

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

**Bronant Community School
Bronant
Aberystwyth
SY23 4TQ**

School Number: 6672346

Date of Inspection: 07/11/06

by

**Len Jones
16360**

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Ysgol Gynradd Bronant 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 Bronant took place between 07/11/06 and 09/11/06. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a full inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	22
Under 5s	22
Welsh first language	23
English	25
Mathematics	26
Science	28
Information technology	29
Design technology	30
History	31
Geography	32
Art	33
Music	34
Physical education	35
Religious education	36

School's response to the inspection	37
Appendices	38
1 Basic information about the school	38
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	41
5 Composition and responsibilities of the inspection team	42

Context

The nature of the provider

1. This community school is located in the rural village of Bronant, which is on the main road between Tregaron and Aberystwyth. The school is maintained by Ceredigion Education Authority.
2. The school's catchment area is an agricultural one and, to a large extent, it continues to be an area where Welsh holds its own. The school describes the area as one that is neither prosperous nor economically disadvantaged.
3. Welsh is the main medium of teaching and learning. At present, 48% of the pupils come from homes where Welsh is spoken as the main language. Of the remainder, both languages are spoken in 14% of homes, whilst 38% of homes are English medium ones.
4. Education is provided in school for pupils between 4 and 11 years of age. It does not have nursery provision. Children are accepted into school on a full-time basis at the start of the term following their fourth birthday.
5. During the inspection, there were 21 full-time pupils on the school register.
6. About 10% of the pupils are entitled to free school meals, which is substantially lower than the national percentage.
7. There is a full range of ability amongst the pupils taught. At present, three pupils are on the Additional Learning Needs (ALN) register. None of them have a statement of ALN.
8. The school was last inspected in September, 2000. At that time, there were 28 pupils on the school register.
9. The current head was appointed in September, 1993.

School priorities and targets

10. The current priorities in the School Development Plan (SDP) include:
 - to improve standards in Information Technology;
 - to develop mental arithmetic strategies in order to raise standards in mathematics throughout the school;
 - to develop pupils' thinking and discussion skills;
 - to raise standards in physical education; and
 - to improve the environment in preparation for the Foundation Period.

Summary

11. Ysgol Gymunedol Bronnant is a close-knit, congenial community where parents strongly support the school's aspirations and appreciate the experiences provided for their children. In general, key stage 1 pupils achieve better than key stage 2 pupils.
12. The inspection team agreed with the school's judgement in its self-evaluation report in three of the seven key questions. In the four where there is a difference of opinion, the inspection team awarded a lower grade than the school awarded itself.

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

13. Standards of achievement in the lessons inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	79%	21%	0%	0%

14. Pupils' standards in lessons are higher than the Welsh Assembly Government targets for 2007, that is that 98% of lessons are grade 3 or better, and that 65% of lessons are grade 2 or better.
15. As there is only one child under 5 on the school register, no opinion is expressed on progress at that age range.

16. Standards of achievement in the areas inspected are as follows:

Area of inspection	Key Stage 1	Key Stage 2
Under five – one child, therefore no opinion is expressed		
Welsh first language	Grade 2	Grade 2
English		Grade 2
Welsh second language	-	-
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
History	Grade 3	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

17. The educational provision for Children under Five has some weaknesses, but there is evidence that these weaknesses can soon be put right.
18. Generally, pupils across both key stages make good progress in reaching their potential, achieving new skills and developing a sound understanding of concepts presented in lessons. However, they are not, on the whole, sure of how they can improve and develop their work. Pupils with ALN make good progress, according to their age and ability.
19. Throughout key stage 1 and key stage 2, pupils make good progress in their literacy skills and numeracy skills across the curriculum. They write extensively in both languages to record experiences, such as visits they make. They handle numeracy confidently when gathering and summarising traffic statistics and when coming to understand reference grids in geography. Their ICT skills across the curriculum have not developed as well.
20. The pupils' grasp of skills in Welsh and English increases appropriately. They come to be able to use both languages confidently when undertaking various curricular experiences throughout key stage 2.
21. When considering the very small numbers in the cohort being assessed in both key stages in 2006, school results are better than county and national ones at KS1. At KS2, results were in line with the targets set by the school. Over the past three years, school results in the subjects assessed in both key stages have been high.
22. The great majority of pupils commit themselves to the work, working conscientiously and using their time effectively. A small minority of pupils, in both key stages, cannot work independently on the tasks set.

23. Pupils' behaviour is generally good. They respect each other, take care with resources and property and are polite towards adults who work in school or are visiting it.
24. Statistics for the last three terms show that standards of pupils' attendance are good, with the average a fraction below 95%. They arrive punctually at school.
25. Pupils' awareness of equal opportunity and fairness is good. They include their fellow pupils well at playtimes. They develop a good awareness of the less fortunate circumstances of people from poorer parts of the world in geography lessons.
26. Pupils' spiritual, moral and cultural development is good. They respond conscientiously to every opportunity they have to collect for charities. Their behaviour and ability to concentrate when reflecting during collective worship sessions is outstanding. Good features outweigh shortcomings in the social development of a small number of pupils. At times, they do not show the appropriate skills when working in groups, and they disrupt needlessly when they are expected to respond to instructions in lessons.

Quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

28. Where teaching is good, teachers develop the lessons effectively and use lively questioning techniques, praising and appreciating pupils' efforts. They place responsibility on pupils to make decisions and work independently. They use the interactive whiteboard effectively for presentations.
29. At times, the teachers' learning objectives are not sufficiently clear at the beginning of lessons; they present tasks that do not challenge the most able pupils and there is not enough encouragement for the less forthcoming pupils to contribute orally during lessons. There are insufficient opportunities for pupils to take responsibility for their own learning. In addition, short term planning does not fulfil the needs of every individual in class.
30. The school's assessment procedures show good features that outweigh some shortcomings. Aspects of the core subjects are assessed appropriately; assessments of pupils' achievements in the foundation subjects are not as effective. The annual reports for parents on their children's achievement are of a generally good quality and conform to the statutory requirements.

31. The curriculum provided for pupils is appropriate, and in the majority of cases the quality of planning fulfils the requirements of the National Curriculum and religious education and the Desirable Outcomes for Children under Five. However, activities are not planned specifically enough to meet needs in the Early Years.
32. Teachers plan appropriately to develop pupils' key skills. This planning is more effective for developing literacy, numeracy and bilingualism. It is not as effective for developing the ICT skills of pupils.
33. The curriculum is enhanced by a number of educational visits, both locally and further afield. They contribute substantially to the educational and social development of pupils and, in the case of the visit to the Llangollen Eisteddfod, to their awareness of global citizenship.
34. There is good provision for promoting the personal development of learners, especially in collective worship sessions and in PSE lessons in both key stages.
35. Parents provide strong support for the school, and appreciate the experiences provided for their children, together with the care they receive from teachers and other adults who work in the school.
36. There are good links with other schools. The co-operation within a cluster of primary schools is effective, while the transition arrangements that are made in conjunction with the local secondary school for Year 6 pupils are an outstanding feature.
37. Although some visits to places of work are arranged, the strategy to develop pupils' awareness of the world of work and to foster enterprise skills and activities is not sufficiently developed.
38. There is good provision for promoting pupils' awareness of sustainability. A number of recycling practices are implemented by the school and specific curricular aspects further reinforce pupils' awareness.
39. The quality of the guidance and support provided for pupils is good. Teachers know the pupils well and promote a high standard of values in school. Pupils feel confident in turning to teachers to express any concerns.
40. The quality of provision for pupils with additional learning needs (ALN) is good. These pupils' needs are identified at an early stage and there is effective co-operation between the school and the relevant agencies.
41. School policies and procedures promote the safety and welfare of pupils constantly. However, certain aspects of pupil welfare have been brought to the attention of the governing body.

Leadership and management

42. The head operates according to guidelines and policies devised and reviewed by the governing body to provide leadership for the school. Day to day running of the school is effective.
43. The governing body takes pride in the school and in its contribution to the community. They have links with curricular areas and discuss the priorities of the School Development Plan.
44. A self-evaluation system has been established in school, which includes the contributions of full-time staff as subject co-ordinators and relevant discussions in meetings of the governing body. Over the last few years, insufficient attention has been given to monitoring the standards of pupils' achievement.
45. The school operates effectively to gain parents' views about the school by distributing a questionnaire and analysing the responses.
46. The current School Development Plan is well-organised and includes a number of priorities for school development. Sufficient funding has been secured to achieve the priorities.
47. There is a sufficient number of teachers for the number of pupils and they are used efficiently. No classroom assistant is employed.
48. There are sufficient resources for the majority of curricular subjects. In a few instances, however, the condition of resources is unacceptable, in terms of their age and appearance. In some areas, resources are not stored efficiently enough to be accessible to pupils.
49. On the whole, the building is in good condition, but there is some decay in the fabric of the cabin where KS2 pupils are taught. The displays in classrooms contribute well to pupils' education. However, the space available is limited and there is no hall or playing field. The school is kept clean.
50. As no thorough audit of resources has been undertaken, finance from the substantial underspend has not been used to ensure a supply of up-to-date resources. However, the school provides value for money.
51. In general, the school has made good progress in responding to some of the key issues raised in the report of the previous inspection, in particular in raising standards in a number of subjects at KS2 and in formulating a policy and establishing procedures for Child Protection. However, insufficient progress has been made with regard to aspects of teaching and in responding to some of the Health and Safety issues that had been brought to the notice of the governing body.

Recommendations

In order to improve further, the school needs to:

- R1 raise standards in subjects which are judged to be grade 3 in the two key stages;
- R2 act on the shortcomings in teaching identified in Key Question 2;
- R3 further develop the self-evaluation system, so that the findings are based on evidence of thorough monitoring;
- R4 improve efficiency by reviewing resources in terms of their appearance, use and storage;
- R5 eliminate the shortcomings in short-term planning for Children under Five;
- R6 attend to the pupil welfare issues discussed with the governing body.

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

52. The findings of the inspection team correspond to the judgement made by the school in its self-evaluation report.

53. Standards of achievement in lessons are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	79%	21%	0%	0%

54. Standards of pupils in lessons are higher than the Welsh Assembly Government targets for 2007, that is that 98% of lessons are grade 3 or better, and that 65% of lessons are grade 2 or better.

55. The educational provision for Children Under Five has some weaknesses, but there is evidence that these weaknesses can soon be put right.

56. At key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

Area of inspection	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
English		Grade 2
Welsh second language	-	-
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
History	Grade 3	Grade 2
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

57. Pupils with additional learning needs make good progress, according to their ability and maturity.

58. Throughout key stage 1 and key stage 2, pupils develop literacy and numeracy skills well. They write extensively in both languages to record experiences, such as visits that they have made. They handle numeracy confidently when gathering and summarising traffic statistics and when using grid references in geography. They do not master ICT skills to the same extent when undertaking cross-curricular activities.
59. All pupils at key stage 1 and key stage 2 make good progress in their bilingual skills. KS2 pupils can follow instructions in both Welsh and English, and when the lesson is through the medium of English, they use the language confidently as a medium of communication. The quality of their reading skills is generally good in both languages.
60. At KS1, the school results for 2006 were 100% across the three subjects assessed, namely Welsh, mathematics and science. These results are better than the county and national results. When comparing with the results of similar schools, that is those with corresponding numbers of pupils entitled to free school meals, the school is in the highest quartile in every subject.
61. At KS2, in 2006, pupil numbers were too small to draw a fair comparison with other schools. However, the school achieved in line with the targets set for the assessments.
62. Over the past three years, the school's results in the subjects assessed at KS1 and KS2 are generally high. KS1 results in 2004 were 100% in the three subjects assessed, whilst KS2 results in 2005 were 100% in the four subjects assessed, that is Welsh, English, mathematics and science.
63. In general, pupils make good progress in reaching their potential and succeed well in gaining skills and understanding the new concepts presented in lessons. However, pupils are not certain of the ways that they can improve or develop their work.
64. The great majority of pupils are committed to their work, working conscientiously and using their time effectively. A small minority of pupils, in both key stages, disrupt some lessons and they cannot working independently on the tasks set.
65. The behaviour of the great majority of pupils is generally good. They respect each other, their property and the school's property. They are polite towards adults who work in school or who are visiting it.
66. For the past three terms, the average attendance of pupils was good, with an average figure of 94.9%. Pupils, practically without exception, arrive punctually at school. They are also punctual when starting their learning sessions after break periods.

67. The spiritual, moral and cultural development of pupils is good. Their behaviour and their ability to concentrate when reflecting during collective worship sessions is outstanding. They respond conscientiously to every opportunity to collect money for charities and, in geography lessons, develop a good awareness of the less fortunate circumstances of people from poorer parts of the world.
68. Good features outweigh shortcomings in the social development of a small minority of pupils. At times, they do not show appropriate skills when asked to co-operate with each other, and they disrupt needlessly when they are expected to respond to instructions in lessons.
69. Pupils succeed in showing an appropriate awareness of equal opportunity issues and they develop the idea of fair play well in competitive sports. They show an appropriate attitude towards two pupils who worship in a different way to themselves, respecting their viewpoints.
70. Pupils develop a good knowledge of global citizenship through curricular activities such as studying Ghana in geography, through visiting the International Eisteddfod in Llangollen and through contributing to charities such as 'Operation Christmas Child'. The work they carry out when considering what the effect of wasting water might be on the inhabitants of hot countries strengthens their awareness of global citizenship and of sustainable development.
71. Pupils' awareness of the world of work is inconsistent. There have been visits to farms, including an organic farm, and to superstores in Aberystwyth. Pupils also visited the local site of 'Pentre Bach', the fantasy village of Sali Mali. Yet, pupils do not have sufficient awareness of the principles of commerce and industry. Apart from activities such as role play in the class shop at KS1, and opportunities for KS2 pupils to run a stall in order to raise money for Children in Need, pupils do not develop enterprise skills sufficiently.
72. Pupils involve themselves well in activities in their community and, through this, develop a good awareness of the culture of the local area. They take good advantage of opportunities to contribute to events in the area, such as 'Adla' Awst' and the 'Cwrdd Bach' and they visit an old people's home regularly to entertain the residents and to chat with them.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

73. The findings of the inspection team do not correspond to the school's view in its self-evaluation report. In the inspection team's judgement, there is a significant proportion of lessons where learning objectives are not sufficiently clear for pupils, short-term planning does not always fulfil the needs of learners and pupils' independence is not fostered sufficiently.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	68%	32%	0%	0%

75. The above figures are lower than the percentages for Wales noted in the Annual Report of the Chief Schools Inspector for the year 2004-05, that is that 18% of the teaching is grade 1, 61% of the teaching grade 2 and 20% of the teaching grade 3.

76. Teachers have good subject knowledge. They make appropriate use of different teaching strategies and resources complement tasks in the majority of lessons. Appropriate opportunities are provided for pupils to offer comments and respond to questions. The bilingual proficiency of pupils is fostered effectively.

77. Where teaching is good:

- lessons have been planned appropriately and they have a clear structure;
- teachers use effective and lively questioning techniques;
- there is praise and appreciation of individuals' efforts;
- there is effective use of the interactive whiteboard;
- there are clear links with previous learning;
- responsibility is given to pupils to make decisions.

78. Where there are shortcomings in lessons as well as good features:

- there is a lack of pace in the teaching;
- there is a lack of encouragement for less forthcoming pupils and a lack of attention for individual pupils;
- learning objectives are not shared clearly at the start of lessons, nor are they reviewed at the end;
- tasks do not challenge and extend some pupils sufficiently;
- there is a tendency to do too much for pupils.

79. Opportunities for pupils to work independently are rare; when this happens, it has a positive effect on pupils' learning.
80. Good features outweigh some shortcomings in the school's assessment system. The Baseline Assessment is accurately implemented for Children under Five and the information is used to plan further development. However, development and progress in the six areas of Desirable Outcomes is not recorded sufficiently.
81. The assessments for pupils with ALN meet the statutory requirements. The school has established appropriate ways of identifying needs and appropriate individual programmes (IEP's) are provided for them.
82. The school has a specific timetable for assessment. Aspects of every core subject are assessed according to the policy guidelines and this is done appropriately. Levels are set on core subject assessments and valid reasons are given to justify the given level. Ensuing steps for moving the work on and raising standards are also identified. Effective use is made of standardised tests. This assessment is appropriate.
83. The development of pupils in the foundation subjects is recorded but records are not consistent and structured enough to ensure a full picture of pupils' development. The school, having collaborated with schools in the catchment area, is revising assessment procedures for core and foundation subjects. As yet, these procedures are not operative.
84. Targets are set for pupils, but the process is not effective enough to ensure that they understand the purpose of assessment and how to improve their work. Pupils do not have a sufficiently active role in setting targets.
85. Pupils' work is marked regularly and, in general, teachers' comments are purposeful. However, they do not always provide further guidance for pupils on how to improve their work.
86. Parents are invited to school twice a year to see and discuss their children's work with the teachers. Parents appreciate these meetings. The annual reports for parents are of a generally good standard and conform to the statutory requirements. In a minority of subjects, comments do not always note the achievements of pupils. The general additional comments help to create a 'rounded' picture of the child.

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

87. The findings of the inspection team do not correspond to the school's grade 1 in its self-evaluation report. The inspection team's finding is that short-term planning does not always meet the aspirations and needs of individual learners and that there is no definite strategy to develop pupils' awareness of the world of work and to promote enterprise.
88. The school responds well to pupils' needs and interests and provides equal access to an appropriate and balanced curriculum across the key stages. It meets the statutory requirements of the National Curriculum and religious education and the Desirable Outcomes for Children under Five.
89. Appropriate policies and schemes of work are provided for all curricular areas, including the six areas of the desirable outcomes for the learning of Children under Five. However, some schemes are short of guidance in the foundation skills and key skills.
90. Short-term planning ensures appropriate activities for pupils at key stages 1 and 2, but the activities are not always planned specifically enough for the Early Years.
91. The school organises good opportunities for learning outside school, which complement the curriculum and extend it. These include visits to places of educational interest, welcoming visitors to school, homework and other suitable activities that reinforce pupils' understanding of the curriculum and contribute significantly to their experiences and progress.
92. The pupils' spiritual and moral development is enhanced significantly through both classroom based and whole-school based collective worship sessions. It is ensured that pupils come to respect worthy values such as truth and justice.
93. The school provides well for the social and cultural development of pupils. Good attention is given to aspects such as helping those that are less fortunate than themselves. Money is regularly collected for good causes. In addition, the personal and social education of pupils is developed effectively through aspects of the curriculum, such as specific PSE sessions and 'circle time'. Through the school council, good opportunities are provided for pupils to influence issues that affect their everyday lives. Pupils' cultural awareness is developed through providing opportunities for them to contribute in competitive meetings in the locality and through aspects of curricular work in art and music.

94. The school succeeds in giving good attention to the importance of sustainability and certain aspects are practised regularly, as when sending letters to inform parents about school events, and in recycling plastic bottles. Pupils also visited a refuse tip and have created a compost heap.
95. School links with parents are strong and this was confirmed in the pre-inspection meeting as well as in the questionnaires returned. Parents appreciate the experiences and opportunities their children have through the school, together with the values and attitudes fostered by the school. The Parents Association works to raise substantial amounts of money for the school fund.
96. The successful development of the bilingual skills of pupils is an integral part of school aims. Welsh and English are used appropriately as media of teaching and learning at KS2.
97. Good attention is given to the *Curriculum Cymreig* in school work; aspects of the heritage and culture of Wales are studied in art and music, and in activities in the community, such as the local competitive meetings, are well supported.
98. The link with the world of work is not a prominent feature of the school curriculum, and, apart from the opportunities that KS1 pupils have in the 'class shop' the opportunities within the curriculum to develop pupils' understanding of the principles of business are limited. A member of school staff has been on an enterprise scheme training course but, to date, there has been no follow-up work in class.
99. There are particularly good transition arrangements with the secondary school to which pupils transfer at the end of Y6. Y6 pupils spend about 10% of their time in the secondary school, and have lessons in science, physical education, Welsh and French with their peers from other schools. This is an effective arrangement, both educationally and socially, to ease the transfer from primary to secondary education. There are also opportunities for Y5 pupils to visit the secondary school.
100. Teachers take good advantage of the arrangement to collaborate within a cluster of primary schools, in particular when producing schemes of work.
101. There are appropriate links with health and welfare promotion agencies, including visits by a school nurse and a community policeman. There are other valuable links with the National Library and with the County Museum.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.
103. The quality of care, guidance and support provided for pupils is good. The school is a caring community where pupils are appreciated and supported. Pupils settle quickly in school. On the whole, there is a good relationship among pupils and between pupils and their teachers. All members of staff know their pupils well and succeed in promoting and developing sound moral values. Support agencies are used appropriately when the need for advice or specialist support arises.
104. The staff and designated governor are familiar with the school guidelines in the area of Child Protection and procedures for action have been established appropriately. An appropriate Child Protection policy has been produced since the last inspection.
105. Although school managers have discussed the issues relating to Health and Safety identified in the previous inspection and have acted partly on them, the elements that were not addressed continue to be a cause of concern, and are recommendations in this inspection.
106. The staff monitor the attendance patterns of individual pupils and more general tendencies, such as a small increase in the number of pupils absent on holiday during the term. The school receives explanations from parents for every absence but it does not keep a record of oral explanations. School registers distinguish appropriately between different kinds of absences.
107. The arrangement to locate a 'Pyramid Club' in the school, for pupils who need support to develop socially, is evidence of the protective, caring element that exists in school.
108. The provision for pupils with ALN is good and conforms to the requirements of the Code of Practice. The two pupils on the school action period and the one on the school action plus period receive appropriate support and have appropriate programmes. The school has appropriate procedures for identifying pupils with ALN. Members of staff work closely with the Local Education Authority agencies, with parents and with the secondary school to which pupils transfer.
109. The school ALN co-ordinator has appropriate knowledge about the needs of these pupils. They are supported effectively in school by an ALN support teacher, class teachers and a parent who has followed the specific 'Dyfal Donc' course for reinforcing the literacy skills of certain pupils.

110. The individual education plans (IEP's) include detailed learning targets that correspond to pupils' individual learning needs. These plans are reviewed in response to the progress made by pupils and they are discussed with the parents and with pupils. Pupils make good progress, in line with their ability.
111. The member of the governing body with responsibility for ALN is fully aware of her responsibilities and works with the school to ensure that every pupil has full access to the school's curriculum and activities.
112. The school has taken reasonable steps to ensure access for the disabled. A ramp allows wheelchair access to the main school building, but not to the cabin where KS2 pupils are taught.
113. In PSE lessons, pupils at both key stages discuss the characteristics of bullying and how to respond to it. Pupils testify they can turn to adults in school if anything is worrying them. There is also a box for the purpose, where pupils can note any concerns in writing. However, not all pupils are confident in reporting unacceptable behaviour, as they are concerned that the behaviour would get worse.
114. The school's procedures ensure that there is equal opportunity in every activity, with every pupil having an opportunity to take a full part in visits and events organised by the school. There is no stereotyping of any kind. Issues such as equality, diversity and racial links are discussed appropriately in religious education lessons and PSE lessons.
115. The school gives the school council appropriate status by allowing regular opportunities for it to meet in order to express its views and offer suggestions. On occasion, the school council decides on the charity that the school should support.

Leadership and management

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team correspond to the grade awarded by the school in its self-evaluation report.
117. The head provides appropriate leadership for the school, administering and implementing the existing policies and guidelines, which have been adopted by the governing body. The head co-ordinates the work of the staff effectively and they support her leadership well.
118. The school's policies, together with its day-to-day school procedures, are based on values and attitudes that offer equal opportunities to pupils and encourage their involvement in the community. The staff and members of the governing body understand and implement these policies.
119. The school makes an effort in involving itself with some of the priorities promoted nationally and its self-evaluation report notes an intention to further develop these initiatives. The 'Healthy School' project has been in operation for a number of years and the school is about to gain an 'Eco-School' bronze certificate. A Breakfast Club is run daily in the school dining room and a substantial number of pupils attend.
120. The school sets appropriate tasks annually for pupils in Years 1, 3 and 5. These are reviewed in the light of assessment results. The governing body is aware of the targets and discusses them.
121. The school acts effectively, in accordance with the guidelines outlined in the Performance Management policy, to promote the professional development of the full-time teacher. The head also has annual objectives set by a panel of the governing body and these are reviewed according to the requirements.
122. The commitment of the governing body to the school, its interest in its activities and the importance of the school being so involved in the community, are notable elements. They are of the opinion that the school is led in the right direction and they themselves have a positive role in reviewing policies and in dealing with issues in the School Development Plan. The handbook for parents includes all current requirements.
123. Although members of the governing body do not monitor the quality of the curriculum in a formal way, every member has an area of interest and they visit lessons and school activities on occasion.

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

Grade 3: Good features outweigh shortcomings

124. The judgement of the inspection team is different to the grade awarded by the school in its self-evaluation report. The inspection team finds that there is not enough rigour emanating from direct evidence in the school's self-evaluation procedures and that there is insufficient link between the findings of the self-evaluation and the priorities of the School Development Plan. In addition, although positive steps have been taken to fulfil the recommendations made in the last inspection, some issues remain.
125. The inspection team's judgement differs from that of the school in four of the seven key questions. In every case where there is a difference, the inspection team awarded a lower grade than the one awarded by the school.
126. The two full-time teachers, who share responsibility for all the subjects, have a good knowledge about some aspects of the provision. However, they do not use sufficiently definite criteria that enable them to identify whole-school standards of achievement.
127. A monitoring timetable has been established for monitoring a core and a foundation subject each term; although effective reports on lesson observation have been received in the past, the school has failed to adhere to its timetable recently, and there are no recent comprehensive reports on the monitoring of subject areas.
128. Members of the governing body take part in the self-evaluation process by discussing the report produced and expressing opinions on the seven key questions.
129. The school distributed a questionnaire to parents a while ago, as part of the self-evaluation procedure. This is good practice. The school considers that the school council represents the views of pupils and, in a school where numbers are so small, can provide a voice for their aspirations and suggestions.
130. The school's self-evaluation report is consistent with the pattern of Estyn's seven key questions, includes opinions on the quality of provision and identifies issues for development, in response to many aspects. However, no evidence was presented of thorough evaluations made by the school, in part because the report was limited to following a template prepared by the LEA; there is insufficient evidence of findings being the result of thorough monitoring of curricular areas and aspects of the provision.

131. The School Development Plan (SDP) includes the school's aims and objectives, job descriptions for members of staff and priorities for development. The ten priorities for development include some current ones and some that have been identified over the past few years. Details are noted, such as completion times, the person mainly responsible and any financial implications. However, the link between the findings of the self-evaluation process and the priorities of the school development plan is not clear enough.
132. Since the last inspection the school has made good progress in raising standards. Every subject that was unsatisfactory in that inspection has by now been awarded a Grade 3 and some a Grade 2. Five of the subjects that were satisfactory in the 2000 Inspection have shown progress, although some subjects (music throughout the school, history at KS1, D&T and religious education at KS2) have not yet shown progress.
133. There has been insufficient progress in some aspects of teaching, such as fostering the independence of pupils and extending the most able ones. Progress has been seen in writing experiences across the curriculum, but not in building ICT skills across the curriculum.
134. Since the last inspection, the school has established policies and procedures for Child Protection that are known to all staff. Other aspects of pupil welfare remain to be attended to.

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

Grade 3: Good features outweigh shortcomings

135. The findings of the inspection team differ from the grade 2 awarded by the school in its self-evaluation report. The inspection team's finding is that amongst the resources there are some items of furniture and books that were in poor condition. Methods of storing and displaying resources are not consistently of an acceptable standard.
136. A sufficient number of teachers is employed for the pupils. Their qualifications and expertise are appropriate for their responsibilities. They attend a variety of in-service training meetings in order to update their skills and they take advantage of opportunities to collaborate with fellow teachers in the cluster of local schools. No classroom assistant is employed.
137. The part-time teacher is used effectively for teaching certain subjects; usually the teacher is employed to allow the head to undertake administrative duties and to free the full-time teacher for her 'Planning, Preparation and Assessment' period. The head is confident that these periods are used appropriately and that they will have a positive influence on pupils' standards of achievement.
138. The sum and quality of resources available for the pupils' education is uneven. The school has invested in modern computers and there is one interactive whiteboard that is used effectively for lesson presentations.
139. Some books in classes and on the library shelves are old and worn. The condition of some pieces of furniture is unsuitable; the system for storing resources is ineffective and, in one case, is hazardous. The school, in its self-evaluation report, has recognised the need to undertake an audit of resources.
140. The fabric of the building is generally good, although rotten wood and the lack of pipes to channel rain-water affects the condition of the cabin. The school dining room is used effectively for some lessons and as a library. The school and its grounds are kept clean.
141. Space is limited in school. There is no purpose-built hall and KS2 pupils are located in a cabin by the main building. There is no extensive playing field, although there is a grassed area.
142. The governing body discusses financial issues regularly, and they consider the implications of financing the priorities in the School Development Plan in an effective way. They operate economically also when setting tenders for maintenance work and in organising a group of parents to paint parts of the school.

143. Each year, the school carries over underspent sums. This year, this sum is approximately 20% of the budget, which is significantly higher than the sum recommended by the Audit Commission, and the school does not have specific plans for expenditure in the near future. The school provides value for money.
144. The attention of the governing body was drawn to certain issues involving pupils' welfare.

Standards achieved in subjects and areas of learning

Under 5

145. There are some weaknesses in the educational provision for Children Under Five, but there is evidence that these weaknesses can soon be put right.
146. As there is only one child under 5 on the school register, there will be no report on standards in this section.

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

147. At KS1, a good number can talk and discuss confidently, discussing personal experiences and expressing opinions on aspects of their lives. The most able talk extensively and are fully prepared to provide comments enthusiastically. Pupils can recall the main characteristics of a story presented to them, using oral language effectively to convey information and to clarify.
148. Pupils read accurately on the whole. When necessary, they can decode unfamiliar words in order to pronounce them accurately. They enjoy stories and can respond to them with enthusiasm.
149. Pupils can record pieces of free writing, such as an imaginary postcard, a portrait of a friend or piece of personal experience; the written work has an appropriate sense of order. The most able can write an imaginary story with an appropriate sequence, and include an exciting incident. They vary their sentences when creating a portrait of a character in a book. They understand how a technique such as alliteration enables them to create effect in their writing.
150. They gather factual information and then create a description, such as when they describe sea creatures. They compose a dialogue between imaginary characters and create a piece in diary form, adopting an effective register for both.
151. At KS2, a large number of pupils communicate well orally. They chat and discuss confidently, expressing their curricular experiences and responding meaningfully to questions. The most able, in the upper part of the key stage, are very willing to offer comments spontaneously and use oral language to explain and reason.
152. Their reading skills are good, with a substantial number able to read aloud accurately, conveying the meaning of what they read. They can follow the content of the book effectively. They know how 'contents' and 'index' pages in factual books facilitate their investigative work.
153. They succeed well in composing chronological pieces of writing, often in response to a visit undertaken, or to record the experiences of visitors who contributed to aspects of their thematic work. They compose interesting pieces from their imagination, such as a letter from the standpoint of a historical character. The most able pupils display an appropriate register and use paragraphs effectively.

154. They effectively undertake a good variety of writing experiences, such as a prayer of thanks, devising questions for the school cook, and comparing and contrasting two characters in a story.

Shortcomings

155. At KS1, a small minority are not fluent enough in reading and do not gain meaning from the text effectively.
156. At KS2, pupils do not take sufficient responsibility for refining and improving their own written work

English

English is not taught or assessed at key stage 1.

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

Good features

157. At KS2, the majority of pupils listen well to each other and to class presentations. They respond to instructions and questions confidently. They contribute effectively to whole class discussion. Individual pupils are prepared to express opinions and viewpoints and to ask questions.
158. The standard of reading of the majority of pupils is good, with the others reading according to their level of development. They can recall freely what has already happened in the books that they read. The most able readers read fluently with effective expression. Pupils make increasing use of their books and other print sources to gather information for their work across the curriculum.
159. Pupils produce an appropriate variety of factual and creative written work across the curriculum. When writing a story they have a beginning, middle and end to it. Usually, the basic grammatical pattern of sentences is accurate with appropriate paragraphing. They use a thesaurus confidently to find more effective words for their work.
160. The handwriting of the great majority of pupils is neat and legible.

Shortcomings

161. There is a small number of pupils who are not confident in responding or offering comments orally, and there are individuals who do not read with the expected fluency.
162. Pupils do not make sufficient use of the process of drafting and editing in order to improve their work and develop self-criticism.

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

163. At KS1, the great majority of pupils have a good understanding of bonds and number patterns, including odd and even numbers. They count in multiples of 2, 5 and 10 accurately. They can calculate including 'more than' and 'less than' accurately.
164. KS1 pupils are familiar with measuring in non-standard and standard measures and when undertaking practical work they predict the measurements reasonably. They use mathematical language accurately.
165. The practical experiences in the class shop mean that pupils can handle money confidently. They recognise the value of different pieces of money and can use them accurately to calculate sums of money and give change.
166. Pupils can gather data, record it in graph form and interpret the results accurately. They discuss the work enthusiastically.
167. Pupils recognise two dimensional (2D) shapes and describe their characteristics accurately. They understand simple fractions well. Their knowledge of time is also good. They can name the days of the week, months of the year and the seasons, and they read the clock and tell the time accurately, according to their ability.
168. At KS2, the understanding of the majority of pupils of the four rules of number is sound. They have an appropriate range of reasoning strategies for discussing number problems and respond quickly to mental work. They can explain their method of working clearly.
169. Pupils have an appropriate understanding of time and they succeed comparatively well in converting from time on a 12-hour clock to a 24-hour clock.
170. Pupils understand fractions and can handle them with increasing accuracy. The older pupils understand the relationship between fractions, decimals and percentages and can convert from one to the other fairly confidently. They round off numbers accurately.
171. Pupils have a sound understanding of 2D and 3D shapes. They calculate the perimeter and surface of shapes accurately and succeed well in measuring angles.

172. Pupils gather and present data for different purposes, recording their findings in different ways. The most able pupils analyse data and form conclusions based on them.

Shortcomings

173. At KS1, pupils have insufficient knowledge and understanding of different strategies for mental calculation.
174. At KS2, individuals are uncertain of number processes and lack confidence in discussing and explaining their work.

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

175. KS1 pupils understand well what a plant needs to thrive; the majority understand there is a specific order to the circle of life. They can identify and name the main parts of some herbaceous plants and are good at knowing which parts are edible.
176. A good number of pupils can observe things that change as they get colder or warmer, and reason about the fact that some can revert to their previous form whilst there are others that cannot be reversed.
177. They understand that it is possible to change the shape of some objects and materials as force works on them, whilst other objects and materials keep their shape.
178. They know that change through melting happens to some things as a result of being heated.
179. At KS2, pupils can classify plants according to their ability to flower or not. They record some examples of these kinds. They undertake investigative work to find the purpose of different parts of plants.
180. They know about the conditions for growth and can provide valid suggestions for undertaking an investigation. They understand conditions for a fair test and the need for variables to prove a theory or prediction.
181. By investigating, they understand that changes caused to some things are ones that can be reversed, whilst others are irreversible. They understand that substances can change their form when heated, cooled or mixed. They know about different processes that enable them to separate mixed substances, recording meaningfully and using appropriate terms.
182. They can list the properties of living things. They know about creatures that are vertebrates and invertebrates and can distribute vertebrates into five groups.

Shortcomings

183. Pupils throughout both key stages do not inquire and investigate consistently in order to come to scientific conclusions; rather, they deal with facts too often.
184. A minority of KS1 pupils have difficulty in understanding and recording the life cycle of a plant in its proper order.

Information technology

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

185. At KS1, pupils make good use of appropriate programs to reinforce their numeracy and literacy skills and to produce effective art work. They follow screen instructions accurately. They use their word processing skills with increasing confidence to create graphs for handling data and to present their written work. With assistance, they can print their work and there are individuals who are confident to do so on their own.
186. They control the “Bee Bot” floor-turtle confidently, giving sensible instructions for it to move in different directions. They can control the mouse and move objects on the screen confidently.
187. At KS2, individuals show good skills in working independently and they make confident use of the computer.
188. Pupils can load, save, retrieve and print their work accurately. They use their word processing skills competently to record their work and to display final copies of their written work.
189. They can feed information into a data program and create various appropriate graphs. They search for information on CD-Rom or the Internet with increasing confidence. Individual pupils can use the Web to send and receive messages, whilst others need some support to do this.
190. Pupils control the floor-turtle skilfully and give it intelligent instructions.

Shortcomings

191. At KS1, understanding of the use of IT in everyday life is superficial.
192. At KS2, pupils are not confident enough in using the computer for exploring and solving problems.
193. KS2 pupils do not apply IT sufficiently within other subjects such as music, or for applications such as modelling.

Design technology

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

194. KS1 pupils create simple but effective models, using cardboard and split-pins to create and assemble moving components.
195. They master skills in cutting, folding and pasting well when creating paper cubes, firstly planning a net for them.
196. When looking at the processes of making butter and bread, pupils can reason about ingredients used and list them in an organised way. They know it is not possible to turn bread back into dough after it is baked.
197. At KS2, pupils understand the process of making bread and describe the required ingredients for the process. They learn to classify bread according to features such as texture and taste. When comparing different kinds of sandwiches, with regard to price, taste and filling, they can record their findings in table form, giving reasons for their choices.
198. When considering possible fillings for their sandwiches, pupils can provide a variety of ideas. They are aware of the importance of hygiene when handling foods, and safety when using sharp equipment. They can evaluate finished sandwiches by considering appearance and the balance of filling.

Shortcomings

199. The finished work of KS1 pupils is not always tidy enough.
200. KS2 pupils do not undertake enough planning and making structures, nor do they discuss the kinds of devices that depend on moving components.
201. They do not use IT to investigate, to produce initial patterns or for the purpose of controlling.

History

Key Stage 1: Grade 3 – Good features outweigh shortcomings

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

Good features

202. In both key stages, the awareness and understanding of pupils of historical issues are extremely sound, due to educational visits to places of historical interest.
203. At KS1, pupils understand that events have a sequence and that things can change over time. Individuals make accurate use of words and phrases to do with the passage of time. They are aware of the order of days, weeks and years.
204. Pupils have a good understanding of the concepts of 'present' and 'past'. When discussing farming, they compare enthusiastically methods of farming today to those of long ago.
205. More able pupils have an appropriate knowledge about the lives of some prominent characters in the history of Wales and England, and can explain simply why they are famous.
206. At KS2, pupils have a good awareness of chronology and can place historical periods on a time-line fairly confidently. They place events from one specific period in history on a time-line accurately and in detail. Their understanding of historical terms is good.
207. In the context of their current theme, pupils can discuss appropriately equipment and methods of farming within and across historical periods. They discuss sensibly the construction and use of farming implements in the different periods.
208. When recalling the Tudor period, they discuss facts enthusiastically, talking sensibly about their ways of life, homes and work. They compare that period with the present to good effect.
209. KS2 pupils discuss the facts and effects of the time of the Second World War enthusiastically, discussing relevant artefacts intelligently. They show empathy when discussing the experiences of evacuees.

Shortcomings

210. At KS1, a number of pupils are uncertain of facts and knowledge when remembering aspects of previously completed work.
211. At KS1, pupils' ability to gather information and use sources is not adequate.
212. At KS2, pupils do not investigate independently enough.

Geography

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

213. KS1 pupils know the main differences between a village and town. They can name villages and towns in their area and beyond. They record in tabular form the services available in their village and in a seaside town they visited.
214. They know the main points of the compass and that features around them are located in these directions. They can confidently program the movements of a computerised appliance to follow the points of the compass, using simple references. They create graphs to classify and record the flow of traffic through the village.
215. The majority of pupils can locate features and symbols accurately on a simple reference grid.
216. At KS2, pupils know facts about a country in Africa. They can record predictions sensibly about the living conditions of people in Ghana, together with the landscape and climate, before verifying them.
217. By using atlases for their investigations, they can compare and contrast some features relevant to Wales and Ghana in the form of concise notes or in the form of a Venn diagram.
218. They know that maps and atlases can be based on different scales.
219. A small number of pupils use some appropriate terms, such as 'hurricanes', 'equator' and 'coast', effectively.
220. At both key stages, pupils take advantage of a purposeful visit to come to understand about an organic farm and the way man can care for the land and its produce in a 'different' way.

Shortcomings

221. Pupils across both key stages do not ask questions and express opinions sufficiently about their own environment and how it can be improved.
222. The records made by KS2 pupils when discussing contrasting features of countries and in labelling maps are superficial and often unfinished.
223. The grasp of a good number of pupils of geographical terms is uncertain.

Art

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

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

Good features

- 224. KS1 pupils can mix primary colours to create specific shades for their paintings. They create good paintings based on observation work.
- 225. When welcoming a Welsh artist to school, they come to understand how he creates his unique paintings. They experiment effectively, using mixed media, such as soil, glue and water, to create pieces with a special texture. They develop the work by using it as a decoration for a verse from a nursery rhyme.
- 226. They devise a variety of patterns by repeating lines and shapes in pastels, and can draw characters from a story. They can create a collage effectively by gathering and arranging natural materials from the environment.
- 227. They explain clearly what they are doing and the most able can use appropriate terms such as 'background', 'hard', 'rough', 'turquoise', when discussing their work.
- 228. KS2 pupils succeed well in reproducing a famous picture by a renowned artist, using paint and pastels effectively. They know about the significance of the original picture.
- 229. When working with a prominent Welsh artist, they use silk-screen techniques to create a project that shows pattern and imagination.
- 230. KS2 pupils can choose, cut and organise appropriate pictures from magazines to create a *montage* linked to the term's theme. They can evaluate each other's pieces of work with reason.
- 231. They collaborate to plan and create a model of 'Tŷ Dwmpfen' on the school grounds. They develop skills in weaving and tying natural materials for the task.

Shortcomings

- 232. A minority of pupils in both key stages do not show enough grasp of skills in sketching and detailed observation.
- 233. The grasp of KS2 pupils of specific art vocabulary is limited.

Music

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

234. At KS1 pupils sing a variety of songs appropriate for their age and level of development. The quality of singing is satisfactory. The majority of pupils recognise and name accurately pitched and unpitched instruments. They use some of these instruments when accompanying their songs, keeping an accurate beat.
235. Pupils can repeat a rhythm and follow accurately a rhythmic pattern set in a specific form. They follow these rhythms carefully when performing the finished work. They express opinions simply on their performance.
236. After listening to music by a famous composer, they express a simple opinion on it, using musical vocabulary appropriately. They create interesting pictures to convey some of the musical works.
237. At KS2, pupils sing a variety of songs and hymns, including singing in two parts. The quality of the singing is satisfactory.
238. All KS2 pupils learn to play the recorder and do so to a good standard. They read old notation and recognise the value of notes. They follow music accurately on a score. They have performed some musical pieces in two parts and do so with increasing confidence. Some individuals have additional instrumental lessons and this contributes effectively to good standards in performing.
239. Pupils can create a variety of rhythmic patterns in four beats. They record their work on a score and, when performing their composition, keep the beat accurately.
240. Pupils have an appropriate knowledge about composers and performers from Wales and beyond. When listening to music by classical composers, they can recognise some elements in the music, expressing opinions simply on these pieces.

Shortcomings

241. At KS1 and KS2, the control of pupils over pitch, breathing and dynamics when singing is not adequate and they have little grasp of musical terms and vocabulary.
242. In both key stages, pupils' ability to compose and evaluate their own work and that of others is insufficient. They do not use their ICT skills to enhance their music ability and awareness in both key stages.

Physical education

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

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

A gymnastics lesson was observed at KS1 and a ball-skills lesson at KS2.

Good features

- 243. Pupils at KS1 dress appropriately for gymnastics lessons.
- 244. They respond enthusiastically to activities and the significant majority respond well to instructions. They show good control when walking and jogging, when warming up.
- 245. They control their bodies effectively when performing certain basic shapes, such as a star and tuck. They succeed in varying the level of their performance at the teacher's suggestion.
- 246. A good number of pupils create an effective sequence based on techniques practised earlier.
- 247. KS2 pupils respond enthusiastically to activities in ball-skills lessons. They use space effectively when warming up. Their techniques in walking nimbly and jogging are good.
- 248. They succeed in co-operating effectively in pairs and make good progress in their skills in passing and catching a ball, and they develop further mastery of the skills when on the move.
- 249. A good number of pupils adapt their passing and catching skills in group work, moving about effectively to create new angles in order to receive the ball.

Shortcomings

- 250. At KS1, the tendency of two or three pupils to disrupt during the lesson, by making unnecessary sounds and comments, affects the quality of their work.
- 251. A minority of KS2 pupils do not understand the importance of moving to a different place when co-operating in passing and catching a ball, in order to avoid interception by an 'opponent'.

Religious education

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

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good feature

252. At KS2, pupils are aware that the Bible is a special book for Christians. They can repeat stories from the Bible appropriately. They know about some characters from the Old Testament, together with stories about Jesus. When discussing some of Jesus' parables, they come to understand their significance for us today.
253. Pupils are aware of the main church festivals and the significance of important days. They can describe the main features of a church, together with the sacrament of baptism and its meaning.
254. They write a variety of simple prayers for different occasions and individuals can discuss the purpose of prayer appropriately.
255. Pupils have a good understanding of principles such as care for others and sharing with others. They are familiar with some features of another religion and can discuss this simply.
256. At KS2, pupils have further knowledge of the Bible and can repeat a number of stories and link some main events in the New Testament with the Christian festivals. Individuals can explain the difference between the Old Testament and New Testament.
257. Pupils understand that protecting the environment is important and understand the significance of family, home and community.
258. KS2 pupils understand the meaning of prayer and compose sincere and effective prayers of their own.
259. They discuss meaningfully the sacrament of communion and its meaning for Christians. They name church festivals accurately, explaining their significance. They have suitable knowledge of saints.
260. Pupils discuss appropriately religious practices and rules and devise rules that are relevant to them. They are familiar with elements of other religions and can discuss significant features simply.

Shortcomings

261. At KS1, the knowledge of pupils about religions other than Christianity is elementary.
262. At KS2, pupils have an insufficient awareness of places of pilgrimage for believers.
263. The knowledge of KS2 pupils of different religions in the world is superficial.

School's response to the inspection

We, as staff and governing body, are pleased that the inspection's findings acknowledge that the quality of the care, guidance and support given to pupils is good, as well as the fact that the whole staff foster high standards within the school.

The pupils' bilingual competence was found to be good, as well as the fact that the school provides well for the *Cwricwlwm Cymreig*, in studying aspects of the heritage and culture of Wales.

The partnership that exists between the school and the parents is noted, as well as the way the members of the governing body take pride in the school and in its contribution to the community.

We intend to build on the good standards that exist, by attending to the defects that have been noted. The staff and governing body will revise the current development plan in order to incorporate an action plan in response to the report's recommendations.

Appendix 1

Basic information about the school

Name of school	Bronant Community School
Type	Community
Age range of pupils	4 – 11
School Address	Bronant Aberystwyth Ceredigion
Postcode	SY23 4TQ
Telephone number	01974 251238

Head	Mrs E E James
Date of appointment	September, 1993
Chair of Governors/Appropriate Authority	Councillor D Lloyd Evans
Registered Inspector	Len Jones
Inspection dates	November 7 - 9, 2006

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	-	1	1	7	2	5	2	3	21

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9.1 : 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	10.5
Teacher (fte): class ratio	9.1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2005	-	97.1%	95.2%	-
Spring 2006	-	98.4%	93.6%	-
Summer 2006	-	98.1%	96.1%	-

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	-

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum end of KS1 Assessments 2006	Number of pupils in Y2	2
As the number of pupils eligible to be assessed at the end of Key Stage 1 is more than 4 but less than 10, only performance indicators are included.		

Percentage of pupils achieving at least level 2 in mathematics, science and English or Welsh [mother tongue] according to teacher assessments			
In the school	100%	In Wales	80%

D Pupils disapplied from the statutory arrangements
W Pupils working towards Level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum end of KS1 Assessments 20076	Number of pupils in Year 6	1
As the number of pupils eligible to be assessed at the end of Key Stage 1 is more than 4 but less than 10, only performance indicators are included.		

Percentage of pupils achieving at least level 4 in mathematics, science and English or Welsh [mother tongue] according to teacher assessments			
by teacher assessment		by test	
In the school	0%	In the school	-
In Wales	72%	In Wales	-

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

Appendix 4

Evidence base of the inspection

- The inspection was held by three inspectors, who were present for seven 'inspector days'.
- Pre-inspection meetings were held with parents, where there were nine parents present, and with the governing body, to discuss the life and work of the school.
- Five parents' questionnaires, along with one supplementary note, were returned and were carefully analysed.
- Discussions were held with the head and with teachers.
- The school's documentation was inspected.
- A total of 24 lessons, or part lessons, were observed.
- Samples of pupils' work in every year group was examined
- A cross-section of pupils was heard reading in both key stages
- Discussions were held with pupils about aspects of school life and their work
- Arsylwyd ymddygiad y disgyblion yn ystod amseroedd egwyl, amser cinio ac ar ddechrau a diwedd sesiynau'r ysgol.
- Pupils' behaviour was observed during break-time, lunch-time and at the beginning and end of school sessions
- The inspectors attended services.
- Post-inspection meetings were held with the staff and with the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Len Jones (Registered Inspector)	Context Summary and Recommendations Key questions 1, 5, 6 and 7 Welsh; science; design and technology; geography; art; physical education
Rhianwen Huws Roberts (Team Inspector)	Key Questions 2, 3, 4 ; Contributions to Question 1; Children under 5; English; mathematics; information technology; history; music; religious education
R. John Roberts (Lay Inspector)	Contributions to Key Questions 1, 2, 3, 4 and 7

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
LLANGEFNI
Anglesey
LL77 7HL

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