

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

A Report on the Quality of Education in

**Ysgol Gynradd Beulah
Beulah
Newcastle Emlyn
SA38 9QB**

School Number: 6672320

Date of Inspection: 08/10/07

by

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Ysgol Gynradd Beulah 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 Beulah took place between 08/10/07 and 10/10/07. An independent team of inspectors, led by Phillip David Watcyn Edwards, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Beulah is a traditional Welsh-speaking primary school situated in the village of Beulah near the town of Newcastle Emlyn, in the county of Ceredigion. The school building is of a compact traditional design, with a separate demountable classroom, a relatively new yard and environmental area. It shares with the local community an adjacent large field with a soccer pitch and an adventure play area. The majority of pupils come from the village and surrounding rural area which the school describes as neither prosperous nor disadvantaged. Welsh is the predominant home language of around a quarter of the pupils, of whom approximately 79% speak it as a first language. By the time pupils leave school at the end of key stage 2 (KS2), all speak Welsh fluently.
2. Currently, there are 25 full-time equivalent (fte) pupils on roll. The annual intake covers the full ability range, with some having had Welsh-medium nursery education. There are two mixed-year classes, one for under-5 children and KS1 pupils, and the other for KS2. Welsh is the medium of instruction throughout the school.
3. Around 7% of pupils receive free school meals, which is well below the all Wales national average of 19.7%. There are 11 pupils (44%) with some form of special educational need (SEN), including six on school action and two on school action plus. One pupil has a formal statement for SEN.
4. There are two full-time and two part-time teachers, including the acting headteacher who has a teaching commitment of 4.25 days; there is no school clerk. There are one full-time and one part-time learning support assistants (LSAs) and peripatetic teachers who visit the school each week to teach violin, recorders and trumpet.
5. The school gained the Basic Skills Quality Mark for the second time in 2004 and it is now preparing for the third assessment before the end of the year. The school is part of the 'Eco-Schools' scheme, and has received the Green Flag and a stage 1 prize as a "Healthy School" in conjunction with the Local Health Board.
6. There were some problems with the school's internet system during the inspection.
7. The school was last inspected in October 2001.

The school's priorities and targets

8. The school aims include promoting good practice in teaching and learning in order to promote learners' values as individuals, their social emotional, moral, spiritual, physical and intellectual development; and assist them to find information that will be relevant in their lives as adults and help them understand the world they live.

9. The schools priorities in the development plan for 2006 to 2007 include improving standards in handwriting throughout the school and extended writing in KS2, bilingualism in Reception and KS1, English spelling in KS2, raising awareness and attracting local parents of children 0-3 years to school, raising reading ages and attitudes of target groups towards reading and books; develop keener, more independent learners and continue to develop Foundation Stage corners/challenges.

Summary

10. Beulah Primary School is a very warm, friendly community that has maintained or improved standards since the last inspection. There was a close match between the judgements made by the inspection team and those in the school's self-evaluation report. The inspection team awarded a higher grade for key question 4 because there were some outstanding features in the way learners are cared for, guided and supported?

Table of grades awarded:

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

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play based activities.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Welsh first language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

12. In the lessons inspected, standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

13. This exceeds the 2007 primary targets of the Welsh Assembly Government (WAG) that 98% of achievement should be at least satisfactory (grade 3 and that 65% good or very good (grade 1 and 2).
14. Pupils enter the school with variable levels of attainment. Under-five children make good progress with no important shortcomings across the range of key skills in oracy and communication, numeracy and information and communication technology (ICT), as well as in their personal, social and creative skills. In both key stages in English and Welsh, pupils' speaking skills across the curriculum are outstanding, particularly their willingness to speak confidently in lessons and offer clear, natural responses and spontaneous prayers in assembly. In both key stages there are good features and no important shortcomings in the development of pupils' key skills in listening, reading, writing and numeracy. Scrutiny of work, discussions with pupils and consistency in using ICT in lessons show that standards in ICT are good overall. Pupils' bilingual competence in both key stages is good with the majority of them able to converse in both languages and move freely from one to the other. Across the curriculum creative skills are good. Pupils, including those with SEN, have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds; they achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.
15. Given that the number of pupils assessed each year in the national curriculum (NC) teacher assessments is relatively very small, comparisons with LEA and national data give only an indication of standards. However, teacher assessments in tracking pupils' individual progress through the school show that in both key stages pupils reach the expected level in the core subjects of Welsh first language, mathematics and science as well as in English in KS2. With the small numbers of pupils being assessed at the end of each key stage, there is no clear trend to indicate any obvious difference between the performance of boys and girls. The majority of pupils work productively and enthusiastically, making good use of their time. There is an overall trend towards improvement in pupils' progress and they acquire new knowledge and understand what they are doing. However, with the wide range of ages in each class, there is a tendency for pupils to work towards the mid-range level which benefits the majority, but limits a few to fulfil their full potential and move on to the next stage of their learning.
16. The overall behaviour of all pupils is outstanding and their very positive and respectful response to an inclusive, family atmosphere improves their learning and quality of life in school very effectively. The average attendance for the three terms prior to the inspection is 92% and there was an improvement in attendance during the summer term to 94%. The vast majority of pupils arrive punctually at the school at the beginning of the day.
17. Learners' personal, social, moral and wider development is exceptional and an outstanding feature of the school. They demonstrate a wide range of interests,

social skills and community awareness as well as a good understanding of equal opportunities including respect for the diversity and cultural traditions within society and the local community.

The quality of education and training

18. In the lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	92%	0%	0%	0%

19. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged grade 2 exceeds the norm of 62% of significantly, and is above the norm of 79% judged grade 2 or above.
20. Where the teaching is outstanding, the lesson objectives are made apparent and previous knowledge is reinforced. Clear explanations and appropriate assistance are given to pupils according to need. Special emphasis is placed on pupils' thinking skills which assist them to concentrate on their tasks. The skilful questioning challenges pupils to maintain an active focus on their work, and to reflect on what they have learnt. Where the teaching is good or better, the quality of working relationships between teachers, support staff and pupils is happy and warm. As a result, behaviour and self-motivation for learning are good. Teachers make effective and consistent use of praise to motivate the pupils and to encourage them to work well in class. Good attention is paid to each pupil's linguistic needs. In lessons, and in the school generally, teachers use refined language, and they constantly set a good example.
21. Overall, teachers' short-term planning for lessons specify clear objectives and adequate learning experiences in terms of the majority of pupils' ability and understanding. However, the planning does not always consider sufficiently the wide age range in each class to ensure consistent progress through subjects. Teaching support for pupils with SEN is a particularly strong feature. Careful consideration is given to their needs identified in clear individual educational programmes (IEPs).
22. The quality of assessment is good and procedures meet statutory requirements, including those for pupils with SEN. Baseline assessment is appropriately undertaken with under-fives, and suitable targets are set for their further development. In both key stages, appropriate assessments are made of pupils' work in the core subjects in order to track their progress. In both key stages, purposeful systems ensure that pupils' progress, particularly in key skills, is recorded methodically. Pupils have ownership of their learning through setting termly targets, and have opportunities to look back at the work done in every subject and other aspects to see what they need to do to improve. Occasionally, marking of their work, provides helpful comments to assist them to move on and improve. The information provided to parents about pupils' progress is outstanding. In addition to clear and informative reports provided at the end of the school year, concise reports are sent home at the end of the first term and draw parents' broad attention to what has been achieved and the targets for the second term. The school offers parents two formal consultation

sessions with teachers with regard to pupils' work, and an open door policy also allows any parent to come to the school if any problem or concern arises

23. The curriculum conforms to the legal requirements, fulfils the needs and interests of the entire range of learners and allows full access and equal opportunity for all. In both key stages, the school's schemes of work in the NC subjects and religious education promote continuity and progression and offer balance, breadth and coherency. The school recognises the need to update and revise the short-term 'Learning Record' to ensure a clearer focus for learning. The development of pupils' basic and key skills is good and an integral part of the school's work. The school is effective in developing the whole learner personally and socially. The wide range of extra-curricular activities for pupils is outstanding and contributes effectively to raising their standards of achievement, making them confident learners and well aware of the work and life of the school in the community. Homework reinforces pupils learning and understanding adequately.
24. The Cwricwlwm Cymreig fosters effectively pupils' bilingual skills and their knowledge of the culture of Wales and beyond. The provision for fostering pupils' spiritual and moral development is a notable strength in the school's life and work. Acts of collective worship and the exceptional quality of relationships, in the school's working life, all contribute effectively to very good social behaviour and self-discipline.
25. Links with parents are good, and their support for the school's life and work was evident. There are close and effective relationships between the school and other schools in the area and pupils' understanding of the world of work is supported well, although staff have not undertaken training and development through placement in industry. Pupils are encouraged to develop as confident citizens in an outstanding way and their awareness of sustainable development is promoted effectively.
26. The quality of the care, support and guidance offered to learners is good with outstanding features. A strong family atmosphere pervades the school where pupils are very happy and feel valued by the well above average ratio of adults to pupils. Relationships are exceptional in that each pupil feels secure and is included and valued in the life and work of the school. Excellent relationships among agencies such as the police and the school promote the health and safety of pupils in a very positive way. The effective personal and social education (PSE) policy meets national guidelines. There are clear and sound policies and procedures in place relating to health and safety with an appointed governor to oversee they are implemented effectively.
27. The provision for pupils with SEN conforms fully to the Code of Practice and arrangements to ensure that these pupils are included fully in the life and work of the school are outstanding. The management and monitoring of behaviour are very effective in enabling all pupils to thrive in a caring and supportive environment.

Leadership and management

28. The school's clear and well understood aims, targets and shared values provide a good foundation for improvement and promotion of equality for all which is reflected clearly in its life and work. The industrious and caring leadership style of the acting headteacher is effective in maintaining a good strategic direction for the future. She has a substantial teaching commitment and leads enthusiastically by example. Along with other subject leaders, she implements well the wide range of leadership and curricular responsibilities.
29. The GB ensures all statutory requirements are met and is well-informed about the school's performance and progress. It is very aware of the importance of its role in supporting the well-being and quality of provision of the school, but, its monitoring of the cost implications of the school development plan SDP is inconsistent. It is increasingly involved and active in setting the school's strategic development.
30. There is a clear emphasis by the school in maintaining and improving standards. Leaders are well informed about the areas for which they are responsible by sharing a consistent and structured approach to the process of self-evaluation. The school's self evaluation document, informed by the SDP, gives a detailed review, supported by reference to appropriate evidence, of the school's specific strengths and areas where improvements need to be made. In planning for improvement, the SDP provides focussed strategic direction and clear targets are prioritised and appropriate criteria for success identified for review at the end of the year.
31. There are good features and no important shortcomings in the way the key issues identified in the last inspection have been addressed. In the six subjects inspected, good standards have been maintained or raised in all of them, particularly in KS2; good efforts have been made to address the safety issues identified and improve facilities for the development of under-fives' physical and creative development; well documented and regular arrangements are in place to develop co-ordinators' role in monitoring standards; and reasonable and realistic arrangements have been made to improve school security.
32. There is an adequate supply of staff with appropriate qualifications who share a wide range of responsibilities and make good use of their time to enrich learning and teaching. Teachers are supported by skilful and conscientious assistants and the valuable contributions made by a number of specialist peripatetic teachers extend the available curriculum effectively. The building provides a suitable and pleasant location for teaching and learning and pupils have access to a range of appropriate resources which support learning well. However, the lack of available storage facilities gives an overall impression of clutter and impedes movement and efficient access to resources. A substantial investment has been made during the last few years in improving outside resources. Overall, the school gives good value for money.

Recommendations

The school needs to:

- R1 maintain the good standards in the six subjects inspected in both key stages;
- R2 ensure that work planned for pupils in lessons extend all of them sufficiently and the marking provides good guidance to help them improve.
- R3 apply more rigour to establishing the cost implications of the SDP; and
- R4 seek ways to improve storage facilities in the school accommodation;

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

- 33. The inspection team agrees with the judgement made by the school in its self-evaluation report.
- 34. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play based activities.
- 35. In the subjects inspected in key stages 1 and 2, standards are grade 2 in Welsh first language, science, mathematics, information technology, geography and physical education.
- 36. In the lessons inspected, standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%
- 37. This exceeds the 2007 primary targets of the Welsh Assembly Government (WAG) that 98% of achievement should be at least satisfactory (grade 3 and that 65% good or very good (grade 1 and 2).
- 38. Pupils enter the school with variable levels of attainment. Children under-five make good progress with no important shortcomings across the range of key

skills in oracy and communication, numeracy and ICT, as well as in their personal, social and creative skills.

39. In both key stages in English and Welsh, pupils' speaking skills across the curriculum are outstanding, particularly their willingness to speak confidently in lessons and offer clear, natural responses and spontaneous prayers in assembly. In both key stages there are good features and no important shortcomings in the development of pupils' key skills in listening, reading, writing and numeracy. Scrutiny of work, discussions with pupils and consistency in using ICT in lessons show that standards in ICT are good overall.
40. Pupils' bilingual competence in both key stages is good with the majority of them able to converse in both languages and move freely from one to the other. Across the curriculum creative skills are good.
41. Pupils have positive attitudes to learning, including those with SEN, and succeed regardless of their social, ethnic or linguistic backgrounds; they achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.
42. Given that the number of pupils assessed each year in the NC teacher assessments is relatively very small, comparisons with LEA and national data give only an indication of standards. However, teacher assessments in tracking pupils' individual progress through the school show that in both key stages pupils reach the expected level in the core subjects of Welsh first language, mathematics and science as well as in English in KS2.
43. With the small numbers of pupils being assessed at the end of each key stage, there is no clear trend to indicate any obvious difference between the performance of boys and girls.
44. The majority of pupils work productively and enthusiastically, making good use of their time. There is an overall trend towards improvement in pupils' progress and they acquire new knowledge and understand what they are doing. However, with the wide range of ages in each class, there is a tendency for pupils to work towards the mid-range level which benefits the majority, but limits a few to fulfil their full potential and move on to the next stage of their learning.
45. The overall behaviour of all pupils is outstanding and their very positive and respectful response to an inclusive, family atmosphere improves their learning and quality of life in school very effectively.
46. The average attendance for the three terms prior to the inspection is 92% and there was an improvement in attendance during the summer term to 94%. The vast majority of pupils arrive punctually at the school at the beginning of the day.
47. Overall, learners develop the capacity to work independently well, particularly in science and they demonstrate very good skills necessary to maintain lifelong learning.
48. Learners' personal, social, moral and wider development is exceptional and an

outstanding feature of the school. They develop a wide range of interests, social skills and community awareness through deeply meaningful and reflective collective worship and assemblies, as well as through an appropriate range of extra-curricular activities. They appreciate the values of others and are well aware of equal opportunities issues; they recognise and show respect for the diversity and cultural traditions within society and the local community.

49. Pupils' understanding of the world of work is encouraged and developed well through a good partnership with local businesses such as the Post Office, garage and ironmongers. For example, pupils run their own business-venture selling fruit which they procure from a local farm shop and use any profits to buy equipment which they choose.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

50. The inspection team agrees with the judgement made by the school in its self-evaluation report.

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	92%	0%	0%	0%

52. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged grade 2 exceeds the norm of 62% of significantly, and is above the norm of 79% judged grade 2 or above.
53. All the staff has high expectations, and as a result, this is reflected in the enjoyment seen in the teaching.
54. Where the teaching is outstanding, the lesson objectives are made apparent and previous knowledge is reinforced. Clear explanations and appropriate assistance are given to pupils according to need. Special emphasis is placed on pupils' thinking skills which assist them to concentrate on their tasks. The skilful questioning challenges pupils to maintain an active focus on their work, and to reflect on what they have learnt.
55. Where the teaching is good or better, the quality of the working relationships between teachers, support staff and pupils is happy and warm. As a result, behaviour and self-motivation for learning are good. Teachers make effective and consistent use of praise to motivate the pupils and to encourage them to work well in class.
56. Good attention is paid to each pupil's linguistic needs. In lessons, and in the school generally, teachers use refined language, and they constantly set a good example.

57. The staff demonstrate good subject knowledge, and make effective use of their expertise in different areas such as physical education, science and art. Efficient use is made of joint planning and shared teaching with other small schools in the cluster to promote learning opportunities for pupils.
58. Overall, teachers' short-term planning for lessons specify clear objectives and adequate learning experiences in terms of the majority of pupils' ability and understanding. However, the planning does not always consider sufficiently the wide age range in each class to ensure consistent progress through subjects.
59. Teaching support for pupils with SEN is a particularly strong feature. Careful consideration is given to their needs identified in clear individual educational programmes (IEPs).
60. The quality of assessment is good and procedures meet statutory requirements, including those for pupils with SEN.
61. Baseline assessment is appropriately undertaken with under-fives, and suitable targets are set for their further development. In both key stages, appropriate assessments are made of pupils' work in the core subjects in order to track their progress. As well as this formal assessment, the core subjects are also assessed termly and the foundation subjects annually. In both key stages, purposeful systems ensure that pupils' progress is recorded methodically. A notable feature of this process is the emphasis placed on assessing and recording pupils' progress in the key skills across all curriculum subjects.
62. Another strength of the provision is the opportunity provided to listen to pupils in the 'Improvement in Action' Scheme, a medium for them to have ownership of his or her learning. In addition to setting termly targets, pupils also have the opportunity in their colourful 'learning Record' books to look back at the work done in every subject and other aspects of school life, and at what they will need to do to improve. Occasionally, marking of pupils' work provides helpful comments to assist them to move on and improve.
63. The recent initiative, in co-operation with similar small schools, to create subject portfolios is beginning to provide an effective medium for moderating pupils' work.
64. The information provided about pupils' progress is outstanding. Annual reports to parents give clear information about pupils' strengths and areas for development and progress. Sufficient opportunities are afforded to parents to make comments and to come to the school to discuss the report. An outstanding feature is the concise reports that are sent home at the end of the first term to draw parents' broad attention to what has been achieved and the targets for the second term. The school offers parents two formal consultation sessions with teachers with regard to pupils' work, and an open door policy also allows any parent to come to the school if any problem or concern arises.

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

Grade 2: Good features and no important shortcomings

65. The inspection team agrees with the judgement made by the school in its self-evaluation report.
66. The school responds well to learners' needs and interests and allows full access and equal opportunity for all pupils. The curriculum conforms to the legal requirements of the NC and for religious education and the educational provision for the under-fives is appropriate to their needs. The school has made a good start with the out-of-doors curriculum in preparing for the foundation phase.
67. The school's schemes of work are a firm foundation for supporting the teaching and assisting long and medium term-planning appropriately. They offer balance, breadth and coherency, and promote continuity and progression in every aspect of the curriculum. Within the short-term 'Learning Record', the school recognises the need to update and revise it in order to ensure a clearer focus for learning. The school is effective in developing the whole learner personally and socially. An effective personal and social education (PSE) scheme meets national guidelines and includes circle time and health education. The development of pupils' basic and key skills is good and an integral part of the school's work. The school provides appropriate homework for pupils which reinforces their learning and understanding.
68. The wide range of extra-curricular activities for pupils is outstanding, considering the size of the school, and contributes effectively in raising their standards of achievement, making them confident learners and well aware of the work and life of the school in the community. The school has been on a number of educational visits to the Urdd Camp in Llangrannog, the Millennium Centre in Cardiff, the local church, the National Library, Theatr Arad Goch and Llancaeaf Fawr. There are a number of activities, both during and beyond normal hours, such as football and computer clubs, various Urdd activities, Dragon Sports, gardening, dance and drama experiences. The Arad Goch Theatre and the 'Physical Education and School Sport' (PESS) programme extends and enriches pupils' experiences. Recently, the school was successful in winning the "Eco-Schools" Green Flag. It is also registered as a healthy school, and it is one of the few 'Forestry Schools'.
69. The curriculum fosters effectively pupils' bilingual skills and their knowledge of the culture of Wales and beyond. Pupils' awareness of other cultures is nurtured well, through, for example, developing international links with schools in China and Lesotho.
70. The provision for fostering pupils' spiritual and moral development is a notable strength in the school's life and work. Acts of collective worship and the exceptional quality of relationships all contribute effectively to very good social behaviour and self-discipline.
71. Partnership with parents is good, and during the pre-inspection consultation, their obvious support for the school's life and work was evident. An appropriate

home-school agreement is in place, and information about activities is sent to parents regularly. A goodly number expressed their satisfaction with the quality of communication with the school. Parents are very willing and successful in organising a number of activities to raise money for the school.

72. There are close and effective relationships between the school and other small schools in the area to enable them to share expertise and create useful resources, such as the subject portfolios. There are also good arrangements in place to facilitate the transfer of year 6 pupils to the secondary schools.
73. Pupils' understanding of the world of work is supported well by visiting a range of different farms and businesses, such as the wool factory, within their locality. People from the community such as the vicar, nurse, police and fire brigade, visit the school to talk to pupils and enhance further their knowledge. The school, however, has not undertaken training and development of staff through placement for teachers in industry.
74. The school has an appropriate policy for equal opportunities and succeeds in offering equal access and opportunity to all pupils and to include them in all aspects of the life of the school, whatever their gender or ability. The way pupils are encouraged to take pride in their school and the local community, to respect each other, and to develop as confident citizens are outstanding features and stereotyping of any form discouraged.
75. Pupils' awareness of sustainable development is promoted effectively in the daily life and work of the school. Their involvement in the eco-schools' initiative, which includes visiting the recycling centre and appropriate activities in school, such as planting vegetables in a raised garden, recycling paper, feeding birds and saving energy and water, broadens their understanding well. The school eco-group meets regularly and pupils take their responsibilities seriously.
76. Pupils' entrepreneurial skills are limited to arranging a fruit shop which they run well. They are responsible for undertaking all the arrangements, including buying, pricing and selling the fruit themselves.
77. The school's provision takes good account of national priorities and initiatives. For example, a number of activities have been held in order to promote a healthy school including a fruit-tasting day, keep fit walk, providing cold water in the classroom and encouraging parents to provide a healthy food box. Such activities enable pupils to acquire very good knowledge, understanding, skills and attitudes for lifelong learning and community regeneration.

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

Grade 1: Good with outstanding features
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78. The inspection team did not agree with the judgement of grade 2 made by the school in its self-evaluation report. The inspection team judged that there are many exceptional features in the way learners are cared for, guided and supported.

79. The quality of the care, support and guidance offered to learners is good with outstanding features. A strong family atmosphere pervades the school where pupils are very happy and feel valued. The high level of support provided by the present well above average ratio of adults to pupils is outstanding. Relationships are exceptional in that each pupil feels secure and is included and valued in the life and work of the school; staff create a warm community where pupils' success, good achievement and behaviour are celebrated regularly.
80. The partnership with parents is very good and consistent and day-to-day communication with parents is very effective overall. The high degree of positive responses during the pre-inspection meeting with parents and the questionnaires and letters received from them reflect a very grateful appreciation of the school's caring approach to all.
81. Induction arrangements in place for pupils who attend school for the first time are good. Later entrants, who are new to the Welsh language, are ably supported to settle in very quickly and easily into the school's homely environment.
82. Outstanding relationships among pupils and staff ensure a very high level of personal support and guidance for all pupils. The excellent relationship with agencies such as the police and the school promotes the health and safety of pupils in a very positive way.
83. The management and monitoring of attendance are effective to encourage improving average attendance figures. The school is proactive in informing parents of the importance of punctuality and regular attendance by their children. The school's success in nurturing good behaviour, self-respect, respect and courtesy for others in its pupils is outstanding.
84. There are clear procedures in place relating to health and safety with an appointed governor to oversee they are implemented effectively. Pupils are well supervised during break times and lunchtime and as they leave the school at the end of the day. Lunchtimes are exceptionally well-mannered, relaxed, social occasions where pupils enjoy each other's company immensely and appreciate the help and support of lunchtime staff. Older pupils support younger ones very naturally, with care, during break times.
85. The school has good arrangements for the protection of children and staff are fully aware of procedures.
86. The provision for pupils with SEN is outstanding and conforms fully to the Code of Practice. The audit procedure is very effective for identifying those who require additional support and there are very good procedures to assess their achievement.
87. Arrangements to ensure that pupils with SEN are included fully in the life and work of the school are outstanding. They are taught inclusively in their specific classes and are withdrawn for effective sessions with the support teacher. There are clear individual educational programmes in place which relate aptly to educational problems and these are reviewed termly.

88. The outstanding support offered by LSAs to pupils with SEN within classes ensures full access to all aspects of the curriculum and that good progress is made in their work. The consistent approach by all staff to encourage good behaviour ensures pupils rarely impede their own progress or that of others. The link governor for SEN takes an active interest in the school's provision.
89. The management and monitoring of behaviour are very effective. A positive approach is adopted and good behaviour is promoted very well. Any rare instances of bullying or aggressive behaviour are dealt with quickly and effectively according to need. The outstanding feature is the way these approaches support pupils' progress and confidence very effectively enabling them to thrive in a caring and supportive environment.
90. The quality of the provision for equal opportunities is outstanding. Good race relationships are promoted across each area of activity and the school challenges gender stereotyping very effectively in a purposeful manner. Teachers encourage pupils at all times to recognise and respect diversity giving full consideration to their social, educational, ethnic or linguistic backgrounds.
91. Adequate provision is made to secure equal treatment for the movement of disabled learners should the need arise and to ensure they are not treated less favourably than others. A risk assessment has been carried out to ensure adequate provision can be called upon to ensure disabled access to the demountable classroom should the need arise.
92. The consistent way teachers encourage pupils to recognise and respect diversity giving full consideration to their social, educational, ethnic or linguistic backgrounds, is outstanding.

Leadership and management

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

Grade 2: Good features and no important shortcomings

93. The inspection team agrees with the judgement made by the school in its self-evaluation report.
94. The school's clear and well understood aims, targets and shared values provide a good foundation for improvement and promotion of equality for all which is reflected clearly in its life and work.
95. The industrious and caring leadership style of the acting head teacher is effective in maintaining a good strategic direction for the future. She has a substantial teaching commitment and leads enthusiastically by example. Along with other subject leaders, she implements well the wide range of leadership and curricular responsibilities through effective teamwork.
96. The schools leadership is effective in using its links with the LEA and other small

schools in its cluster to explore useful initiatives and share workload. These arrangements, as well as taking appropriate account of WAG priorities, support efficient management of change.

97. The setting and meeting of challenging and realistic goals is good. There are clear targets set out in the SDP and there is consistency in the clarity of learning objectives and in agreeing individual targets with pupils.
98. Appropriate performance management procedures are followed for the acting head and subject leaders to promote their professional development, and consistent, formal monitoring of teaching takes place to improve their performance.
99. There are proper arrangements, linked to the SDP, for identifying individual and whole-school training and development needs of staff and improving the quality of provision. The school leadership is actively preparing and resourcing for the forthcoming Foundation Phase.
100. The GB ensures all statutory requirements are met and is well-informed about the school's performance and progress. It is very aware of the importance of its role in supporting the well-being and quality of provision of the school, but its monitoring of the cost implications of the SDP is inconsistent. It is increasingly involved and active in setting the school's strategic development.

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

Grade 2: Good features and no important shortcomings

101. The inspection team agrees with the judgement made by the school in its self-evaluation report.
102. A culture of self evaluation has been established with a clear emphasis on maintaining and improving standards. Although there have been recent significant changes in leadership, staff and responsibilities, strenuous efforts are made to ensure continuity in the quality of provision. Leaders are well informed about the areas for which they are responsible by sharing a consistent and structured approach to the process of self-evaluation.
103. The SDP informs the good self-evaluation document produced before the inspection well. This document gives a detailed review, supported by reference to appropriate evidence, of the school's specific strengths and areas where improvements need to be made.
104. Pupils' views are carefully considered by the school and they are actively encouraged to influence the decisions that affect them through regular meetings of the school council and feedback to teachers in classes.

105. In planning for improvement, the SDP provides focussed strategic direction. Clear targets are prioritised and appropriate criteria for success identified for review at the end of the year.
106. Useful analysis is made of a range of data, including baseline assessments in reception classes and assessments to track pupils' progress through the key stages. This enables the school to identify those areas in the curriculum which learners need to improve.
107. The governors oversee self-evaluation appropriately through regular meetings with the head teacher and staff and through regular involvement with the school, such as adopting and monitoring informally a subject in the curriculum.
108. There are good features and no important shortcomings in the way the key issues identified in the last inspection have been addressed. In the six subjects inspected, good standards have been maintained or raised, particularly in KS2; good efforts have been made to address the safety issues identified and to improve facilities for the physical and creative development of the under-fives; well documented, regular and effective arrangements are in place to develop the co-ordinators' role in monitoring standards; and reasonable and realistic arrangements have been made to improve school security.
109. The inspection team agreed with most of the judgements made by the school in its self-evaluation report. In key question 4, however, the team awarded a higher grade than the school because of the outstanding features identified. This confirms that the school's own self-evaluation is based overall on secure evidence and sound judgements.

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

Grade 2: Good features and no important shortcomings

110. The inspection team agrees with the judgement made by the school in its self-evaluation report.
111. There is an adequate supply of staff, all of whom have appropriate qualifications to meet the responsibilities highlighted within their job descriptions. They share a wide range of responsibilities and make good use of their time to enrich learning and teaching. Good links with similar schools in the area enable efficient sharing of human resources and expertise.
112. Class teachers are supported by skilful and conscientious assistants. They make a key contribution to the quality of teaching and learning, and work effectively with the teachers as a team. The invaluable contributions made by a number of specialist, peripatetic teachers extend the available curriculum effectively. Preparation, planning and assessing (PPA) arrangements provide appropriate additional time for teachers to prepare and plan work effectively.
113. Pupils have access to a range of appropriate resources which support learning well. The resources for ICT are good and, overall, resources for other subjects

are appropriate and sufficient, but some reference and fiction books show signs of wear over time.

114. The building provides a suitable and pleasant location for teaching and learning. Colourful wall displays make an important contribution to creating a stimulating ethos in the building. However, the school recognises the lack of available storage facilities which gives an overall impression of clutter and impedes movement and efficient access to resources.
115. A substantial investment has been made during the last few years in improving outside resources. The quality of the provision for the under-fives and key stage 1 has been improved considerably since the last inspection. This has been a good start in preparing the provision for the introduction of the Foundation Phase. A vegetable garden has been created and also a wild garden to add to the flower garden created with the help of Trefhedyn Garden Centre under the Education Business Partnership. All these, as well as the playing field, add to and enrich the environment and life of the school.
116. Within the context of a small school, teaching and support staff have been trained and deployed efficiently so that the best use is made of their time and expertise to provide pupils with a varied and balanced curriculum.
117. The acting head teacher and the governing body monitor and administer the budget carefully and effectively in order to maintain the staffing ratio and the resources used. By raising money through various activities, the Parents' Association and the community make a key contribution towards maintaining and improving resources and paying the costs of travelling and visits. Overall, the school gives good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

118. In both key stages, pupils' listening skills are good. They display an increasing ability to listen intently to teachers' presentations and to one another's contributions.
119. In KS1, pupils' oral skills are developing well according to their age. The older pupils are beginning to understand the importance of speaking clearly, and the best are eloquent when speaking happily and intelligently about their work and their experiences.
120. The majority make appropriate progress in their reading skills and they display considerable enjoyment when they are given the opportunity. They have a good understanding of strategies to be used when they respond to unfamiliar words. The more able read with meaning and expression.
121. Pupils' writing and handwriting skills in KS1 are developing well. When responding to a story about the owl that slept all night, they respond in writing in different ways to the story according to their age and ability. Some write sentences on the computer showing an increasing use of different constructions. The older children display a good understanding of basic punctuation conventions including inverted commas, and they make a good effort to spell words within their experiences, correctly.
122. KS2 pupils' oral skills are developing well. In class or group work, the majority responds confidently when expressing opinions or making comments. They discuss their work sensibly, and in social contexts, such as the lunch hour, they speak freely and naturally with one another, their teachers and visitors.
123. KS2 pupils make good progress in their reading skills. Many succeed in making the reading interesting to the listener by varying the intonation of the voice to add colour to the text. Many use a dictionary and a thesaurus comparatively confidently, and they use and apply information from various sources to look for information, including the internet effectively.
124. Pupils' written work is developing well in KS2. They learn to write for different purposes, such as presenting arguments against smoking. Some write intelligently about a visit to a recycling centre and write effective thank-you letters following the visit. After listening to the story of Branwen, they formulate a number of questions in order to question some of the main characters in the story. The majority uses punctuation and spells familiar words correctly. Older pupils are beginning to use paragraphs.

Shortcomings

125. There are no major shortcomings, but in both key stages, the oldest pupils seldom undertake extended creative writing.

Mathematics

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

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

Good features

126. In KS1, younger pupils have a good grasp of basic number and use the correct mathematical language related to number to count and sequence numbers from one to 20. They recognise and name halves and quarters.
127. Younger pupils in KS1 know the difference between short and tall, heavier and lighter and begin to understand the need for standard measures. They sort coins up to a pound confidently and add and take money away in pence accurately.
128. Older pupils in KS1 have a good recall of the names of two-dimensional shapes, such as circle, triangle, and hexagon. They name two- and three-dimensional shapes such as triangles and pyramids and become more confident of their properties and differences. Learners tell the time on the hour.
129. Later in KS1, pupils have a good grasp of multiples and apply their understanding accurately. They are well aware of and use a range of metric measures including centimetres, metres and kilometres, for example, they make reasonable estimates of short lengths and measure objects such as paper clips, pencils and books accurately in centimetres.
130. Younger learners in KS2 use the four rules of number with increasing confidence, and use various strategies in their mental work on multiplication quickly and accurately. Their understanding of simple fractions mixed numbers and equivalence of fractions improves steadily as they progress through KS2; they calculate fractions of quantities with increasing accuracy.
131. Older pupils in KS2 have a good mental facility with number, including table facts and use an increasingly wide mathematical vocabulary. They have a good understanding of the place value of larger numbers and decimal places and identify odd and even numbers confidently.
132. Younger pupils in KS2 have a good understanding of a range of metric measures including millimetres, centimetres and metres and make reasonable estimates of short and long lengths of objects, such as paper clips and books. They apply their skills effectively to measure perimeters and areas of regular shapes.
133. KS2 pupils' understanding of the characteristics of shape builds well on their work in the previous key stage. Learners make simple symmetrical patterns with shapes on a grid. They use units of measurement with accuracy, for example,

when they construct various angles and measure them using a protractor.

134. Older pupils in KS2 measure area effectively; they calculate correctly the perimeter of regular and irregular shapes in centimetres. They develop a good understanding of co-ordinates. Pupils measure time well and have a good grasp of capacity and mass. They collect a range of data such as, who can jump the furthest, present it correctly in tabular and graphical form, and make meaningful conclusions on the basis of their work.

Shortcomings

135. There are no major shortcomings, but a few pupils in both key stages have limited understanding of ways to apply their mathematical knowledge in investigative situations.

Science

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

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

Good features

136. Pupils in both key stages have confident and positive attitudes to science and often develop a good scientific vocabulary through sensible discussion.
137. The investigative skills of pupils develop consistently across both key stages, and they display an increasingly secure understanding of the principles of a fair test.
138. Pupils across the school work collaboratively and share ideas. They concentrate and respond well during whole-class discussions and offer rational ideas that lead them to acquire a good understanding of the investigation.
139. Pupils in KS1 construct a simple electrical circuit, and understand that an electric bulb will not light if there is a break in the circuit. They apply their knowledge well to understand how a torch works. Their collaboration during investigations, where they listen to one another and make decisions, is good.
140. KS1 pupils have secure knowledge of life processes and living things. They understand, for example, that plants grow and that conditions such as light affect the growth of broad beans.
141. Pupils in both key stages stage display a sound knowledge of the solar system and of the relative locations of the planets. They understand that the earth revolves around its own axis and how its various movements cause the seasons, day and night.
142. Generally, the majority of pupils predict outcomes, make observations and compare results of investigations with their predictions. In KS1, pupils experiment carefully with different fabrics to see which one is the best insulator.

They discover effectively through prediction, testing a range of fabrics, that first impressions are not always accurate when they find that cotton is better than wool for making clothes to keep farmers warm.

143. Pupils in KS2 have a good appreciation of electrical goods found in their homes. They understand well how electricity is distributed around a house through attaching a light circuit with a switch to model houses they build from construction kits. They draw accurate and clearly labelled diagrams of their intended work and many understand that the strength of the battery, the thickness of wire and the voltage of the bulb can all affect the brightness of the light created.
144. KS2 pupils have a good knowledge of the external parts of the human body as well as the internal organs. They experiment effectively to measure how exercise affects the speed of their heartbeats. This helps them to acquire a good understanding of the importance of sensible eating and exercise on their health.
145. Pupils in KS2 have a good knowledge of the conditions needed for successful plant growth and the many ways some plants disperse their seeds.

Shortcomings

146. There are no major shortcomings.

Information technology

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

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

147. No specific lessons were observed in information technology, but discussions with pupils and evidence of their work enabled secure judgements to be made.

Good features

148. Younger pupils in KS1 are fully conversant with using a paint program on the computer to draw a variety of different shapes which they fill confidently with a variety of colours. They cut and paste good quality, attractive festive cards using a range of pictures with appropriate texts.
149. The mouse and keyboard skills of younger pupils in KS1 develop well. For example, they can choose and move items around the screen with assurance.
150. Older pupils in KS1 explore the world around them effectively through accessing a variety of CD-ROMs to find pictures, photographs and sounds. They understand the importance of following directions in the right sequence when operating television, video and tape recorder controls.
151. Pupils in KS1 communicate and handle information well. They understand clearly that it can be presented in a variety of forms and that computers can use

text to convey information. Many move on to present information graphically, for example as pictograms.

152. Older pupils in KS1 instruct and control a programmable turtle with increasing confidence by entering directions on a keypad to move it in a predetermined sequence of directions.
153. Pupils in KS1 use simple computer-based models well to explore and try out imaginary school and home activities.
154. In KS2, younger pupils use a computer database effectively to input and present information on their school in a range of graphical forms.
155. A few older pupils in KS2 extend their programming logo skills well by entering a sequence of commands to move a cursor in different directions to create complex shapes and patterns.
156. Older KS2 pupils search the Internet confidently to access appropriate websites to inform their work. They enter data from questionnaires into a database which they search in order to represent information in a range of graphical forms.
157. Older pupils in KS2 are competent in using the computer to generate documents that include pictures and text. They are increasingly effective in their use of word processing to promote creative work and enhance its presentation and become more proficient in using the internet for research.
158. A particularly good feature in KS2 is when older pupils photograph activities during visits on a digital camera, then download them into a computer to create a simple multi-media presentation which they narrate confidently.
159. Older pupils in KS2 use a spreadsheet software program competently to enter and record accounts of sales from the school fruit shop.
160. Pupils in KS2 explore patterns and relationships in computer based models and predict the outcomes of different decisions they make.

Shortcomings

161. There are no major shortcomings, but a few pupils in both key stages seldom realise the value of word processing in their working practices, for example in drafting and redrafting their work.

Geography

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

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

Good features

162. In KS1, pupils use appropriate geographical terminology and vocabulary in their discussions, and they display a good early understanding of key concepts.

163. Pupils in KS1 display an early understanding of directions such as left, right, forward and back. They can follow a simple map to find objects which have been hidden as they go on a 'field trip' from the classroom to a small wooded area nearby the school. They discuss sensibly the directions they need to follow as they look for the directions they need to follow when looking for the character Dyfrig who has got lost in the forest.
164. By using a programmable turtle, older pupils in KS1 develop their understanding of directions well, and begin to be sufficiently aware of co-ordinates. Others in this small group design simple maps to indicate different directions.
165. Work on the 'Farmer's Year' confirms that KS1 pupils understand changes in the weather from season to season, and the way the water cycle affects this. They are beginning to realise that we depend on other parts of the world for our food products.
166. In KS2, pupils, through their work on the village of Beulah, become aware of the human and physical features that exist there. They create an attractive and useful pamphlet to attract visitors to the area.
167. As a result of a visit to a local waste disposal centre, KS2 pupils become aware of the importance of recycling. They record carefully the rubbish collected in their homes on graphs.
168. KS2 pupils develop their understanding of a country beyond Wales. Following a visit to the school by a lady who has been to India, they develop a realistic view of life in the country. Using a variety of sources, they research enthusiastically and accurately the differences between the important features of the two countries such as the population, the mountains, rivers and the foods grown there.

Shortcomings

169. There are no major shortcomings.

Physical 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

170. All pupils attend swimming lessons weekly and their skills develop well, with some becoming confident swimmers.
171. In both key stages, pupils in their daily session of skipping at the end of the lunch hour develop good skills and realise the importance of keeping fit.
172. In their gymnastics activities, all pupils dress appropriately and realise the importance of warming up and working safely in physical education lessons.

173. In KS1, pupils display a good awareness of different parts of their bodies by experimenting and copying the movements of animals. The majority work well and energetically as they jump like frogs or move on all fours like foxes. By imitating a cat that is happy or sad, they become aware of the use that can be made of the muscles they have in their necks.
174. Pupils in KS1 begin to understand the significance of moving in different directions, and some are successful in creating a sequence of movements.
175. In KS2, pupils display a good understanding of the purpose of initial warming-up work. The majority display good co-ordination when jumping and landing in different shapes and make good efforts to improve their style.
176. KS2 pupils' understanding of creating basic shapes is very good, and they move from one to another easily and smoothly. In groups, pupils are successful in creating a series of basic jumps. They appraise one another's work perceptively and sensitively.

Shortcomings

177. There are no major shortcomings.

School's response to the inspection

178. The report's findings acknowledge that we have maintained high standards since our last report, improved standards in some subjects in KS2 namely science and Welsh and improved physical education standards throughout the school. We were glad that the inspectors found that pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are outstanding features. Also, we take pride in the act that our care and support systems, which complement our curricular provision, are also acknowledged to be outstanding features.
179. Our teachers' expertise and dedication and the care and talents of the support staff are deservedly acknowledged. Above all, the inspection report lays emphasis on the elements which make our school what it is. In particular, the report confirms that we are achieving our aim, namely creating a happy and safe school for our pupils to foster confidence and independence within it.
180. An action plan will be established to tackle the recommendations in the report. Where it proves possible to do so, the staff and governors will tackle recommendations before the end of the school year. Maintaining pupils' standards of achievement in the six subjects inspected will be a major priority. We will also continue to plan work in order to extend every pupil's ability sufficiently and add guidelines as assist them to improve.
181. A copy of the school's action plan in response to the inspection will be sent to all parents. The governors' annual report to parents will report on the progress we have made with regard to the inspection's recommendations.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Beulah
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Ysgol Gynradd Beulah Beulah Newcastle Emlyn
Postcode	SA38 9QB
Telephone number	01239 810724

Acting headteacher	Mrs Hazel Davies
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Miss Rhiannon Elias
Registered inspector	Mr Phillip Edwards
Dates of inspection	8 th – 10 th October 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	-	6	3	3	2	4	7	3	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.2:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.25

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	-	88.47	90.96
Spring 2007	-	90.88	91.23
Summer 2007	-	94.38	94.30

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of KS2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

A team of three inspectors, who were present at the school for six inspector days, carried out the inspection.

Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

16 questionnaires were completed by parents and analysed carefully; 92% of responses were positive.

Discussions were held with the acting headteacher and staff with responsibilities, and support staff.

School documentation and samples of pupils' work from across the ability range in each year group were examined.

42 lessons or sessions were observed.

Inspectors listened to a sample of pupils across the age range reading. Discussions were held with pupils, including those on the school council, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the acting headteacher, staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5 and 6 Contribution to Key Question 4 Subjects: mathematics, science and information technology
Mr Arwel Pelage Williams Team Inspector	Key Questions 2, 3, 4 and 7 Subjects: Welsh 1 st language, geography and physical education
Mrs Deris Williams Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Hazel Davies acting headteacher and Nominee	Contribution to team meetings

Acknowledgement

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

Contractor

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