

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

A Report on the Quality of Education in

**Ysgol Gynradd Dihewyd
Dihewyd
Llanbedr Pont Steffan
Ceredigion
SA48 7PN**

School Number: 6672288

Date of Inspection: 14/01/08

by

**David Martin Cray
16768**

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Ysgol Gynradd Dihewyd 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 Dihewyd took place between 14/01/08 and 16/01/08. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 This small rural school is located in the village of Dihewyd, that lies some two miles off the main road, halfway between the towns of Lampeter and Aberaeron. It is maintained by Ceredigion Local Education Authority. The school serves an agricultural area that is not considered to be particularly prosperous or disadvantaged. The children's attainment levels vary when they commence their education.
- 2 Currently, there are 26 pupils between 4 and 11 years of age on the register. They are admitted on a full-time basis at the beginning of the term following their fourth birthday. Overall, pupil numbers have remained constant over the years.
- 3 Four per cent of pupils are entitled to receive free school meals – a figure that is lower than county (11.4%), and national (17.5%) averages. Three pupils (12%), are designated as having additional learning needs. One pupil has a statement of her needs.
- 4 Approximately half the pupils come from homes where Welsh is spoken as a first language. The school follows the National Curriculum in Wales Welsh first language programme of study and English is formally introduced at the beginning of Key Stage 2.
- 5 The pupils are taught by a full-time headteacher and two teachers who job share. The school was last inspected in January 2002.

The school's priorities and targets

- 6 The school has identified a number of priorities and targets for 2007 - 2009 under the following headings:
 - Standards;
 - The quality of education and training;
 - Leadership and management;

Summary

- 7 The findings of the inspection team correspond to the school's own judgements in three of the seven Key Questions. A lower grade was awarded for Key Stage 1 and higher grades were awarded for Key Questions 3, 4 and 5.

Table of grades awarded

- 8 The inspection team judged the work of the school as follows:

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

Standards

- 9 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	77%	8%	-	-

- 10 The quality of the learning assessed by the inspectors is higher than the Welsh Assembly Government target for 2010 of grade 3 or better in 98% of classes.
- 11 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.
- 12 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 3	Grade 2

Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

13 Across the school, the pupils, including those with additional learning needs, do well in their work. Over time, it was seen that there are no obvious patterns of difference in the performance of boys and girls in either key stage.

14 It is appropriate to note that the numbers of pupils assessed are too small to allow a meaningful comparison with county and national data, and pupils' additional learning needs also impact on performance data. With this in mind, it was seen, in relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, that the school's latest performance results are as follows:

	2005	2006	2007
Key Stage 1	1	4	4
Key Stage 2	1	4	2

Key

- 1- Performs in the upper 25% of schools
- 2 – Performs in the upper 50%, but below the 25% highest performing schools
- 3 – Performs in the lower 50%, but above the 25% lowest performing schools
- 4 – Performs in the lowest 25% of schools

15 The personal, social and learning skills of pupils of all ages are outstanding features of their development. Their care of each other is impressive. Across the school, their behaviour is exemplary and makes a major contribution to a warm and homely atmosphere.

16 For the three full terms prior to the inspection, pupils' average levels of attendance were around 93% and there is room for improvement. They arrive punctually in order to make a prompt start to the school day.

The quality of education and training

17 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	-	-

18 The above percentages are higher than the 79% of lessons awarded Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector), and considerably higher than the 17% awarded Grade 1. They are also higher than the Welsh Assembly Government target for 2010 that teaching assessed by the inspectors should be Grade 2 or better in 80% of classes.

19 The quality of assessment is good and it enables the school to identify the strengths and weaknesses of individual pupils and to highlight areas for

development. Pupils' work is marked regularly and conscientiously and, in best practice, observations are provided that give additional guidance on how to improve the work.

- 20 The system of setting individual targets for pupils is generally good and they are regularly reviewed. The procedures effectively reinforce the pupils' self-evaluation skills and the older pupils play a prominent part in the process of setting short term targets.
- 21 The annual reports to parents conform to statutory requirements.
- 22 The promotion of pupils' personal and social skills is an outstanding aspect of the work of the school.
- 23 The school provides a wide range of stimulating extra-curricular activities that effectively extend pupils' horizons.
- 24 The pupils' spiritual, moral, social and cultural development is promoted particularly effectively.
- 25 The school's partnership with parents and the community is an outstanding feature of the provision. Parents and friends of the school make a very valuable contribution and they have raised very worthy sums of money through various activities. A considerable number of them, together with others in the community, were very active during the period of remodelling the building and it is unusual for the inspectors to see such levels of support. This is a school that is truly at the heart of its community.
- 26 The school seeks to take advantage of every opportunity to link the pupils with the world of work and business, but it is acknowledged that there is more to be done in this regard, as well as in the development of pupils' enterprise skills. It is noted that these aspects are covered in the school development plan.
- 27 The quality of the care, support and guidance offered to pupils is outstanding and it makes a key contribution to their wellbeing. The school succeeds in creating an excellent ethos in which pupils feel that they are genuinely valued. Its promotion of values such as self-respect and respect for others is outstanding and the teaching and support staff provide a safe and secure environment. All pupils are integrated into the life and work of the school and the education provided fully meets their needs. The equal opportunities offered are one of the school's strengths.
- 28 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The provision made for them is good and it fulfils the requirements of the Code of Practice.

Leadership and management

- 29 The quality of leadership at the school is outstanding. Continuous improvements are ensured, expectations are high, high quality role models are provided, agreed values and norms are shared in terms of learning, behaviour and inter-relationships. All of this makes a key contribution in enabling pupils to achieve at the optimum of their ability.
- 30 The consideration given to county and national initiatives is one of the school's outstanding strengths and there is an impressive number of initiatives that are either ongoing or ones to which the school has contributed. It is an institution to which the local education authority, together with other agencies, turns to trial or implement new initiatives and it has established a good reputation for its work and for being open to change.
- 31 The current arrangements for sharing curricular and monitoring responsibilities for all the subjects on a key stage by key stage basis is onerous for individuals and it deprives co-ordinators of the opportunity to develop their whole-school roles.
- 32 The governors know the school well and they meet their responsibilities in full. They work particularly well with the professional staff to help set the strategic direction of the school.
- 33 The school operates in a self-critical climate. Monitoring work is well established, the procedures are thorough, systematic and based on direct evidence. Information is used effectively to make improvements, but some evidence was seen within the records of the need to be more analytical when evaluating standards.
- 34 The school development plan is an effective management tool that is very well linked to the outcomes of self-evaluation processes. The self-evaluation report submitted to the inspectors prior to the inspection is of good quality and refers to a range of evidence. The judgements are objectively honest and the report identifies the school's strengths and the areas and aspects that require further development.
- 35 The school has made good progress in addressing the issues identified by the inspectors in 2002.
- 36 The number of teaching staff is adequate for the size of the school and they are appropriately qualified to fulfil their duties effectively. The learning assistant works well with the teachers.
- 37 The building is now in very good condition and its recent remodelling has ensured valuable additional space. Standards of cleanliness are very high.
- 38 The budget is carefully monitored and the school provides good value for money.

Recommendations

- R1 Improve pupils' mapping skills in Key Stage 1;
- R2: review co-ordinators' curricular responsibilities in order to further develop their whole-school roles;
- R3: strengthen the links with the world of work and develop the pupils' enterprise skills as noted in the School Development Plan.

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

- 39 The findings of the inspection team differ from the school's self-evaluation to the extent that the inspectors are of the view that the overall standards achieved by pupils reflect a grade lower than the Grade 1 awarded by the school.
- 40 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	77%	8%	-	-

- 41 The quality of the learning assessed by the inspectors is higher than the Welsh Assembly Government target for 2010 of grade 3 or better in 98% of classes.
- 42 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.
- 43 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 44 Across the school, the pupils, including those with additional learning needs, do well in their work.
- 45 The under-fives make good progress in the development of their communication, mathematical and information technology skills across the six areas of the Desirable Outcomes. Pupils in both key stages make good use of their key skills in a variety of contexts across the curriculum. Their listening skills are outstanding.
- 46 The pupils' bilingual competence is developing outstandingly well. In Key Stage 2, they make very effective use of Welsh and English in their work across the curriculum. They are fluent in both languages and are able to move with ease from one language to another.
- 47 The results of the assessments conducted by teachers at the end of Key Stage 1 in 2005 were not published in order to safeguard the anonymity of the small numbers of pupils in question. In 2006, according to teachers' assessments, 67% of the pupils attained level 2 or above in the core subjects of Welsh, mathematics and science (Wales 80.6%; Ceredigion 80.4%). In 2007 the numbers were again too small to be published.
- 48 In Key Stage 2 in 2007, according to teachers' assessments, 80% of the pupils at the school attained level 4 or above, in the core subjects of Welsh, English, mathematics and science. These results were higher than the county averages (2006) in every subject, and the national averages with the exception of mathematics, where the results were slightly lower. The results were not published for 2005 or 2006.
- 49 Over time, it was seen that there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 50 It is appropriate to note that the numbers of pupils assessed are too small to allow a meaningful comparison with county and national data, and pupils' additional learning needs also impact on performance data..
- 51 With this in mind, it was seen, in relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, that the school's latest performance results are as follows:

	2005	2006	2007
Key Stage 1	1	4	4
Key Stage 2	1	4	2

- 1 - Performs in the upper 25% of schools
 2 – Performs in the upper 50%, but below the 25% highest performing schools
 3 – Performs in the lower 50%, but above the 25% lowest performing schools
 4 – Performs in the lowest 25% of schools

- 52 Pupils of all ages make good progress in their learning. They quickly come to learn new information and skills and they work at the optimum level of their ability.
- 53 The personal, social and learning skills of pupils of all ages are outstanding features of their development. They show high levels of motivation, they work very productively, and use their time effectively. Across the school, the pupils work well together and they come at an early stage to exhibit obvious maturity and responsibility for their learning. Their care of each other is impressive.
- 54 Across the school, the pupils' behaviour is exemplary and makes a major contribution to a warm and homely atmosphere. They behave very responsibly, respect the pupils and the other adults around them in lessons and at play, and display high levels of self-discipline.
- 55 For the three full terms prior to the inspection, pupils' average levels of attendance were around 93% and there is room for improvement. Pupils arrive punctually in order to make a prompt start to the school day.
- 56 The creative skills of pupils across the school are developing well. They respond very positively to the opportunities they are given to express themselves in a variety of ways.
- 57 Pupils have a good understanding of equal opportunities issues and they show appropriate respect and awareness of diversity in society. They have some awareness of the world of work through some of the experiences they receive. They take great pride in their community and take advantage of every opportunity they are given to contribute.

The quality of education and training

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

Grade 1: Good with outstanding features

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	-	-

- 60 The above percentages are higher than the 79% of lessons awarded Grade 1 and 2 for the whole of Wales in the year 2005-2006. (Annual Report of Her Majesty's Chief Inspector), and considerably higher than the 17% awarded Grade 1. They are also higher than the Welsh Assembly Government target for 2010 that teaching assessed by the inspectors should be Grade 2 or better in 80% of classes.

- 61 The quality of the relationship in class is exemplary and is one of the school's strengths. The teachers are high quality role models and they know the pupils' backgrounds well. The pupils are aware of the school's expectations in terms of the standard of work and behaviour. Good effort and work are praised consistently and the system of celebrating effort in the Commendation Service is popular amongst pupils and makes an important contribution to their development.
- 62 The teachers have a sound knowledge of the subjects they teach and an understanding of recent educational initiatives. They use effective questioning techniques to ensure that learners play an active part in the process. Good attention is paid to individuals' needs and careful planning secures equal opportunities for all.
- 63 The pupils' linguistic needs are met in full and the teachers' commitment to promoting the pupils' bilingual skills is an integral part of the life and work of the school.
- 64 The outstanding features seen in the teaching include:
- very high expectations in terms of presentations, attitude and behaviour;
 - particularly skilful questioning that builds effectively on what the pupils already know and what they are able to do;
 - the teachers' special gift to tell stories and to use their voices to stimulate interest, explain complex concepts and develop the pupils' knowledge, understanding and skills;
 - imaginative use of strategies that encourage pupils to think carefully before answering questions;
 - extensive and stimulating tasks that challenge pupils to listen attentively, to speak purposefully, to reason and to elaborate when offering observations and ideas;
 - teachers that are highly effective role models and who enhance the teaching, using well constructed language.
- 65 Where the teaching is good teachers:
- engage in detailed and purposeful planning with clear learning objectives at the beginning of the lesson that are shared effectively with the pupils;
 - present the work in a way that engages interest and enthusiasm;
 - make purposeful and imaginative use of the interactive white board to enhance the learning;
 - set differentiated tasks and provide appropriate support that enables pupils to achieve successfully; and
 - offer challenging opportunities for pupils to work as individuals or in pairs.
- 66 In the small percentage of lessons awarded Grade 3, the aims of lessons are not clear enough and the activities are not planned in sufficient detail to meet pupils' requirements and needs. Occasionally, there is excessive use of work sheets.
- 67 The quality of assessment is good and it enables the school to identify the strengths and weaknesses of individual pupils and to highlight areas for

development. The under-fives are assessed appropriately and comprehensive notes are kept of them. Core subjects are assessed twice a year and the foundation subjects on an annual basis. A range of tests are used to assess pupils' achievements and to identify those who require additional support.

- 68 The school has effective systems for analysing the data that is available through standardised tests and teachers' assessments, and suitable targets for improvement are set. The school has developed a progress tracking form that provides additional and useful information on pupil performance as they move through the school.
- 69 There are good assessment and recording procedures for pupils with additional learning needs and challenging targets are set in their individual education plans.
- 70 Pupils' work is marked regularly and conscientiously and, in best practice, observations are provided that give additional guidance on how to improve the work.
- 71 Portfolios of work in the core subjects that have been levelled by the cluster schools according to National Curriculum criteria are used regularly in order to support the work of moderating the teachers' assessments and exemplify good work. However, this good practice has not extended to the foundation subjects.
- 72 The system of setting individual targets for pupils is generally good and they are regularly reviewed. The procedures effectively reinforce the pupils' self-evaluation skills and the older pupils play a prominent part in the process of setting short term targets.
- 73 The annual reports to parents conform to statutory requirements. The observations within them are constructive and they provide a clear direction for improving the work. Parents are invited to discuss their children's education and progress on two occasions a year and they are welcomed informally at any time.

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

Grade 1: Good with outstanding features

- 74 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In coming to a view, the school had not given sufficient consideration to the wealth of learning experiences provided that fulfil the needs of the pupils and the community.

- 75 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.
- 76 The schemes of work for curriculum subjects and religious education offer good guidance to teachers. Several have been reviewed recently and others are in the process of being further refined.
- 77 The development of basic and key skills is noted in the teachers' short term planning. In general, they are developed effectively but there is no means of monitoring their use in order to ensure balance in their development.
- 78 The promotion of pupils' personal and social skills is an outstanding aspect of the work of the school. There is a clear policy and procedures and pupils receive regular opportunities during designated sessions such as 'Circle Time' to discuss emotions and feelings, the importance of friends and to be aware of how to behave towards others. The school encourages pupils to adopt the best morals and to develop the confidence to express their opinions, as seen during discussion sessions with members of the School Council.
- 79 The school provides a wide range of stimulating extra-curricular activities that effectively extend pupils' horizons. There are close links with the local community in order to provide various after school clubs, such as sports, drama, science and folk dancing that give pupils the opportunity to refine and extend their talents.
- 80 Good use is made of visits and visitors to reinforce the activities and to enhance pupils' experiences. They receive valuable experiences from visiting special places such as the National Library of Wales in Aberystwyth, Castell Henllys and Rhondda Heritage Park. The older pupils benefit from residential experiences at Llangrannog and the Urdd Centre in Cardiff that promote their personal and social development as well as giving them enjoyment.
- 81 The school has clear and fair policies to promote equal opportunities and racial equality and they lay good foundations for ensuring that everyone is treated fairly. This aspect is one of the strengths of the school.
- 82 Homework is set regularly and it is a good extension of school work, particularly so in numeracy and literacy.
- 83 The pupils' spiritual, moral, social and cultural development is promoted particularly effectively and it is an outstanding feature of the life and work of the school. The pupils' spiritual development is enhanced by taking an active part in sessions of collective worship that create a very special atmosphere, and through close links with local priests and places of worship. The sharing of moral messages is an element that is strongly emphasised within the provision. The numerous opportunities that pupils receive to raise money for various charities make a key contribution towards raising their awareness of their responsibilities as citizens. They receive a wide range of experiences at school and in the wider community to develop their Welshness and their

awareness of their roots. The Cwricwlwm Cymreig is an impressive feature of the provision. Welsh culture is also promoted through singing and dancing, and other activities associated with various local and county eisteddfodau.

- 84 The pupils' bilingual skills are developed very effectively through class activities and the everyday life of the school.
- 85 The pupils' understanding of other cultures is developing regularly through the prominence given to other cultures and by developing an awareness of diversity and European citizenship through Comenius projects together with their work on the geography of India.
- 86 The school is innovative in its promotion of education for sustainable development. It has gained Eco-Schools bronze and silver awards and there are impressive examples of this to be seen in the pupils' work and in the way the school is managed on a day-to-day basis.
- 87 The school's partnership with parents and the community is an outstanding feature of the provision and the very positive responses to the pre-inspection questionnaire, together with the meeting held with parents are clear evidence of this. Parents and friends of the school make a very valuable contribution and they have raised very worthy sums of money through various activities. A considerable number of them, together with others in the community, were very active during the period of remodelling the building and it is unusual for the inspectors to see such levels of support.
- 88 The school plays a key part in the life of the community and numerous members and representatives come to school to share their experiences and interests with pupils. Visits are arranged to different locations in the community so that the pupils may learn about their heritage. The generosity of the local community is greatly appreciated and this is a school that is truly at the heart of its community.
- 89 The school has effective links with other schools that feed Aberaeron Comprehensive School and the bridging arrangements with that school are very effective.
- 90 The school seeks to take advantage of every opportunity to link the pupils with the world of work and business, but it is acknowledged that there is more to be done in this regard, as there is in the development of pupils' enterprise skills. It is noted that these are aspects that are covered in the school development plan.

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

Grade 1: Good with outstanding features

- 91 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this

key question. The inspection team is of the view that there are outstanding features to the provision that merit a Grade 1.

- 92 The quality of the care, support and guidance offered to pupils is outstanding and it makes a key contribution to their wellbeing. The school is a highly caring and friendly community and pupils state that they are very happy there because of the special relationship between them and the teachers. The school succeeds in creating an excellent ethos in which pupils feel that they are genuinely valued. Its promotion of values such as self-respect and respect for others is outstanding and the teaching and support staff provide a safe and secure environment.
- 93 The school ensures that every new child is able to settle in quickly. A meeting is arranged with the parents and children in order to familiarise them with school procedures and reception age children are invited to join the class for a while prior to attending school on an official basis. Parents receive a short, daily report on their children's progress until they have fully settled in at school. This is an outstanding arrangement.
- 94 The daily arrangements in relation to the health and safety of pupils and staff are one of the strengths of the school. Termly fire drills are held and detailed risk assessments are conducted for important activities and before taking pupils on visits. Pupils are carefully supervised when on school premises and there are effective arrangements for receiving them in the morning and releasing them at the end of the day. There are good procedures for caring for pupils who are unwell and the accident book records any incidents in detail. Designated members of staff are responsible for first aid and other teaching members have received first aid training.
- 95 The policy and procedures for child protection are known to all concerned. The headteacher, as the designated individual, has overall responsibility and she receives appropriate support and there are good links with the social services. The school follows national guidelines and the necessary training has taken place.
- 96 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems at the school to support their education. The provision made for them is good and it fulfils the requirements of the Code of Practice. The pupils have appropriate individual education plans and they contain realistic targets. Parents receive regular opportunities to take part in the process of reviewing the plans.
- 97 Through the School Council pupils receive good opportunities to develop their awareness of citizenship, the importance of democracy together with the right to express their views about various aspects of the life of the school. It operates within the guidelines.
- 98 Positive attitudes are nurtured amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background or gender. All pupils are integrated into the life and work of the

school and the education provided fully meets their needs. The equal opportunities offered are one of the school's outstanding features.

- 99 Oppressive behaviour is not part of the ethos of the school and it is proactive and highly successful in making its expectations known to all. The arrangements for monitoring pupil attendance and punctuality are very sound.
- 100 The school has appropriate arrangements that encourage pupils to be healthy. A high priority is placed on promoting healthy eating practices and drinking water during teaching sessions and at meal times, and they are given regular opportunities to improve their fitness, particularly so at break times.
- 101 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The building is accessible to all and the school is currently reviewing its Disability Equality Scheme.

Leadership and management

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

Grade 1: Good with outstanding features

- 102 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 2 for this key question. In coming to a view, the school did not give sufficient recognition to the outstanding features in its leadership.
- 103 The quality of leadership at the school is outstanding. The positive and enthusiastic leadership of the headteacher co-ordinates the efforts of staff, governors and parents particularly effectively and offers a clear sense of direction to the work of the school. Continuous improvements are ensured, expectations are high, high quality role models are provided, agreed values and norms are shared in terms of learning, behaviour and inter-relationships. All of this makes a key contribution in enabling pupils to achieve at the optimum of their ability.
- 104 The consideration given to county and national initiatives is one of the school's outstanding features and there is an impressive number of initiatives that are either ongoing or ones to which the school has contributed. It is an institution to which the local education authority, together with other agencies, turns to trial or implement new initiatives and it has established a good reputation for its work and for being open to change.
- 105 The current arrangements for sharing curricular and monitoring responsibilities for all the subjects on a key stage by key stage basis is onerous for individuals and it deprives co-ordinators of the opportunity to develop their whole-school roles.
- 106 Rolling whole-school targets are set according to requirements. They are based on the school's knowledge of its pupils and their likely performance.

- 107 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff whilst also addressing the priorities set by the school as a whole.
- 108 The governors know the school well and they meet their responsibilities in full. They work particularly well with the professional staff to help set the strategic direction of the school. They possess a good range of backgrounds and expertise, and they are used to very good effect.
- 109 The school fulfils the requirements in terms of teaching time, but there is a minor shortcoming in the school prospectus.

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

Grade 2: Good features and no important shortcomings

- 110 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 111 The school operates in a self-critical climate. Monitoring work is well established, the procedures are thorough, systematic and based on direct evidence. Information is used effectively to make improvements, but some evidence was seen within the records of the need to be more analytical when evaluating standards.
- 112 Good consideration is given to the voice of pupils through the School Council. The school works in a completely open manner; parents are asked to express their opinions formally through questionnaires and they are also encouraged to call in to discuss personally any concerns they have about procedures or provision.
- 113 The school development plan is an effective management tool that is very well linked to the outcomes of self-evaluation processes. The priorities are set in an orderly manner against success indicators, expenditure details, together with the operational responsibilities of individual members of staff.
- 114 The self-evaluation report submitted to the inspectors prior to the inspection is of good quality and refers to a range of evidence. The judgements are objectively honest and the report identifies the school's strengths and the areas and aspects that require further development.
- 115 The findings of the inspection team correspond to the school's own judgements in three of the seven Key Questions. The school was too conservative in its judgement in three others and a lower grade was awarded for Key Stage 1.
- 116 Overall, the school has made good progress in addressing the issues identified by the inspectors in 2002.

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 118 The number of teaching staff is adequate for the size of the school and they are appropriately qualified to fulfil their duties effectively. They update their curricular knowledge and expertise by following county and national training programmes. Good use is made of volunteers, and of teachers who teach areas such as special educational needs, physical education and music.
- 119 The learning assistant works well with the teachers.
- 120 The pupils benefit from the contribution of visitors who share their experiences and from educational visits outside the school to enhance their learning.
- 121 There are effective arrangements for reducing teachers' workload and securing non-contact time for them for planning, preparation and assessment. This has a positive impact on the standards achieved by pupils.
- 122 The school has a good supply of resources. Certain aspects of the physical education curriculum are taught in the local leisure centre and in the grounds of the village hall, and this is a good arrangement.
- 123 The building is now in very good condition and its recent remodelling has ensured valuable additional space. The contribution of parents and local volunteers have been crucial in the funding and success of this project. Standards of cleanliness are very high.
- 124 The school's expenditure decisions are well linked to the priorities and targets within the development plan. The budget is carefully monitored and the school provides good 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

Outstanding features

- 125 The pupils' listening skills are an outstanding feature in both stages. They exhibit the ability to listen very attentively and purposefully to teachers' presentations and to the contributions of other pupils.

Good features

- 126 The pupils' speaking skills are developing well throughout the school and by the time they reach the upper end of the school they can speak with considerable confidence in formal and informal situations. The most able pupils offer extended observations and express opinions clearly and eloquently on issues that affect their local environment.
- 127 The reading skills of Key Stage 1 pupils are developing well. They recognise the features of a book such as the cover, author and punctuation marks such as exclamation marks and quotation marks. They read correctly words that are familiar to them and the most able pupils read meaningfully and with good intonation.
- 128 They make good progress in writing. They use various forms of syntax when writing purposefully for personal and factual purposes. They are able to write an appreciation of a piece of poetry, draft a letter to a friend in Cardiff and write an interesting account of the history of the lifeboat in New Quay.
- 129 The majority of Key Stage 2 pupils make good progress in their reading. They read with appropriate fluency, expression and accuracy. They are able to discuss what they read intelligently, following the plot of a story or novel. A number of pupils have their favourite authors and the most able can discuss the style of authors such as T. Llew Jones and Anwen Francis with understanding and enthusiasm.
- 130 Pupils' writing skills are developing well. They write in different forms and in response to various stimuli, including descriptions, e-mail messages, reports and reviews of their favourite books. Following their study of the book *Dirgelwch yr Ogof*, the most able pupils use a range of idioms and similes when discussing and recording a portrait of the character Siôn Cwilt. Overall, they exhibit good mastery of verbal forms, syntax and mutations.

Shortcomings

- 131 The advanced reading skills of KS2 pupils have not developed sufficiently.

Science

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

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

Outstanding feature

- 132 The current work of pupils in Key Stage 2 shows an outstanding understanding of the growth and nutrition of green plants, and of their importance to the environment.

Good features

- 133 In Key Stage 1, the pupils are accustomed to taking part in scientific investigations. They offer their own ideas and make simple predictions of the expected results. With assistance, they conduct investigations and make

observations related to the task. From their previous and current work, it was seen that they record their findings in a good variety of ways.

- 134 The pupils' knowledge and understanding of the programmes of study are developing well. Recently, in their work on physical processes, they have learned to build and investigate electrical circuits, and about different kinds of sound. The work on life processes is also developing well. They know about the differences between animate and inanimate objects and have a sound understanding of the life cycle of a caterpillar.
- 135 In Key Stage 2, the pupils build well on the skills learned in the previous key stage. They come to be able to offer sensible suggestions on how to organise an investigation, showing a clear understanding of the requirements of fair testing and controlling variables. Through discussion, it was seen that they appreciate the importance of checking their findings and they come to a sensible conclusion on the basis of their observations.
- 136 The pupils have a good knowledge and understanding of the contents of the key stage programme of study. Their recent work includes investigating light and how it travels; the effect of the distance of a light source on the shadow of an object, and in their work on electricity they have learned that certain materials are better conductors than others.
- 137 They have a good understanding of the importance of healthy eating and of the impact of exercise on the pace of the heartbeat.

Shortcomings

- 138 There are no important shortcomings.

Design technology

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

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

Good features

- 139 In Key Stage 1, the pupils engage successfully with assignments where they design and make various products, including moving vehicles, a teddy that lights up, puppets and different types of food. Under their teacher's guidance, they have learned about the importance of investigation before developing their own ideas. They look in detail at a good range of materials for their products and experiment with different ways of joining them. They are happy to adapt their ideas as they go on and their finished work reflects good levels of skill.
- 140 In Key Stage 2, the pupils respond well to problem-solving tasks such as designing a cover for cushions in the classroom. They have conducted detailed investigations into various cushions and have evaluated their suitability for the purpose in question. They have experimented with a range of decoration techniques and are able to explain their selections well. They

exhibit well developed stitching skills and they work responsibly and with great maturity with equipment such as an iron.

- 141 It was seen from their recent work that they have designed a website for the school and that they have completed a range of tasks related to food technology to a good standard. They evaluate their finished products well and have a good idea of what they need to do to improve them.

Shortcomings

- 142 There are no important shortcomings.

Geography

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

- 143 In Key Stage 1, the pupils develop a good awareness of their locality. The most able pupils can use simple co-ordinates to locate geographical features on a map of a farm and they can name nearby villages and towns.
- 144 They know about the main daily weather characteristics; they understand seasonal changes and are able to confidently discuss the different types of clothes worn in the summer and winter.
- 145 They know how to use compass points and about the connection between a globe and an atlas. The most able pupils can name the countries of Great Britain and correctly locate them on a map.
- 146 By studying two contrasting localities, Dihewyd and Aberaeron, the pupils are able to refer to some of the physical and human features of both areas, using the appropriate geographical terms.
- 147 In Key Stage 2, pupils have a sound knowledge and understanding of different types of weather. They use the information gathered from the school's weather station to compare and contrast temperatures in the northern hemisphere and in the east. They record the statistics in graphical form.
- 148 The pupils' knowledge of an economically less developed country is developing appropriately. They are able to refer to some of the similarities and contrasting features between Wales and India.
- 149 They understand how people can impact upon the environment and why it is important to safeguard it. They have a good awareness of the characteristics of different sources of energy and they begin to become aware of their impact on the environment.
- 150 They are able to note and locate places using atlases and globes and the older pupils have an appropriate knowledge of continents and oceans. They

are able to handle the eight reference points of the compass and can use two figure co-ordinates to locate specific features on maps. They understand that maps are produced to different scales and are aware of the significance of contour lines.

Shortcomings

151 The mapping skills of Key Stage 1 pupils have not developed sufficiently.

Physical education

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

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

152 During the period of the inspection, the inspectors observed two lessons in gymnastics and swimming across the key stages, and the judgement is based on the evidence from those lessons. However, it was seen that the school's schemes of work provide for the complete range of physical education experiences in the National Curriculum.

Good features

153 In both key stages, the pupils warm up and cool down appropriately. They respond quickly and effectively to instructions and they work well as individuals and in pairs.

154 Overall, pupils in Key Stage 1 are able to use space effectively as they move about the gymnasium, walking, running and skipping in a warm up session. They are able to perform a range of movements that require them to change direction and pace. The most able pupils can create a variety of shapes with guidance and they retain their balance and shape effectively.

155 Pupils in Key Stage 2 develop their swimming skills effectively. They are energetic and enthusiastic in responding to instructions. The majority are able to swim confidently across the pool, displaying increasing control of their techniques. Their floating skills are developing appropriately and they understand the importance of health and safety rules whilst they are in the pool.

156 A good number of pupils take part in a good range of extra-curricular activities and they receive training to develop their ball skills. They take pride in this.

Shortcomings

157 There are no important shortcomings.

Religious education

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

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

Good features

- 158 In both key stages, the pupils have a good awareness of the Bible as the special book of the Christian faith and they have a good knowledge of stories about the life of Jesus and from the Old Testament. They are able to give good descriptions of the main Christian festivals .
- 159 In Key Stage 1, the pupils can describe their feelings effectively and they know how important it is to be obliging and to love others. They can talk about what is valuable in their own lives. They can produce effective prayers of thanks.
- 160 They make good progress in their knowledge of the Hindu faith and of the importance of festivals such as Diwali to the followers of that faith.
- 161 In Key Stage 2, the pupils have visited the local Church and they are able to discuss the characteristics of the building effectively. They have a sound grasp of some of the rituals associated with the Christian religion.
- 162 They appreciate diversity in religion as they study and compare aspects of Christianity and religions such as Judaism and Hinduism.
- 163 The older pupils are able to discuss their hopes and concerns in a particularly mature fashion.

Shortcomings

- 164 There are no important shortcomings.

School's response to the inspection

The school would like to thank the inspectors for conducting the inspection in a professional and thorough manner. We thank them also for the clarity of the written report.

We take pride in the fact that the inspectors appreciated the excellent ethos in which pupils feel that they are truly valued, the outstanding teaching and the key part the school plays in the life of the community. This is a school that is truly at the heart of its community.

We are very grateful for the recommendations. The school will produce a comprehensive action plan as a matter of urgency, and will report back to parents and governors on a regular basis on any significant developments.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Gymunedol Dihewyd
School type	Comunity
Age-range of pupils	4 – 11 years
Address of school	Dihewyd Lampeter Ceredigion
Post-code	SA48 7PN
Telephone number	(01570) 470647
Headteacher	Mrs Heini Thomas
Date of appointment	April 2002
Chair of governors/ Appropriate authority	Mrs Sian Harrand
Reporting inspector	D M Cray
Dates of inspection	14-16 January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	6	4	2	4	6	1	3	26

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	13
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	--	77.7%	92.6%
Summer 2007	--	89.3%	93.7%
Spring 2007	--	77.7%	94.7%

Percentage of pupils entitled to free school meals	4%
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Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	5
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	80%	In Wales	74.2%

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- nineteen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

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;
- eleven 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

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; design and technology; religious education
Mr O Phillips	Team	Key questions 2; 3; 4.	Welsh; geography; physical education
Mrs M Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	

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