate teaching and learning in those areas identified in the recent SDP, for example in ICT, raising reading standards and installing a fitness trail. There is firm evidence to indicate that the actions taken have led to measurable improvements. For example, standards in ICT have risen right across the curriculum.

152. The school self-evaluation report is a structured document. The school evaluates its performance against the seven questions and identifies strengths as well as areas for development. The inspection team agrees with the school's judgements in each of the seven questions.
153. The school makes good progress in addressing the key issues outlined in the last school inspection report.

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

<b>Grade2: Good features and no important shortcomings</b>
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154. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
155. There are sufficient experienced teachers and support staff to meet the needs of the school. Teachers are appropriately qualified and their expertise is well used.
156. The size of the classroom for the under-fives is adequate. The out-door area is extensive and includes a number of attractive and stimulating features such as a flower and vegetable garden, space for equipment with wheels, a large, covered sand pit, an open-air theatre and an extensive yard. There is also a good supply of resources to support learning.
157. The size of KS1 and KS2 classrooms is generally good. There is a large hall where morning assemblies and PE lessons take place, however, pupils and staff say that it can be cold in winter. The school has a large sports field and an all-weather soccer pitch has recently been installed for both school and community use. The school has just been given an adjoining piece of land by a local building contractor and the process of developing it into a nature reserve has begun.
158. A new block named Canolfan y Don has recently been built. This houses all the facilities and resources required to meet the needs of pupils with severe SEN. It is well staffed but it not always possible to employ, when required, a supply teacher with the necessary qualifications and experience to take charge of the unit. This is a cause of concern for the head teacher.
159. There are appropriate arrangements for staff development and a good range of in-service training is provided to meet their continuing professional development needs. The programme is linked appropriately with the priorities outlined in the SDP, for example, improving skills in information technology. All LSAs complete individual questionnaires and identify their professional development needs and they have access to appropriate courses.
160. The school has a good supply of resources. A significant amount of money has been spent on resources in recent years and the school has a good stock of books and materials to meet the needs of pupils and the requirements of the NC. The condition and quality of the resources are good and they can be accessed easily by the pupils.

161. The school uses its resources efficiently and has matched resources with its priorities to secure development. For example, it has an ICT suite which supplements the computers which already exist in the classrooms. There are interactive white boards in each classroom. The school has also invested in programmes to raise reading standards.
162. The school has adopted effective procedures for managing teachers' PPA time according to statutory requirements.
163. The staff monitors the use of resources well and the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

164. The overall quality of the educational provision for under-five pupils is appropriate to their needs and children make 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**

165. Children speak confidently and correctly using a broad range of appropriate vocabulary. They enjoy making marks on blackboards outside the class and on the surface of the yard. They use the interactive white board confidently to note the contents of Smot the Dog's bag. They enjoy listening to a story and like to predict what will happen next. The children treat books with respect, and behave as readers, sharing them happily with each other. They recognise letters well and copy words on paper and in sand. The younger children recognise the initial sounds of their names and move on, in a short space of time, to match sounds to letters and then to form words. They write their names independently and the more able children write sentences confidently. They sing rhymes which reinforce sentence patterns and vocabulary.

##### **Shortcomings**

166. There are no important shortcomings.

#### **Personal and social development: - Grade 2: Good features and no important shortcomings**

##### **Good features**

167. The firm, supportive relationships which exist in the class promote and enhance the children's learning significantly. The children understand the importance of sharing and being friends with each other. They care well for Tedi Twt and for

each other. They share resources, play harmoniously and work together well on tasks. Children are aware of the importance of personal hygiene and wash their hands independently before eating. They undress and dress independently for PE. They prepare sandwiches for a party and use a knife to cut them. Their behaviour is good and they respond well to classroom rules.

### **Shortcomings**

168. There are no important shortcomings.

### **Mathematical development: - Grade 2: Good features and no important shortcomings**

#### **Good features**

169. The children have a good understanding of number. The youngest children match objects to numbers up to five and the oldest up to 10 and above. They place numbers up to 10 correctly in order. They create data sheets in order to record their favourite events on sports day, and use the information to draw a large graph in chalk on the surface of the yard. The children follow patterns correctly and match up pairs of objects. They sort objects logically and confidently according to their properties. Their understanding of the concepts of shape, size and measure is developing well and they measure length using blocks. They recognise a number of two and three-dimensional shapes well and name them correctly.

#### **Shortcomings**

170. The children do not know a broad range of number rhymes.

### **Knowledge and understanding of the world: - Grade 2: Good features and no important shortcomings**

#### **Good features**

171. The children have good knowledge of living things. They recognise healthy foods and name a number of them. They plant flowers and vegetables and look after them. Recently they have grown potatoes and lettuce. They understand well that materials change when heated, for example, that jelly melts. They have also seen dough changing when baked to make biscuits. They understand that some objects float whilst others sink. They have good knowledge of their village and the buildings found there. They also realise that a number of people in the community perform important jobs and help the inhabitants, for example, the policeman. They control the computer mouse effectively and independently to draw easily recognised pictures.

#### **Shortcomings**

172. There are no important shortcomings.

**Creative development: - Grade 2: Good features and no important shortcomings**

**Good features**

173. Children like to draw pictures in a number of media, in chalk on the yard or blackboard, in paint and on the computer. They mix paint confidently to create portraits and pictures, for example, of sea animals. The children also use paint effectively to print, using a variety of objects. They create attractive collages and they use various materials including natural objects such as leaves. They create animals with moving components such as caterpillars. The children play untuned instruments confidently.

**Shortcomings**

174. There are no important shortcomings.

**Physical development: - Grade 2: Good features and no important shortcomings**

**Good features**

175. The children have good fine motor skills and they handle pencils, crayons, scissors and knives skilfully. For instance, they cut out pictures from magazines and glue them on paper to create an attractive collage. They use large pieces of chalk to draw bold pictures on the surface of the schoolyard. They develop hand-eye co-ordination well when playing with a variety of jigsaws, tools and small equipment. Children develop these skills further when they throw beanbags with accurate aim. They make good use of space when walking and running around the hall. They create a variety of shapes including long, short, wide and narrow whilst keeping their bodies under good control. They have good gross motor skills; they jump and land safely and display good balance when walking on the balance path.

**Shortcomings**

176. There are no important shortcomings.

<b>Welsh first language</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 3: good features outweigh shortcomings**

## **Good features**

177. Pupils in KS1 listen well and show eagerness and enthusiasm to respond orally in lessons. A large number use correct sentence structures when speaking. The more able can speak confidently using extended sentences.
178. A large number of the younger pupils in KS1 display good knowledge of the alphabet and are able to arrange specific words in correct alphabetical order.
179. A number of KS1 pupils are able to use the context in a story to deduce the meaning of unfamiliar words.
180. The oldest pupils in KS1 can name their favourite book, give valid reasons for their choice and refer to specific events in a book they have read.
181. The younger KS1 pupils recognise the names of colours well and use them correctly in context when writing short sentences.
182. A number of the older KS1 pupils write clear descriptions of their day in the form of a diary using relevant and appropriate words.
183. The majority of KS2 pupils listen well and orally respond appropriately to their teachers and fellow pupils.
184. In KS2, the most able pupils use the context in a reading passage to deduce correctly, which missing word is appropriate to fill the gap.
185. The oldest pupils in KS2 display good higher reading skills when using references in a library to find specific books and when using an index to find specific information in a book.
186. A number of the youngest pupils in KS2 compose a short written dialogue using a range of questions which are relevant to the topic. They make correct use of punctuation.
187. The younger pupils in KS2 compare the dialects of north and south Wales well and include the words effectively in different contexts when composing a dialogue.
188. The younger pupils in KS2 complete a broad range of written work for different purposes, such as composing detailed descriptions of characters and writing a letter in the correct format, thanking someone for a holiday. They also display good writing skills when using nouns and adjectives effectively to describe what can be seen through the classroom window.
189. The oldest pupils in KS2 make effective use of popular poems to imitate their style and compose similar poems using similes and original expressions.
190. The oldest pupils in KS2 use nouns, adjectives and descriptive phrases effectively to create an imaginary picture of a Magic Island.

191. Many of the oldest pupils in KS2 evaluate their written work in detail and offer clear suggestions for improving its presentation.
192. The oldest pupils in KS2 are able to compose a structured essay to try to persuade others to change their view whilst using evidence to support their opinion.
193. They display confidence when writing and make appropriate and relevant use of language to describe key characters and events in a book they have read.
194. The pupils of Canolfan y Don display good reading skills and communicate effectively by responding appropriately to questions, either by relevant motions or orally by using appropriate words.

### **Shortcomings**

195. A small number of the oldest KS2 pupils lose confidence when attempting to give an independent oral response to specific questions.
196. They tend to use short linguistic constructions and they do not have confidence to use extended sentences in their oral work.
197. The limited range of appropriate vocabulary and correct language constructions impairs the oral expression of a small number of the older pupils in KS2.

<b>Design technology</b>
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**Key stage 1: Grade 2: - good features and no important shortcomings**

**Key stage 2: Grade 2: - good features and no important shortcomings**

### **Good features**

198. Pupils in KS1 display good control of resources such as scissors, glue, and fabric pens when designing and making hand puppets. A large number of them use the correct terms to describe the materials they use. They also use appropriate terms to describe that which they are designing.
199. Many pupils in KS1 use specific criteria confidently when evaluating a sandwich for a picnic. They also know how to compile relevant data to decide what kind of fillings pupils in the class like and they present the information accurately in the form of graphs.
200. Pupils in KS2 carefully plan and design a model of a lighthouse. They select resources carefully and colour the lighthouse attractively. They evaluate it by assessing the appearance, effectiveness of the light, and offer suggestions as to how it can be improved.

201. Pupils in KS2 conduct thorough research into snack packets before designing their own. They consider to what extent their designs reflect the contents, namely healthy food, before they create paper wrapping which indicates the quality of the contents correctly and attractively.
202. They explain their decisions and their choice of materials precisely in order to produce a vehicle which is driven by wind power. They compare their finished product with the original picture as a basis for the evaluation of the effectiveness of their vehicles.
203. In KS2, pupils experiment confidently in order to find shortcomings or strengths in their designs by testing and evaluating them. They solve problems effectively and modify the original design to eliminate the shortcomings.
204. KS2 pupils compile relevant research information on a specific subject, and use the information effectively to design models of shops in Aberporth. They also design and include an electric circuit and a bulb to illuminate the model.

### **Shortcomings**

205. There are no important shortcomings.

<b>Geography</b>
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**Key stage 1: Grade 2: - good features and no important shortcomings**

**Key stage 2: Grade 2: - good features and no important shortcomings**

### **Good features**

206. In KS1, pupils know their local area well. After visiting the beach to pick litter, they produce maps and use pictures to remind themselves of its appearance. They produce symbols to denote the things which are seen there.
207. They have examined the area and identified the various buildings to be found there. They also know where local people work.
208. They have good knowledge of a contrasting area, and they have visited it and compared it with Aberporth, noting things they liked and disliked.
209. Pupils know the countries of Britain and they can locate their village and the contrasting area on a map of Wales.
210. The pupils have a good understanding of the effect of pollution on their environment and they have compared a clean river with one which is polluted.
211. In lower KS2, pupils describe in detail their visit to the National Botanical Garden. They assess in a balanced and effective manner the way in which the garden has affected the area surrounding it, identifying the advantages and

disadvantages. They develop good geographical skills by producing a map of the garden and use co-ordinates to locate specific features.

212. Following a visit to the town of Carmarthen, they use geographical skills to research the area, using photographs effectively to recall details and to compare it with their own locality. They use their knowledge of maps to locate the town on a map of Wales. They consider carefully what effect the plan to build a market place near the centre, will have on the town itself.
213. They compare the town with their own village and consider the effect that building fifty houses near the school will have on the community. They understand that such a change cannot take place without having a substantial effect on the community, be that a town or village. They understand also that there are advantages and disadvantages to such an enterprise.
214. Pupils gather information daily from the school weather station and transmit this information by video link to pupils in the town of Carmarthen. In return they receive similar information, which enables them to compare data.
215. In upper KS2, pupils extend their mapping skills well by using map scales to calculate distance. They search the Internet to ascertain distances between Aberporth and airports all over Britain. They have good understanding of the directions of world cities in relation to each other and of the distances between them.
216. They use an OS map of Aberporth and its environs, whilst confidently interpreting symbols and using four-digit co-ordinates, to locate buildings and other geographical features.
217. Pupils have good knowledge of Snowdonia. They compile information about the area and describe it in detail. They can name its main features and they know that the most prominent of these is Snowdon. They know that Snowdonia is a National Park and a conservation area. They record details about the weather in Snowdonia and other facts such as the distance between Snowdon and cities and towns in Wales.
218. They extend their mapping skills further by using six-digits correctly and confidently to locate features on a map of Snowdonia.
219. They have good knowledge of a contrasting area in Africa, namely Eritrea. They compare and contrast Wales with Eritrea effectively.

### **Shortcomings**

220. There are no important shortcomings.

<b>Art</b>
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**Key stage 1: Grade 2: good features and no important shortcomings**

**Key stage 2: Grade 2: good features and no important shortcomings**

## **Good features**

221. In KS1, pupils use clay skilfully to produce attractive tiles decorated with leaf prints made from clay.
222. They use items from the natural world to experiment effectively with texture whilst creating multimedia pictures in paint and wood. They also produce colourful rubbings of leaves. The pupils sketch confidently whilst carefully observing a hawthorn branch. They mix colours well and experiment with watercolour.
223. They create attractive collage using a range of materials; they print on paper and produce effective patterns in the style of Laura Ashley.
224. Pupils have created effective collage on paper in the style of Guiseppe Arcinboldo.
225. They use the Internet to research into sculptures and they work effectively and enthusiastically with a local sculptor to design a large sculpture of Blodeuwedd to be placed in the young children's garden. They create chains of flowers to decorate it.
226. In lower KS2, pupils create effective portraits using charcoal skilfully. They also use paint effectively to produce self-portraits of a good standard.
227. Pupils' printing skills are developing well. They print scenes they have designed on a polystyrene block, and patterns they have created with cord and cardboard.
228. They further develop their ability to work with clay by creating and shaping pots and they use their skills effectively to create startling heads of animals in the style of Catrin Howell, a sculptress from Ceredigion.
229. They have worked well in pairs to create a effective collages on canvas based on their locality. They have also made tiles decorated with scenes from the area.
230. In upper KS2, pupils make use of their natural environment and items they collect on the beach, to create shapes of sea animals on the sand in the style of Tim Pugh.
231. Pupils' knowledge and experience of the work of Welsh artists is well developed. They use paint skilfully to create portraits and landscapes in the style of Kyffin Williams and Mary Lloyd Jones.
232. Pupils explore texture by closely observing snake skin, tree bark and surface water and they experiment with different textures in their work by gluing shapes onto cardboard and creating effective rubbings in crayon, for instance, of horses.
233. They use paint effectively to imitate the work of Andy Warhol and pastels and chalk in order to work in the style of Kandinsky.

234. Pupils use their imagination very effectively when painting surrealist pictures in the style of Magritte.

### **Shortcomings**

235. There are no important shortcomings.

## **Religious Education**

**Key stage 1: Grade 2 : good features and no important shortcomings**

**Key stage 2: Grade 2 : good features and no important shortcomings**

### **Good features**

236. A large number of KS1 pupils tell stories about Jesus Christ correctly and in detail.

237. KS1 pupils retell the story of Mary Jones from Bala correctly and understand the importance of the Bible to her. They compare this effectively with their own fondness for a personal reading book.

238. KS1 pupils identify and note the different experiences which make them feel happy or sad, and they understand well that others too, feel happy or sad for a variety reasons.

239. KS1 pupils compose simple and pertinent questions to ask the local vicar about his duties within the church.

240. Most KS1 pupils name places which are important to them and they understand that there are special places where people worship and pray.

241. Pupils in KS2 understand the meaning of Christian symbols and specific features found within a church.

242. The younger KS2 pupils display good understanding of purpose of features found in a synagogue and how specific parts of the synagogue are used. They demonstrate a good understanding of the significance of different religious symbols and compare them effectively with symbols of the Christian faith.

243. A large number of the younger pupils in KS2 are able to identify and compare correctly features of a church and those of a synagogue. They use relevant information gained by visits to a synagogue in Swansea and to a local church as a basis for their comparisons,

244. A large number of the oldest pupils in KS2 describe specific aspects of other religions such as Islam, intelligently and clearly in written work. They explore in detail the purpose of different artefacts and note their importance in Muslim life.

245. Pupils use relevant research resources effectively to discover the importance of different holy places within a Mosque and indicate their significance. They identify the contributions to society which are expected of a Muslim, and compare these with their personal contributions within their local community.
246. A number of KS2 pupils compare Islamic rites with their own rituals in a Christian service, and they explain in simple terms the similarities and differences between them.
247. Canolfan y Don pupils contribute to a story which explains the importance of sharing, by displaying an animated reaction with their eyes, and movements, in response to pictures and sounds which are relevant to the story.

### **Shortcomings**

248. There are no important shortcomings.

## **School's response to the inspection**

The staff and governors of this school accept that this report reflects standards and quality of provision at this time. We are proud of the progress made since the last inspection in 2001 and the fact that the inspection team agrees with the school's judgements in the self-evaluation report. We will prepare an action plan promptly in

order to ensure improvement and progress which will lead to excellence in every aspect of the life of the school.

We would like to thank the inspection team for their professionalism and courtesy towards everyone during their time here in school.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Aberporth
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Aberporth Aberteifi Ceredigion
Postcode	SA43 2DA
Telephone number	01239 810081
Head teacher	Mr D P W Jones
Date of appointment	1987
Chair of governors/ Appropriate authority	Mrs Sue Lewis
Registered inspector	Mr Robert Jones
Dates of inspection	9 – 11 July 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	/	26	18	10	10	19	24	18	125

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.8:1
Pupil: adult (fte) ratio in nursery classes	/
Pupil: adult (fte) ratio in special classes	1:1
Average class size, excluding nursery and special classes	22.8
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Summer 2006	90.9	95.0
Autumn 2006	92.9	94.0
Spring 2007	91.0	93.2

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	1 temporary

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		12		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	8	67	25
		National	0	2	8	64	26
We: oracy	Teacher assessment	School	0	0	0	75	25
		National	0	1	10	64	25
We: reading	Teacher assessment	School	0	8	0	67	25
		National	0	2	15	60	22
We: writing	Teacher assessment	School	0	8	0	83	8
		National	0	2	18	66	13
Mathematics	Teacher assessment	School	0	0	8	83	8
		National	0	2	10	63	24
Science	Teacher assessment	School	0	8	8	75	8
		National	0	2	9	65	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	83	In Wales	81

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 2006			Number of pupils in Y6		26						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	7	0	0	0	0	4	8	62	19
		National	1	0	0	0	1	4	15	47	32
Welsh	Teacher assessment	School	12	0	0	0	0	0	24	56	8
		National	1	0	0	0	0	4	17	50	26
Mathematics	Teacher assessment	School	8	0	0	0	0	4	0	73	15
		National	1	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	8	0	0	0	0	0	4	69	19
		National	1	0	0	0	0	0	17	50	33

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	77	In Wales	74

D Pupils who are exempted 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 4

### **Evidence base of the inspection**

The inspection team included three inspectors who were present for a total of six inspection days. A peer assessor joined the team for two and a half days and played a full part in the inspection.

During the inspection:

- Pre-inspection meetings with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 26 questionnaires were completed by parents, and they were thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the head teacher and curriculum co-ordinators;
- 29 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 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, and
- post-inspection meetings were held with staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Robert H. Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 5, 6 a 7 Children under five Geography Art
Mr Glyn Griffiths Team Inspector	Key Questions 2, 3 a 4 Welsh first language Design and Technology Religious Education
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Helen Weston	Peer assessor
Mr Dafydd Jones	Nominee

### Acknowledgement

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for the co-operation and courtesy they received during the inspection.

### Contractor

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