

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

**Ysgol Gynradd Cwrtnewydd
Cwrtnewydd
Llanybydder
Ceredigion
SA40 9YN**

School Number: 6672328

Date of Inspection: 04/12/06

by

**Wil Williams
67644**

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Ysgol Gynradd Cwrtnewydd 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 Cwrtnewydd took place between 04/12/06 and 06/12/06. An independent team of inspectors, led by Wil Williams 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	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

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Context

The nature of the provider

- 1 The school is located on the outskirts of the village of Cwrtnewydd, some eight miles west of Lampeter. There are currently 40 pupils between 4 and 11 years of age on the register. The vast majority of pupils come from the village itself and surrounding areas, whilst others travel considerable distances to school.
- 2 The pupils are taught by three full-time and one part-time teachers and one learning assistant.
- 3 The area served by the school is traditionally Welsh speaking and approximately 30% of pupils speak Welsh at home. The school teaches the Welsh First Language Programme of Study.
- 4 The area is considered to be neither prosperous nor economically disadvantaged. Twenty-four per cent of the pupils are entitled to receive free school meals, a figure that is slightly higher than county and national averages.
- 5 The pupils' attainment levels vary considerably when they are first admitted to school. Twenty-two per cent of pupils have additional learning needs, a figure that is a little higher than the national average, and one pupil has a Statement of Additional Learning Needs.
- 6 There have been no significant changes in school organisation since the last inspection in the Autumn term of 2000. The headteacher was appointed to her post in September 1999.

The school's priorities and targets

- 7 The school's priorities and targets for the period 2006-2007 include:
 - a. target the pupils who under-achieve in literacy through the 'Excel' programme;
 - b. development assessment for learning;
 - c. develop the strategic role of the governing body;
 - d. develop the effectiveness of the School Council.

Summary

- 8 The self-evaluation report produced by the school prior to the inspection matches the judgements made by the inspection team in six of the seven key questions.
- 9 The school has made good progress in addressing the seven Key Issues identified in the 2000 Report. More work is required to raise standards in science and physical education in key stage 1.

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 leadership 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 learners and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 10 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

- 11 The standards achieved by pupils are higher than the all-Wales Welsh Assembly Government [WAG] targets for 2007.
- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 13 The pupils achieve good standards in the vast majority of subjects. All pupils, including those with additional learning needs, make good progress towards achieving the individual targets set for them.
- 14 The standards achieved in the subjects and areas of learning that were inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 3	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2

Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

- 15 The standards achieved in the basic skills by the under-fives and key stage 1 and key stage 2 pupils in language and communication, mathematics and information and communications technology, are good.
- 16 The bilingual proficiency of pupils of all ages is good, and the vast majority use Welsh and English confidently in their work.
- 17 Key stage 1 results in the National Curriculum assessments in 2006 were better than local and national performance in all three core subjects. In key stage 2, results in English were higher than local and national performance and results in Welsh, mathematics and science were lower.
- 18 In relation to schools with a comparable percentage of pupils entitled to receive free school meals, the results for 2006 were as follows:

	Welsh	English	Mathematics	Science
Key Stage 1	*		*	*
Key Stage 2	■	*	■	■

* upper 25%
■ lower 25%

- 19 Pupils of all ages make good progress in their learning. They show good motivation and work productively, displaying a high degree of independence. Their ability to evaluate their own work has not developed to its full potential.
- 20 Pupils make outstanding progress in their personal, social and moral development. They are caring of each other and work together to very good effect. The standards of behaviour of pupils of all ages are outstanding.
- 21 For the three full terms prior to the inspection, pupils' average level of attendance at the school was slightly above 92% and there is room for improvement. The vast majority of pupils arrive at school punctually in the morning.

The quality of education and training

- 22 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

- 23 The good working relationship between teachers and pupils nurtures effective learning. There are clear objectives to lessons, careful consideration is given to the learners' needs and they receive good support as they fulfil their tasks. High quality resources are provided for pupils and effective use is made of information and communications technology in order to support the learning and teaching.
- 24 In a small number of lessons, the tasks lack the required level of challenge and pupils are too dependent on teachers' guidance.

- 25 The quality of assessment, recording and reporting is good. Purposeful use is made of a range of assessment tools, written work is marked regularly and appropriate individual targets are set for pupils.
- 26 The annual reports to parents are of good quality, but insufficient opportunities are given to parents to view their children's work and to discuss their progress with the teachers.
- 27 A broad and balanced curriculum is provided for pupils of all ages. It is carefully planned and ensures continuity and progression in the pupils' experiences. There is effective provision for improving the pupils' bilingual skills and a sound emphasis is placed on the Cwricwlwm Cymreig.
- 28 The wide range of extra-curricular activities is an outstanding element of the school's provision and it enables pupils to develop additional skills and to nurture self-confidence.
- 29 There is a lack of understanding between parents and school as to the content and frequency of homework. This was raised by parents during their meeting with the inspectors.
- 30 The provision for promoting the pupils' personal and social education is outstanding. Pupils receive numerous opportunities to develop important personal skills and to practise their social skills.
- 31 Parents are supportive of the work of the school and they raise considerable sums of money to purchase resources for the pupils.
- 32 Pupils benefit considerably from working with other small schools in the locality through the 'Four Subjects Scheme.' There are good pastoral and curricular links with the local secondary school.
- 33 A high priority is given to raising pupils' awareness of sustainable development and of global citizenship issues.
- 34 Care and support arrangements are well planned and managed. The school is a happy and caring community where pupils are happy and confident in approaching adults for advice and guidance. There are appropriate child protection policies and procedures that are known to all.
- 35 The procedures for pupils with additional learning needs are good. Pupils' needs are identified at an early stage and appropriate support is provided for them.
- 36 The school ensures that all pupils, regardless of ability, background or gender, receive equal access and opportunities in all activities.
- 37 The school has effective policies and strategies for nurturing positive attitudes such as acknowledging diversity and promoting racial equality. There are good procedures for eliminating any oppressive behaviour and bullying.
- 38 There are effective policies and procedures to ensure that no pupils with disabilities are placed under disadvantage and that they are treated equally.

Leadership and management

- 39 The headteacher is active and committed and she leads the school well. She provides a clear sense of direction to the work of the school and gives a high priority to raising the standards achieved by pupils and to improving the educational provision.
- 40 The teachers shoulder a good measure of duties and they play an active part in the school's self-evaluation arrangements. There is room to further develop their responsibilities with regard to monitoring and evaluating lessons.
- 41 The governing body is supportive of the work of the school and they have appropriate policies and procedures in place to ensure that they fulfil their statutory responsibilities. However, they are not sufficiently active in terms of monitoring standards, managing staff and setting a strategic direction for the development of the school.
- 42 There are effective arrangements for monitoring and evaluating the school's performance, but they have not been operational for long enough to lead to raising pupils' standards of achievement. Evidence is drawn from several sources in the evaluations, but parents receive insufficient opportunities to contribute to the evaluations and to influence the development of the school.
- 43 The close links between the priorities outlined in the School Development Plan and the outcomes of the self-evaluation arrangements lead to a clear sense of direction for the development of the school.
- 44 The self-evaluation report produced by the school prior to the inspection is of good quality. It is concise and gives a useful overview of the school's strengths, together with the areas that require attention.
- 45 There is a sufficient number of teaching and support staff. They have received the appropriate training and possess a good range of experience. The class assistants make a key contribution to the quality of the learning and teaching.
- 46 The school has a good supply of resources for all ages. The accommodation offers a suitable location for teaching and learning despite the lack of space, particularly so in the younger pupils' classroom.
- 47 The headteacher and governing body review the school's use of resources on a regular basis in order to ensure value for money.

Recommendations

- R1 Raise standards in science and physical education in key stage 1 by addressing the shortcomings identified;
- R2 Strengthen the strategic role of the governing body and further develop their monitoring and evaluation responsibilities;

- R3 Work with parents to review the homework policy and ensure more effective arrangements for open evenings;
- R4 Develop the pupils' ability to evaluate their own work;
- R5 Continue the current efforts to raise pupils' levels of attendance.

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

- 48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 49 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

- 50 The standards achieved by pupils are higher than the all-Wales Welsh Assembly Government [WAG] targets for 2007.
- 51 The standards achieved in the subjects and areas of learning that were inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 2	Grade 2
Science	Grade 3	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

- 52 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 53 All pupils, including those with additional learning needs, make good progress towards achieving the individual targets set for them.

- 54 The oral, literacy and communications skills of the under-fives are developing well. They make confident use of their mathematical skills during practical activities and they make good progress in their ability to use information and communications technology.
- 55 The standards of pupils' key skills in key stages 1 and 2 are good. They make purposeful contributions to class discussions, read a good range of texts with increasing accuracy, and a good number of them are proficient readers. They effectively apply their mathematical skills in different contexts and make good use of their information and communications technology skills in several subjects.
- 56 The bilingual proficiency of pupils of all ages is good, and the vast majority use Welsh and English confidently in their work.
- 57 The creative and problem solving skills of pupils of all ages are good.
- 58 In 2006, every pupil in key stage 1 attained Level 2 or above in Welsh, mathematics and science in the National Curriculum assessments. The results for the last three years show that the school's performance in every subject is consistently higher than local and national performance.
- 59 In key stage 2, the percentage of pupils attaining Level 4 in Welsh, mathematics and science was lower than local and national performance. The school's performance in English was slightly higher than national performance. The lower performance may be attributed to the high percentage of pupils with additional learning needs in the group. Half the cohort attained level 5 in Welsh.
- 60 In relation to schools with a comparable percentage of pupils entitled to receive free school meals, the results for 2006 were as follows:

	Welsh	English	Mathematics	Science
Key Stage 1	*		*	*
Key Stage 2	■	*	■	■

* upper 25%
■ lower 25%

- 61 There are no significant differences in the performance of girls and boys in either key stage.
- 62 Pupils of all ages make good progress in their learning. They are quick to learn new knowledge and skills and the vast majority work at their optimum level of ability. They show good motivation, work productively and use their time effectively. Their ability to evaluate their own work and to identify what they need to do to improve has not developed to its full potential.
- 63 The standards of behaviour of pupils of all ages are outstanding. They behave responsibly, respect each other and show a very high level of self-discipline. This makes a considerable contribution to creating a civilised school community and a pleasant learning environment.

- 64 For the three full terms prior to the inspection, pupils' average level of attendance at the school was slightly above 92% and there is room for improvement. The vast majority of pupils arrive at school punctually in the morning.
- 65 Pupils make outstanding progress in their personal, social and moral development. They are caring of each other, are willing to listen to the opinions of other pupils and are open and honest in their involvement with teachers. They work together to very good effect in group situations during personal and social education periods.
- 66 The pupils' ability to work independently is good. From an early age, they are able to organise their own work and take responsibility for their learning.
- 67 Pupils have a good awareness of equal opportunity issues and they show respect towards and an appropriate awareness of diversity in society. They take pride in their community and take advantage of every opportunity they are given to contribute to its life and work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	94%	6%	0%	0%

- 70 The teachers' planning is detailed and it sets clear objectives for lessons. They have a good understanding of curriculum subjects and give careful consideration to the needs of individual pupils.
- 71 The good working relationship between teachers and pupils nurtures effective learning. They treat all pupils fairly and due prominence is given to the pupils' voice in lessons. There are high expectations in terms of self-discipline and pupils are encouraged to do their best.
- 72 Appropriate class organisation ensures that effective use is made of numerous strategies such as group work, paired work and whole-class activities.
- 73 A range of interesting tasks is provided and careful attention is given to the needs, ages and abilities of each pupil. They receive good support to fulfil their tasks and their work is regularly monitored.
- 74 High quality resources are provided for pupils and effective use is made of the interactive whiteboard and information technology in order to support the learning and teaching.

- 75 In a small number of lessons, the tasks lack the required level of challenge and pupils are too dependent on teachers' guidance.
- 76 The quality of assessment, recording and reporting is good. Purposeful use is made of a range of assessment tools and results are effectively analysed in order to guide the planning and to set targets for improvement. There are detailed arrangements for tracking pupils' progress in every subject.
- 77 Written work is regularly marked. In general, the teachers' comments are constructive and they contain useful suggestions for improvement.
- 78 Pupils are aware of the targets set for them in the core subjects but the self-assessment system is in its infancy.
- 79 The annual reports to parents are of good quality and they give a clear picture of their children's achievements and progress. They conform to statutory requirements.
- 80 Once a year, the school organises an open evening for parents to view their children's work and to discuss their progress with teachers. This arrangement is not adequate and this was confirmed by parents during their meeting with the inspectors.

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

- 81 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. Inspection evidence shows that there are not enough outstanding features to justify the Grade 1 awarded by the school.
- 82 A broad, balanced and carefully planned curriculum is provided and it ensures continuity and progression in the pupils' experiences throughout their time at school. It fully conforms to statutory requirements.
- 83 There is appropriate planning for teaching the basic skills and the key skills. There is effective provision for improving the pupils' bilingual skills and sound emphasis is placed on the Cwricwlwm Cymreig within several curriculum subjects, such as art, music and the humanities.
- 84 The wide range of extra-curricular activities is an outstanding element of the school's provision and it enables large numbers of pupils to develop important personal and social skills.
- 85 Pupils of all ages regularly take their reading books home, but there is no clear understanding between parents and the school as to the contents and frequency of homework. This was raised by parents during their meeting with the inspectors.
- 86 The provision for promoting the pupils' personal and social education is outstanding. Through various curricular activities and periods such as circle time and the School Council, pupils receive good opportunities to develop and practise key personal and social skills to very good effect.

- 87 The school has created effective links with several partnerships. Parents are supportive of the work of the school and they raise considerable sums of money to purchase resources for the pupils. The school plays a key role in the life of the community and pupils make regular visits to local industries and businesses.
- 88 Pupils benefit considerably from working with other small schools in the locality through the 'Four Subjects Scheme.' There are good pastoral and curricular links with the local secondary school.
- 89 The specific attention given in geography lessons to environmental aspects and to sustainable development helps to improve pupils' understanding of their responsibility towards the environment. Their awareness of global citizenship issues is developed effectively through the various links the schools have formed with several overseas countries.
- 90 The responsibility the pupils take for running the fruit shop makes a good contribution towards developing their enterprise skills.
- 91 The breadth of learning experiences allows the pupils to develop skills that are valuable in terms of lifelong learning. These include bilingualism, personal and social skills, use of information and communications technology and nurturing independence.

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

Grade 2: Good features and no important shortcomings

- 92 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 93 Care and support arrangements are well planned and managed. Effective use is made of external agencies and there is close co-operation with parents where their children's wellbeing is involved.
- 94 The school is a happy and caring community where pupils feel they are valued and supported. They are happy and confident in approaching adults for advice and guidance.
- 95 The programme of personal and social education is planned in detail and is of outstanding quality.
- 96 There are appropriate procedures to ensure that pupils' attendance, punctuality and behaviour are carefully monitored.
- 97 There are appropriate policies for securing pupils' wellbeing. There are appropriate child protection policies and procedures that are known to all.
- 98 The procedures for pupils with additional learning needs are good and they fully satisfy the requirements of the Code of Practice.

- 99 Pupils' needs are identified at an early stage and where necessary, appropriate individual education plans are provided. The targets set for pupils are clear and achievable.
- 100 The close co-operation between the class teachers and the specialist teacher ensures that good support is provided for pupils with additional learning needs and that they make good progress towards achieving the targets set for them.
- 101 There is regular consultation with the pupils' parents and effective use is made of the specialist services of the Local Education Authority.
- 102 The school ensures that all pupils, regardless of ability, background or gender, receive equal access and opportunities in all activities.
- 103 The school has effective policies and strategies for nurturing positive attitudes such as acknowledging diversity and promoting racial equality. There are good procedures for eliminating any oppressive behaviour and bullying.
- 104 There are effective policies and procedures to ensure that no pupils with disabilities are placed under disadvantage and that they are treated equally.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 105 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 106 The school is well led by an active and committed headteacher. She provides a clear sense of direction to the work of the school and gives a high priority to raising the standards achieved by pupils and to improving the educational provision.
- 107 The teachers shoulder a good measure of duties and they play an active part in the school's self-evaluation arrangements. There is room to further develop their responsibilities with regard to monitoring and evaluating lessons.
- 108 The school's day-to-day work is based on sound principles and agreed values. Equality for all is promoted and the contribution of each individual is valued.
- 109 The school gives careful consideration to national and local priorities when planning developments. It has gained the Basic Skills Agency Quality Mark and is working towards Stage 1 of the national Healthy Schools scheme. It has recently addressed the issue of pupils' learning skills by following thinking skills principles.
- 110 The whole-school targets set for pupils at the end of key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.

- 111 There are well-established and effective performance management arrangements for identifying the teachers' professional development needs and improving their skills and teaching competence.
- 112 The governing body is supportive of the work of the school and they have appropriate policies and procedures in place to ensure that they fulfil their statutory responsibilities. It meets regularly, but they are not sufficiently active in terms of monitoring standards, managing staff and setting a strategic direction for the development of the school.

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

Grade 2: Good features and no important shortcomings

- 113 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 114 There are effective arrangements for monitoring and evaluating the school's performance, but they have not been operational for long enough to lead to raising pupils' standards of achievement.
- 115 Evidence is drawn from several sources in the evaluations and useful written reports are produced for the governing body. Good attention is given to curriculum subjects as well as to several trans-school aspects. Appropriate action plans stem from each evaluation, followed by purposeful action in the classroom itself.
- 116 Some analytical use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools, but there is room to further develop this aspect.
- 117 There are no formal arrangements for giving parents opportunities to contribute to the evaluations and to influence the development of the school.
- 118 The close links between the priorities outlined in the School Development Plan and the outcomes of the self-evaluation arrangements lead to a clear sense of direction for the development of the school. There is careful planning, the action steps are clearly identified and adequate resources are earmarked to support the developments. The implementation of the Plan is thoroughly monitored and evaluated at the end of the year.
- 119 The self-evaluation report produced by the school prior to the inspection is of good quality. It is concise and gives a useful overview of the school's strengths, together with the areas that require attention.
- 120 The self-evaluation report produced by the school matches the judgements made by the inspection team in six of the seven key questions. Inspection evidence shows that there are insufficient outstanding features in Key Question 3 to justify the Grade 1 awarded by the school.

121 The school has made good progress in addressing the seven Key Issues identified in the 2000 Report. However, more work is required to raise standards in science and physical education in key stage 1.

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

Grade 2: Good features and no important shortcomings

- 122 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 123 There is a sufficient number of teaching staff, which provides a very favourable pupil-teacher ratio. They have received the appropriate training for the ages and areas they teach and they possess a good range of experience.
- 124 The class assistants make a key contribution to the quality of the learning and teaching.
- 125 The teachers regularly update their teaching skills and their knowledge by attending training sessions provided by the county. They also take considerable advantage of the co-operation with neighbouring schools for teaching four curriculum subjects.
- 126 There are effective arrangements for reducing the teachers' workload and for providing them with non-contact time for planning, preparation and assessment. This has a positive impact on the standards achieved by pupils and on the effectiveness of the teaching.
- 127 The school has a good supply of resources for all ages, including the early years. They are of good quality and are conveniently accessible for pupils' use.
- 128 The accommodation offers a suitable location for teaching and learning despite the lack of space, particularly so in the younger pupils' room. The buildings and grounds are kept in good condition.
- 129 The interesting displays on classroom walls make a considerable contribution to creating a pleasant learning environment for pupils.
- 130 The standard of financial management at the school is good. Resources are used effectively and efficiently and expenditure is carefully planned. The headteacher and governing body review and evaluate the school's use of resources on a regular basis in order to secure value for money.

Standards achieved in subjects and areas of learning

Welsh

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

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

Good features

- 131 In key stage 1, pupils display increasing confidence when expressing themselves orally, using appropriate vocabulary to convey their ideas and viewpoints. They sustain their concentration when listening to whole-class presentations and they speak confidently with each other and with adults.
- 132 Pupils in key stage 2 make good progress in their speaking and listening skills. They listen attentively to others and to teachers' presentations and they contribute confidently to discussions. They ask and answer questions in various formal situations and the quality of expression of a good number of pupils is good.
- 133 Most pupils read at a level that corresponds to their ability. A significant number of readers do so independently and they read aloud to others with appropriate understanding and expression. The pupils discuss and respond well to the stories they read together.
- 134 The vast majority of pupils in key stage 2 read meaningfully and with good intonation. They show a good appreciation of the literature introduced in class and the majority are able to express their views about events and characters in books. They are able to use dictionaries competently.
- 135 Pupils in key stage 1 exhibit a growing understanding of sentences and punctuation in their writing. They make good progress in their use of various forms of syntax, link words and adjectives in their stories and descriptive work.
- 136 Pupils in key stage 2 write in a good range of different forms. They are able to describe, express opinions, outline processes and write creatively. They make good use of idioms, adjectives and similes to improve their writing. A good number of pupils produce interesting and lively pieces of writing.

Shortcomings

- 137 The more able pupils do not always write in a sufficiently creative and extended manner.

Science

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 138 With their teacher's support, pupils in key stage 1 conduct an appropriate number of investigations. They understand the basic requirements of fair testing and make sensible predictions of the possible results of their investigation. Pupils make direct observations and they use appropriate vocabulary when discussing scientific knowledge.
- 139 The knowledge and understanding of pupils in key stage 1 of the programmes of study are generally good. They show a sound knowledge and understanding of different sources of sound and they know the characteristics of a good number of commonplace materials. They can create a simple circuit independently, and they have an elementary understanding of materials that conduct electricity.

- 140 Pupils in key stage 2 plan their investigations in an orderly manner. They make observations and detailed measurements and they communicate their findings effectively, using text, diagrams, graphs and tables. They come to sensible conclusions on the basis of their observations.
- 141 Pupils in key stage 2 have a thorough knowledge and understanding of the programmes of study. They are able to discuss forces and their effects intelligently, and they have a sound knowledge of electricity, light and sound.

Shortcomings

- 142 Pupils in key stage 1 are too dependent on their teacher's guidance and they do not offer their own ideas with regard to conducting investigations.

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

- 143 The geographical investigative skills of pupils in key stage 1 are good. They are able to produce a detailed map of the village and use terms such as to the right and to the left in order to indicate direction. They have a good understanding of the geographical features of their locality and they use simple co-ordinates and key correctly.
- 144 Pupils in key stage 1 have a good knowledge of their local area and they are able to compare the characteristics of their village with those of another area. They can give a good description of the geographical features of different towns along the Welsh coastline.
- 145 Pupils in key stage 2 give detailed descriptions of the geographical characteristics of different places, using the relevant geographical terms. They know that weather and climate have an impact on people's livelihoods and lifestyles.
- 146 Pupils in key stage 2 have an appropriate understanding of the impact of human activity on the natural environment. They describe and give intelligent explanations of the ways in which people can improve or damage environments, displaying a good awareness of the importance of conservation.
- 147 They have a good understanding of an economically developing country.

Shortcomings

- 148 There are no important shortcomings.

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

- 149 The investigative nature of many of the art activities means that pupils of all ages have a good understanding of concepts such as texture, tone, line and quality and they make skilful use of them in their work. They use various techniques confidently; they mix paint effectively and use different materials imaginatively.
- 150 Pupils in both key stages have a good knowledge of the work of craftspeople and artists and they emulate their styles and techniques effectively when creating their own works. Key stage 1 pupils have produced colourful paintings based on the work of Monet and pupils in key stage produced an interesting collage emulating the style of Cefin Burgess.
- 151 Pupils in both key stages have produced good quality three-dimensional work. They make effective use of computerised art packages to create impressive pictures.

Shortcomings

- 152 There are no important shortcomings.

Music

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

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

- 153 Pupils in both key stages are familiar with a wide range of musical instruments and they know about the sounds they produce. When composing and performing, they handle their instruments in a disciplined and confident manner, and they are able to sensibly discuss what needs to be improved in their instrumental compositions.
- 154 In both key stages, pupils know a good number of songs and they understand that good posture, good phrasing and breathing control improve their performance. They have a good sense of rhythm, pitch and beat.
- 155 Pupils in both key stages are familiar with a wide range of music, including music from different cultures. They describe and compare musical characteristics in appropriate detail, using appropriate musical vocabulary.
- 156 In key stage 1, pupils differentiate well between long and short notes and they are able to play them on a percussion instrument. Their response to classical music by beating the rhythm with physical movements is very good.
- 157 The awareness of pupils in key stage 2 of how to create, select and arrange sounds to different stimuli is good. They show an increasing understanding of note value when playing different instruments.

Shortcomings

- 158 There are no important shortcomings.

Physical education

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 159 Pupils in key stage 1 work physically hard in their lessons and they follow the teacher's instructions in detail. They create a range of shapes on the floor and they are able to retain some body tension with appropriate posture. They move with agility around the small apparatus and retain appropriate control and balance when rolling on the mat. They improve their performance during the lesson by practising the appropriate skills.
- 160 The ball throwing and receiving skills of pupils in key stage 2 are good. They show firm control when bouncing a ball in a circle and they use appropriate throwing and catching techniques when moving with a ball. Through practice, they improve their skills during the learning stage.
- 161 They show good body control and a high level of fitness when moving about the hall for an extended period. They adhere to game play conventions and compete honestly.
- 162 Pupils in key stage 2 listen attentively to instructions in swimming lessons and they refine their skills and techniques by practising hard.
- 163 Pupils in both key stages are aware of the beneficial effects of exercise on the body.

Shortcomings

- 164 The quality of the work produced by pupils in key stage 1 is uneven and their evaluative and planning skills have not developed sufficiently.

School's response to the inspection

Detailed consideration was given to the content of the Inspectors' report and we are pleased to state that it is fair, positive and constructive. We were given the opportunity to produce the necessary evidence, to confirm viewpoints and to voice opinions on specific aspects. We took advantage of this opportunity to highlight all the school's strengths.

The inspection recognised a number of positive elements. Reference was made to the high standards of pupils' behaviour and to the caring nature of the school, together with the wide variety of activities that ensure that the children make good progress towards their individual targets. We take pride in the pupils' bilingual competence, in their ability to work independently and in the standard of their key skills. It was pleasing to note that the quality of teaching is higher than Welsh Assembly Government targets. There are many aspects in which we have achieved good standards and we can now aim to further develop and extend the standards achieved. We welcome the fact that the school is seen to have made good progress since the inspection held in 2000.

It is acknowledged that space is at a premium in the learning rooms and we will seek to make the best possible use of the space available.

There is a genuine sense of pride in all that we do at Ysgol Cwrtnewydd. The inspection gave us an opportunity to take a detailed look at all aspects of its life and work, and the preparation of the self-evaluation was a constructive process as we identified all the school's achievements to date. It was pleasing that there was agreement in six of the seven Key Questions and that the clear sense of direction set for the school has been recognised.

The issues identified will be given detailed and immediate attention in order to maintain and improve standards for the benefit of the pupils of Ysgol Cwrtnewydd.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Cwrtnewydd
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Cwrtnewydd Llanybydder Ceredigion
Post-code	SA40 9YN
Telephone number	1570 434273
Headteacher	Miss Gwyneth M Jones
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mrs Ursula Furlong
Reporting inspector	Wil Williams
Dates of inspection	4/12/06 – 6/12/06

Appendix 2

School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	4	4	3	8	4	12	40

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0.4	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	12.7:1
Average class size, excluding nursery and special classes	13.3
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2005	96%	95%
Spring 2006	86%	90%
Summer 2006	96%	90%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	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.		

End of Key Stage 2

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	75%	In Wales	73.5%

Appendix 4

Evidence base of the inspection

Three inspectors and one peer assessor spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 17 lessons or part lessons;
- all classes;
- acts of collective worship; and

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 21 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Aspects
Wil Williams	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7. Science, geography, physical education.
Lisa J Davies	Key questions 2; 3; 4. Welsh, art, music
Marian Donovan	Contributions to key questions 1; 3; 4 and 7
Rhian Evans	Peer Assessor
Carol Pryce	Nominee

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection