

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

A Report on the Quality of Education in

**Ysgol Gynradd Glynarthen
Glynarthen
Llandysul
Ceredigion
SA44 6NX**

School Number: 6672338

Date of Inspection: 09/07/07

by

**Wil Williams
67644**

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Ysgol Gynradd Glynarthen 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 Glynarthen took place between 09/07/07 and 11/07/07. 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 | 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 The school is located on the outskirts of the village of Glynarthen in a rural area, approximately eight miles from Newcastle Emlyn. The majority of pupils come from the village itself and from its rural hinterland, with a small number of other pupils travelling from outside the school's natural catchment area. Children are admitted to school on a full-time basis in the term following their fourth birthday.
- 2 There are currently 28 pupils and three full-time nursery children on the school register. They are taught by two full-time and one part-time teacher.
- 3 Welsh is the main language spoken in the homes of slightly over a half of the pupils, but there are a number of other pupils from homes where one parent speaks Welsh.
- 4 The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. Some 3.2% of the pupils are entitled to receive free school meals, a percentage that is considerably below county and national levels.
- 5 The school believes that the attainment levels of the majority of pupils are generally good when they are first admitted to school, but their personal and social and linguistic attainments are slightly below county norms. Approximately 18% of the pupils have additional learning needs, and this is comparable to county and national percentages. Three pupils have statements of additional learning needs.
- 6 The school was last inspected in the Summer term of 2001. Since then, there has been a considerable reduction in pupil numbers.
- 7 Following the retirement of the previous headteacher in the Autumn term of 2006, the post of temporary headteacher has been undertaken by one of the class teachers.

The school's priorities and targets

- 8 The school's priorities and targets for the period 2007-08 include:
 - refine and strengthen the assessment for learning process across the school;
 - nurture international links with a school outside Wales;
 - strengthen the role of the governing body;
 - produce a new action plan in response to the changes in the leadership of the school.

Summary

- 9 The positive leadership of the temporary headteacher effectively co-ordinates the work of the staff and the governing body and gives a clear sense of direction to the work of the school. She has succeeded in maintaining and extending the good leadership and management practices that already existed at the school and has ensured that the uncertainty with regard to the staffing situation had no adverse impact on the quality of education provided for the pupils.
- 10 During the period in question, she received good support from the governing body, parents, local headteachers and Local Education Authority officers.
- 11 The school has made good progress in addressing the vast majority of the Key Issues identified in the last report in 2001.

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 |

Standards and progress

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 8% | 84% | 8% | 0% | 0% |

- 13 The standards achieved by pupils in lessons are slightly higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory or better and that 65% should be good or better.
- 14 The standards achieved in the subjects inspected are as follows:

| Areas of learning | Key Stage 1 | Key Stage 2 |
|--------------------------|--------------------|--------------------|
| Welsh first language | Grade 1 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Geography | Grade 2 | Grade 3 |
| Information technology | Grade 2 | Grade 2 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |

- 15 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.
- 16 The under-fives and the pupils in key stages 1 and 2 make good progress in the key skills. They speak confidently, listen attentively to each other and to the teachers and use their mathematical and information and communications technology skills effectively in order to support their learning.
- 17 The bilingual competence of pupils of all ages is good. By the end of key stage 1, they communicate freely in Welsh and English.
- 18 The numbers of pupils assessed at the end of both key stages over the last three years were small. During the period in question, all Y2 and Y6 pupils assessed achieved the expected national performance in all core subjects, and a high percentage of them attained higher levels.
- 19 The pupils make good progress in their learning. They are eager to learn new knowledge and skills and they have a good awareness of the standard of their work and of what is required of them to improve. They have a very positive attitude towards learning; they behave well and are courteous to each other and to visitors.
- 20 Average levels of attendance at the school over the three terms prior to the inspection were 95%, which is above the national average. Pupil punctuality at the beginning of the school day is good.
- 21 The pupils' ability to work independently by organising their own work and working without adult supervision is good.
- 22 The pupils' spiritual, moral, social and cultural development is good. They work well together on various tasks, respecting other pupils and dealing with each other in an honest, sincere and fair manner.
- 23 Pupils have a good awareness of equal opportunity issues and they take great care in ensuring that every individual receives fair play. They acknowledge and respect the diversity of beliefs, attitudes and social and cultural traditions.
- 24 The pupils' understanding and knowledge of their community are developing effectively but their awareness of the world of work has not developed to the same extent.

The quality of education and training

25 The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 21% | 65% | 14% | 0% | 0% |

26 The percentage of good or better teaching is slightly higher than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of the teaching is grade 2 or better in 79% of lessons.

27 The outstanding teaching in key stage 1 is typified by the teacher's very high expectations and the challenging and ambitious tasks set.

28 A number of good features are common to all lessons. There is a good working relationship between teachers and pupils, all pupils are dealt with fairly and there are high expectations in terms of self-discipline. The teachers are able to motivate and sustain pupils' interest, there is effective class control and pupils receive good support in order to complete their tasks.

29 In a small number of lessons, the tasks are not sufficiently extensive to challenge the older pupils at the school.

30 There are effective arrangements for assessing the pupils' progress. The pupils' assessments are recorded in comprehensive assessment files and purposeful use is made of the information in order to move the learning forward.

31 The practice of including pupils and parents in the process of drawing up individual targets makes a significant contribution towards developing the pupils' ability to improve their work.

32 The annual reports to parents are of good quality and they contain useful information on the child's educational progress and personal and social development.

33 The education provided by the school satisfies the needs of the entire range of pupils and offers a curriculum that is broad, balanced and differentiated. The school ensures that the pupils, regardless of their ability, background or gender, receive equal access and opportunities in all activities.

34 The school's curricular provision and its day-to-day activities effectively promote the pupils' bilingual skills and appropriate attention is given to the Cwricwlwm Cymreig.

35 The curricular areas are enhanced by a wide range of visits to places of interest that give good opportunities to pupils to learn valuable personal and social skills.

36 The pupils' spiritual, moral, social and cultural development has been effectively integrated into curriculum work and it has a positive impact on the pupils' learning and attitudes.

- 37 There are effective procedures for communication between school and home. The parents appreciate the school's efforts and they actively raise considerable sums of money for school funds.
- 38 There is very productive co-operation with local schools and with the community and voluntary agencies and local organisations. These partnerships enhance the pupils' learning experiences.
- 39 The pupils benefit from work-related visits and from experiences related to enterprise skills, but these aspects have not been sufficiently developed.
- 40 There is good provision for promoting education for sustainable development and global citizenship. The school has gained the Eco Schools bronze award and there are comprehensive arrangements for waste recycling.
- 41 There are good arrangements for planning and managing pupil care. The school is a happy and caring community in which pupils feel happy to approach any member of staff for guidance. Detailed attention is given to the requirements of the Framework for Personal and Social Education and the lessons are carefully planned in order to fulfil the needs of pupils of all ages.
- 42 There is a highly effective School Council that ensures that the pupils' voice is given a high priority at the school. Members of the Council play an active part in resolving minor problems that arise between individual pupils.
- 43 The school has appropriate arrangements that encourage and enable learners to be healthy. A high priority is given to promoting healthy eating practices and pupils receive good opportunities to improve their fitness levels.
- 44 There are appropriate arrangements and procedures in place for all aspects of the pupils' health and safety.
- 45 The provision for pupils with additional learning needs is good and inclusive. The pupils' needs are identified at an early stage and appropriate additional support is provided to fulfil their learning needs.
- 46 Effective strategies are implemented for nurturing positive attitudes such as acknowledging diversity and promoting racial equality.
- 47 There is effective provision for a learner who has a physical disability.

Leadership and management

- 48 The temporary headteacher, the staff and governors have high expectations in terms of pupils' achievements, relationships and behaviour.
- 49 The quality of management at the school is good. The life and work of the school are guided by clear policies that are understood by all and implemented in full.
- 50 Members of the governing body provided valuable support for the temporary headteacher as she familiarised herself with her new leadership and

management responsibilities. They have recently begun to shoulder their monitoring and evaluation responsibilities but there is a need to further develop this aspect.

- 51 There are effective self-evaluation arrangements that draw on evidence from numerous sources including the views of parents and the School Council. Purposive use is made of the information gathered through self-evaluation in order to determine priorities in the School Development Plan. The evidence shows that the steps taken have led to improvements in the pupils' education.
- 52 There is an adequate number of staff and resources in order to teach the pupils. The practice of exchanging classes to teach specific subjects has led to higher standards, particularly so in physical education.
- 53 In general, there is sufficient space in the building to teach the National Curriculum areas of learning. The building is well maintained and the attractive displays of pupils' work make a significant contribution towards creating a pleasant learning ethos.
- 54 Financial management at the school is good and the headteacher and the governing body review and evaluate the use of resources on a regular basis.
- 55 The school provides good value for money.

Recommendations

- 56 The school needs to:
 - R1 raise standards in geography in key stage 2 by addressing the shortcomings identified;
 - R2 continue to develop the self-evaluation processes and ensure a more active role for the governing body in the process;
 - R3 increase the pupils' awareness of the world of work and further develop their enterprise skills.

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

57 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

58 The standards achieved in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 8% | 84% | 8% | 0% | 0% |

59 The standards achieved by pupils in lessons are slightly higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory or better and that 65% should be good or better.

60 The standards achieved in the subjects inspected are as follows:

| Areas of learning | Key Stage 1 | Key Stage 2 |
|------------------------|-------------|-------------|
| Welsh first language | Grade 1 | Grade 2 |
| Science | Grade 2 | Grade 2 |
| Geography | Grade 2 | Grade 3 |
| Information technology | Grade 2 | Grade 2 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 2 |

61 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.

62 With the exception of geography in key stage 2, pupils of all ages achieve good standards or better in the areas and subjects inspected. The pupils with additional learning needs make good progress towards achieving the targets set for them.

63 The under-fives make good progress in the key skills. They speak confidently, listen attentively to the teachers and to other children and a good number of them have begun to master reading and writing skills. Their ability to use their mathematical and information and communications technology skills is good.

64 The standards and progress of pupils in key stages 1 and 2 in the key skills of language and communication are good. They discuss their work with ease, contribute purposefully in class discussions, using appropriate subject-based vocabulary, and they use their reading and writing skills effectively to gather information and record their work.

65 In both key stages, the pupils make good progress in their mathematical skills as they use and apply their numeracy skills when working on practical tasks.

- 66 The pupils make confident use of a wide range of information and communications technology for various curricular purposes.
- 67 The bilingual competence of pupils of all ages is good. By the end of key stage 1, the pupils communicate freely in Welsh and English.
- 68 The numbers of pupils assessed at the end of both key stages over the last three years were small. During the period in question, all Y2 and Y6 pupils assessed achieved the expected national performance in all core subjects, and a high percentage of them attained higher levels.
- 69 The vast majority of pupils make good progress between the two key stages and there is no significant difference in the performance of girls and boys.
- 70 The pupils make good progress in their learning. They are eager to learn new knowledge and skills and they respond confidently to new learning situations. They have a good awareness of the standard of their work and of what is required of them to improve.
- 71 The vast majority of pupils work at the highest level of their ability and they make good progress in their skills, knowledge and understanding as they move through the school.
- 72 The personal, social and learning skills of pupils of all ages are good. They have a very positive attitude to learning; they set about their tasks without delay and contribute enthusiastically to class discussions.
- 73 The pupils behave well and they are considerate of each other's feelings. They show a high degree of self-discipline and are courteous to each other and to visitors.
- 74 Average levels of attendance at the school over the three terms prior to the inspection were 95%, which is above the national average. Pupils attend school regularly and there are few instances of unauthorised absences. Pupil punctuality at the beginning of the school day is good.
- 75 The pupils' ability to work independently by organising their own work and working without adult supervision is developing well. When undertaking individual projects in key stage 2, they follow their own learning pathway, solving problems and making decisions with minimal assistance.
- 76 The pupils' spiritual, moral, social and cultural development is good. They work well together on various tasks, respecting other pupils and dealing with each other in an honest, sincere and fair manner. They deal with problems in a logical manner and they think before acting in a mindless fashion.
- 77 Pupils have a good awareness of equal opportunity issues and they take great care in ensuring that every individual receives fair play. They acknowledge and respect the diversity of beliefs, attitudes and social and cultural traditions.
- 78 The pupils' understanding and knowledge of their community are developing effectively through educational visits and through close co-operation with a

number of local institutions. Their awareness of the world of work has not developed to the same extent.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

79 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

80 The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 21% | 65% | 14% | 0% | 0% |

81 The percentage of good or better teaching is slightly higher than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of the teaching is grade 2 or better in 79% of lessons.

82 Where there are outstanding features to the teaching in key stage 1, the teacher's expectations are particularly high and the tasks are challenging and ambitious. The presentations are lively and interesting and the pupils are engrossed in their work.

83 A number of good features are common to all lessons. There is a good working relationship between teachers and pupils, all pupils are dealt with fairly and there are high expectations in terms of self-discipline. The teachers are able to motivate and sustain pupils' interest, there is effective class control and pupils receive good support in order to complete their tasks.

84 The teachers are well informed about the subjects they teach. They plan appropriately for all the age and ability ranges, including the under-fives.

85 Lessons are presented in a knowledgeable manner and group, pair and whole class work strategies are used effectively in order to improve the learning. Equal opportunities are promoted and a high priority is given to developing the pupils' bilingual competence.

86 In a small number of lessons, the tasks are not sufficiently extensive to challenge the older pupils in key stage 2.

87 There are good arrangements for assessing and recording the pupils' progress and the information is used effectively in order to fulfil the needs of individual pupils.

- 88 Good use is made of the Baseline Assessment to identify at an early stage the achievements of the under-fives and to provide additional support as and when required.
- 89 In key stages 1 and 2, teachers' assessments and the results of standardised tests are used effectively to assess pupils' achievements and to identify which areas and subjects require further attention.
- 90 The pupils' assessments are recorded in comprehensive assessment files and purposeful use is made of the information in order to move the learning forward.
- 91 The pupils take personal responsibility for their targets from term to term and parents are given opportunities to contribute to the process. This practice makes a significant contribution to developing the pupils' ability to evaluate their own work and to identify the elements that require improvement.
- 92 The pupils' work is marked regularly and constructive written comments are appended that note the steps to be taken to improve the work.
- 93 The annual reports to parents are of good quality and they contain useful information on the pupils' progress in all subjects together with useful comments on their personal and social development.

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

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 The education provided by the school satisfies the needs of the entire range of pupils and offers a curriculum that is broad, balanced and differentiated. It fully conforms to legal requirements.
- 96 The planning and provision for the under-fives are good and they ensure that every child benefits from the experiences that are planned for them.
- 97 The planning for curriculum subjects in key stages 1 and 2 is good. The learning activities are interesting and differentiated and they provide continuity and progression in the pupils' educational experiences. The teaching of the basic skills and the key skills is carefully planned.
- 98 The school's curricular provision and its day-to-day activities effectively promote the pupils' bilingual skills. Good attention is given to the Cwricwlwm Cymreig and other cultures.
- 99 The pupils' experiences are promoted by a good range of extra-curricular activities. The wide range of visits to places of interest enhances the curricular areas that enable pupils to learn valuable personal and social skills.

- 100 The school gives good attention to pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also includes personal and social education requirements. It has been effectively integrated into curriculum work and has a positive impact on pupils' learning and attitudes.
- 101 Circle time, religious education and class discussions about social and moral issues are an integral part of the life of the school. Good opportunities are provided in the sessions of collective worship for pupils to reflect, for impromptu prayers and to discuss issues of a personal nature. The School Council enables the pupils to play a formal part in decision-making.
- 102 There is a good partnership with parents and this was reflected in the parents' positive feedback through the questionnaires and at the pre-inspection meeting. The parents appreciate the school's efforts and they actively raise considerable sums of money for school funds.
- 103 There are effective procedures for communication between school and home. The school Prospectus is an attractive and interesting booklet and there is an appropriate home/school agreement. These documents, together with the Annual Report of the Governing Body to Parents, fulfil all statutory requirements.
- 104 There is a very productive partnership with local primary and secondary schools. The school is involved in a number of cross-period initiatives to facilitate pupil transfer from Y6 to Y7 and is involved in catchment activities for raising standards in Welsh, information technology and physical education.
- 105 There are various partnerships with the community, voluntary agencies, local organisations and public authorities and they enhance the pupils' learning experiences.
- 106 The pupils benefit from some work-related visits and they engage in activities such as selling Christmas cards that lay early foundations for developing enterprise skills. However, these aspects have not been sufficiently developed.
- 107 There is good provision for promoting education for sustainable development and global citizenship. The school has gained the Eco Schools bronze award and there are comprehensive arrangements for waste recycling and conserving energy and resources.
- 108 The school ensures that the pupils, regardless of their ability, background or gender, receive equal access and opportunities in all activities.
- 109 The school lays firm foundations for lifelong learning by ensuring that pupils nurture skills such as bilingualism, independence and problem solving that will make them more responsible for their own learning as they grow up.

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

Grade 2: Good features and no important shortcomings

- 110 The findings of the inspection team differ from the school's view in its self-evaluation report to the extent that the school has awarded Grade 1 for this key question. As there are no outstanding features to the provision, this question does not merit a grade higher than Grade 2.
- 111 There are good arrangements for planning and managing pupil care. Effective use is made of the support services of the Local Education Authority and there is close co-operation with parents in cases relating to their children's care and wellbeing.
- 112 New pupils in the nursery class settle in quickly and they feel safe at school. The parents of the pupils who arrived at the school during the school year testify that their children were welcomed by staff and other pupils and that they are very happy at school.
- 113 The quality of the personal support and guidance provided for pupils is good. The school is a happy and caring community in which pupils feel happy to approach any member of staff for guidance. Detailed attention is given to the requirements of the Framework for Personal and Social Education and the lessons are carefully planned in order to fulfil the needs of pupils of all ages.
- 114 There is a highly effective School Council that ensures that the pupils' voice is given a high priority at the school. They meet regularly and discuss the issues raised in a mature and responsible fashion.
- 115 The school has appropriate arrangements that encourage and enable learners to be healthy. A high priority is given to promoting healthy eating practices during snacks and meal times and pupils receive good opportunities to improve their fitness levels.
- 116 The registration periods are administered appropriately and there are suitable procedures for ensuring that pupil attendance, punctuality and behaviour are carefully monitored.
- 117 There are appropriate arrangements and procedures in place for all aspects of the pupils' health and safety.
- 118 The provision for pupils with additional learning needs is good and inclusive. It fulfils the requirements of the Code of Practice.
- 119 The pupils' needs are identified from an early age and appropriate additional support is provided to fulfil pupils' specific learning needs. Appropriate individual education plans are produced for individuals and their progress is regularly monitored. There is effective co-operation with parents and external agencies in reviewing the progress made by pupils with specific learning needs.
- 120 The work undertaken by one-to-one assistants together with the Local Education Authority specialist teacher is of good quality. There is effective co-operation between the designated governor and staff at the school.

- 121 There are effective arrangements for monitoring behaviour and members of the School Council play an active part in resolving minor problems that arise between individual pupils.
- 122 Positive attitudes are nurtured amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. All pupils are fully integrated into the life and work of the school. This view was supported by pupils during their discussions with inspectors.
- 123 Effective strategies are implemented for nurturing positive attitudes such as acknowledging diversity and promoting racial equality.
- 124 The current provision for a learner with a physical disability is appropriate. There is an appropriate accessibility policy in place and the school is aware of the need to produce a Disability Equality Scheme.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 125 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 126 The positive leadership of the temporary headteacher effectively co-ordinates the work of the staff and the governing body and gives a clear sense of direction to the work of the school. She has succeeded in maintaining and extending the good leadership and management practices that already existed at the school and has ensured that the uncertainty with regard to the staffing situation had no adverse impact on the quality of education provided for the pupils.
- 127 There are high expectations in terms of pupils' achievements and agreed values are shared with regard to learning, behaviour and relationships. A high priority is given to ensuring that due prominence is given to the voice of pupils, staff and governors in the development of the school.
- 128 Curricular responsibilities are effectively allocated between the temporary headteacher and the class teacher. They undertake their monitoring and evaluation responsibilities thoroughly.
- 129 The quality of management at the school is good. The life and work of the school are guided by clear policies that are understood by all and implemented in full.
- 130 Appropriate consideration is given to national priorities in the school's development programme. It has gained the Basic Skills Agency Quality Mark and the school is working on the first stages of the Healthy Schools scheme and is working towards the Eco Schools silver award. Two years ago, it received Investors in People accreditation.

- 131 The school has gained considerable benefit from the support of Local Education Authority officers and from their advice on curricular and management issues. There has also been good co-operation with local headteachers and teachers.
- 132 Purposeful use is made of data from standardised tests in setting targets for pupils at the end of key stage 2. These targets are ambitious but achievable.
- 133 There are appropriate arrangements for determining objectives for staff and monitoring their performance. The targets give appropriate consideration to the professional needs of staff and to the school's priorities as expressed in the Development Plan.
- 134 Members of the governing body provided valuable support for the temporary headteacher as she familiarised herself with her new leadership and management responsibilities. This gave them the opportunity to play a more active part in the work of the school and to strengthen their voice in its strategic development. They have recently begun to shoulder their monitoring and evaluation responsibilities but there is a need to further develop this aspect of their work.
- 135 The governing body fulfils all the legal responsibilities placed upon it in full.

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

Grade 2: Good features and no important shortcomings

- 136 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 137 The school is well informed about its performance and it uses the knowledge effectively to make further improvements. The school's views in its self-evaluation report concur with the findings of the inspection team in six of the seven key questions.
- 138 The self-evaluation arrangements are systematic and thorough and they draw on a number of sources including pupils' work, planning documentation and reports on the quality of the teachers' teaching. Effective use is made of assessment data in order to discover any shortcomings in teaching and learning. Regular reports are provided to the governing body on the findings of the evaluations and the school acts in a purposive manner to deal with any shortcomings identified.
- 139 Good opportunities are provided to parents to express their views on the educational provision and consideration is given to the views of the School Council on different aspects of the work of the school. The school operates in a thorough and open manner in order to deal with any concerns expressed.
- 140 The quality of the self-evaluation report presented to the inspection team is generally good although the evaluations of some of the key questions are more

detailed than others. There is an appropriate balance in the report between evaluating the standards achieved by pupils and evaluating the quality of educational provision. Appropriate use is made of county guidelines to compare the school's performance against the Inspection Framework criteria.

- 141 Effective use is made of the information gathered from the self-evaluations to plan for improvement. The School Development Plan is a powerful tool for guiding developments and providing direction for the work of the school. The developments are carefully planned by identifying clear steps for action, the expected outcomes are noted, operational responsibilities are allocated to individuals and resources are earmarked to support the developments.
- 142 Inspection evidence shows that the steps taken have led to improvements in standards throughout the whole school and to developments in the quality of the educational provision.
- 143 The school has made good progress in addressing the six Key Issues identified in the 2001 report. There has been a significant improvement in standards in information technology and physical education and the good standards were maintained in the other areas. There have been considerable developments in the self-evaluation system and the assessment arrangements have been refined. The Annual Report to Parents and the Prospectus now conform in full to statutory requirements.
- 144 Although the governing body has recently become more aware of its strategic role, it does not yet undertake its monitoring and evaluation role in full.

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

Grade 2: Good features and no important shortcomings

- 145 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 146 There is an adequate number of suitably qualified staff and resources in order to teach the pupils. They regularly renew their skills and knowledge by attending appropriate training and they make effective use of their expertise by exchanging classes to teach specific subjects such as physical education. This practice has led to higher standards in this area.
- 147 The classroom assistants provide effective support to individuals and groups, particularly so for pupils with additional learning needs.
- 148 The pupils have access to appropriate and adequate learning resources that correspond to their needs. The quality of the resources is very good and there is a variety of equipment for all areas.
- 149 The recent major expenditure in the areas of physical education and information technology has considerably improved provision in both areas and has led to raising the standards achieved by pupils.

- 150 With the exception of physical education, there is sufficient space in the building to teach the National Curriculum areas of learning. The building is well maintained and the attractive displays of pupils' work in the classrooms and corridors make a significant contribution towards creating a pleasant learning ethos.
- 151 Effective use is made of a nearby school hall in order to improve physical education skills.
- 152 Efficient use is made of the funding earmarked to reduce teachers' workload and there are good arrangements for securing planning, preparation and assessment time for the teaching staff. The teacher employed for two half days a week shoulders a good measure of curricular responsibilities and she makes a good contribution towards raising standards in history and religious education.
- 153 The school plans appropriately and provides resources in accordance with its priorities and educational targets. The headteacher and governing body review and evaluate needs and the use of resources on a regular basis and plan carefully for any underspend.
- 154 The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 1: Good with outstanding features

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

Outstanding features

155 Several Welsh learners in key stage 1 have outstanding oracy skills. They converse confidently, express opinions clearly and use a wide range of vocabulary.

156 A considerable number of key stage 1 pupils write in extended mode, varying the beginning of sentences and using correct punctuation. They have a very thorough knowledge of the alphabet.

Good features

157 During conversation, key stage 1 pupils convey simple information clearly, they pronounce intelligibly and use a growing range of grammatical patterns.

158 Pupils in key stage 1 read fluently and with good expression. They are able to build unfamiliar words and vary the intonation of their voices. They discuss intelligently the characters and main events of the text they are reading.

159 In their stories and descriptive pieces, pupils in key stage 1 show good progress in their use of different syntax, linkwords and adjectives. The standard of their spelling is good and many have begun to learn to use a dictionary.

160 In key stage 2, the pupils converse confidently. They respond with maturity when expressing opinions in discussions, using extended language and good quality syntax.

161 Pupils in key stage 2 read fluently and with clear expression. They express their views about stories they read and the majority read a wide range of books. They are confident when gathering information from various sources.

162 Pupils in key stage 2 write thoughtfully, showing an appropriate awareness of the purpose and intended audience of their work. By Y6, they are able to write in a wide range of forms, they use paragraphs to organise their work and show originality in their choice of words and phrases. The spelling and punctuation of the vast majority of pupils are good.

Shortcomings

163 There are no important shortcomings.

Science

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

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

Good features

- 164 With the teacher's support, pupils in Key Stage 1 are able to find information and use it to extend their understanding of the field. They discuss their work confidently, using the appropriate technical vocabulary.
- 165 They engage in an appropriate number of scientific activities and occasionally suggest their own ideas with regard to future investigations. They understand the features of fair testing and make sensible predictions of the possible results. They make direct observations and record the findings of their investigations in simple tables and graphs. By Y2, a good number of pupils can offer a simple explanation for what is discovered.
- 166 The scientific knowledge and understanding of key stage 1 pupils are good. When studying everyday materials, they are able to identify the similarities and differences between them and can describe in detail the various ways in which their shape can be changed.
- 167 Pupils in key stage 2 discuss scientific issues knowledgeably. They offer their own ideas and work with a measure of independence. They have a clear awareness of the requirements of fair testing and are able to identify which variables need to be kept constant and which should be changed. They use a variety of standard measures, form valid conclusions on the basis of evidence and record their findings in an orderly manner.
- 168 The pupils' knowledge and understanding of materials and their characteristics are good. Pupils in Y3 and Y4 describe everyday materials in appropriate detail and are able to classify them correctly according to specific criteria. By Y5, the pupils have a sound understanding of the characteristics of solids, liquids and gases.

Shortcomings

- 169 There are no important shortcomings.

Information technology

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

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

Good features

- 170 Pupils in key stage 1 make appropriate use of information technology equipment and software with increasing skill in a range of different contexts. They show

good mouse control and can produce pieces of written work independently on the screen, making modifications as and when required.

- 171 In key stage 1, pupils make effective use of art programmes to create pictures and patterns and with assistance, they produce various graphs based on the collection of data. They are familiar with using a simple logo programme.
- 172 Pupils in key stage 2 use equipment and software confidently. They work independently and in small groups to gather, investigate and discuss information in a number of different contexts.
- 173 Pupils in key stage 2 can use interactive whiteboards and are able to communicate with another school through e-mail. The Logo work is developing appropriately throughout the key stage.
- 174 Pupils in key stage 2 create databases and by Y6, they are able to give a multi-media presentation to the rest of the class. They show good mastery of the word processor in editing and adapting their work and they are confident users of the Internet to look for information from various websites.

Shortcomings

- 175 There are no important shortcomings.

Geography

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 176 The mapping skills of key stage 1 pupils are developing well as they work with a wide range of maps as well as producing their own plans and maps. They are able to locate their village on a map of Wales and can name a number of neighbouring villages and counties. They use simple co-ordinates correctly in order to find various places on a map of Wales.
- 177 Pupils in key stage 1 have a good knowledge of their local area. They know about the importance of the farming industry for the area and have a good understanding of the food production process. They can compare in detail some of the differences and similarities between their own village and a nearby town.
- 178 Pupils in key stage 2 give detailed descriptions of the geographical characteristics of their locality, exhibiting a good awareness of the relative distances of villages. They can show the main Welsh towns on a map and they have a good knowledge of several countries in the world. They use simple grid references to identify locations on a map and have an appropriate understanding of compass points.

- 179 The fieldwork skills of pupils in key stage 2 are developing well as they follow the river from its source to the sea. They make observations and detailed measurements in order to show how the river changes during its journey and they use appropriate geographical terms when describing their work.
- 180 When studying maps and pictures of India and Egypt, key stage 2 pupils come to know of some of the differences and similarities between both countries and Wales.

Shortcomings

- 181 The ability of key stage 2 pupils to use a range of maps including ordnance maps has not been developed sufficiently.
- 182 The studies of key stage 2 pupils of an economically developing country are too superficial.

Music

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

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

Good features

- 183 In key stage 1, the pupils sing a range of songs, including folk songs and hymns that are appropriate to their age. They show an understanding of dynamics in their performances and the quality of their singing is generally good.
- 184 Pupils in key stage 1 can use appropriate percussion instruments to provide accompaniment for a story or rhyme in order to create a particular atmosphere. They are able to evaluate their own work and offer improvements. They enjoy listening to the music of famous composers and can discuss it sensibly.
- 185 Pupils in key stage 2 sing a wide range of songs and perform them confidently. They use musical vocabulary that is appropriate to their age and ability.
- 186 Pupils in key stage 2 make skilful use of a good variety of percussion instruments when performing or composing their own work. Those pupils who take advantage of the instrumental tuition offered by peripatetic teachers make good progress.
- 187 Pupils in key stage 2 make skilful use of information technology to enhance their composition work and to create various effects.

Shortcomings

- 188 The ability of key stage 2 pupils to record their compositions has not been sufficiently developed.

Physical education

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

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

Good features

- 189 In both key stages, the pupils work energetically and make good progress in the quality of their work in their lessons. They are well informed about the importance of warming up the body before starting strenuous exercise and can describe in detail the beneficial effect of exercise on the body. They recall prior learning well, and are able to remember the expectations in terms of creating quality movements. They listen attentively and follow instructions in detail.
- 190 The ability of pupils in both key stages to co-ordinate activities and movements is good. They discuss in an intelligent manner which skills they intend to develop and what are their expectations in terms of standard and quality. They evaluate their own work and that of others in detail, noting the elements that could be improved.
- 191 The ability of pupils in both key stages to select activities that are suitable for warming up the body is an obvious strength in this field.
- 192 The ball rolling, bouncing, throwing and receiving skills of pupils in key stage 1 are good. They learn how to aim correctly, to keep their eyes on the ball and to control body balance when working with a ball. They effectively transfer the skills they have learned when playing a team game and they know how to win and lose games.
- 193 When practising athletics skills, key stage 2 pupils move freely and retain good control of their movements. They practise techniques such as skipping, hopping and jumping and they are very skilful when changing the pace and direction of their movements. The pupils' level of fitness is very good.

Shortcomings

- 194 As they work energetically, there is a tendency for key stage 2 pupils to concentrate more on effort than on the quality of their work.

School's response to the inspection

The staff and governors of Ysgol Glynarthen, having studied the findings of the inspection, take pride in the positive and fair statements contained in the report.

The fact that the inspectors concur with the school's judgements in six of the seven key questions shows that we know our school well and that there are effective self-evaluation arrangements in place.

The inspection was a developmental process that featured a professional and productive dialogue. There was an opportunity to show the necessary evidence, to confirm viewpoints and to express opinions on specific issues. The school took advantage of this opportunity to exhibit all its strengths. It was felt that the views of governors, parents and staff at the school had been a particularly valuable aspect of the process. It was found that pupils had expressed their views and had greatly pleased the inspectors and added considerably to the quality of a very good report.

The inspection acknowledged a considerable number of positive elements. It emphasised the pupils' achievements in developing their bilingual competence. Reference was also made to the high standards of pupil behaviour and to the fact that they are considerate and courteous. The high quality of the teaching is acknowledged, and rightly so given the commitment and skill of our teachers. The Local Education Authority has confirmed the findings in the report and has expressed its great satisfaction with the achievements of the children and staff at Ysgol Glynarthen.

The clear focus at the school on standards and on pupils' achievements is reflected in the report. The report acknowledges the high standards seen in the early years and in key stages 1 and 2, and we take great pride in this. The confirmation of the very high standards achieved in aspects of our work is gratifying, and we feel that the school is now aiming to develop further the few less favourable aspects within the report. We are confident that we can work hard on the few recommendations in the report, and that in so doing the school will develop further in terms of its teaching and learning.

We take great pride at Ysgol Glynarthen in the exceptionally good findings in the report and are very proud of the high standards achieved by the pupils. The inspection gave the school the opportunity to look in detail at every aspect of its life and work, and the preparation of the self-evaluation report was a positive process as we identified all the school's achievements. This reflected the culture of self-criticism that is an integral part of the life of the school. The inspection has reinforced our strengths and has provided us with the ultimate challenge, namely to sustain in future the high standards that currently apply in all aspects of the life of the school.

Appendix 1

Basic information about the school

| | |
|--|---------------------------------------|
| Name of school | Ysgol Gynradd Glynarthen |
| School type | Nursery and Primary |
| Age-range of pupils | 4-11 years |
| Address of school | Glynarthen Llandysul Ceredigion |
| Post-code | SA44 6NX |
| Telephone number | 01239 810082 |
| Headteacher | Mrs Carys Anwyl |
| Date of appointment | January 2007 |
| Chair of governors/ Appropriate authority | Mrs Gabby Oxborrow |
| Reporting inspector | Wil Williams |
| Dates of inspection | 9/07/07 – 11/07/07 |

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 | 3 | 2 | 4 | 4 | 4 | 7 | 0 | 7 | 31 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 2 | 1 | 2.2 |

| Staffing information | |
|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 13:1 |
| Pupil: adult (fte) ratio in nursery classes | 13:1 |
| Average class size, excluding nursery and special classes | 16 |
| Teacher (fte): class ratio | 0.9:1 |

| Percentage attendance for three complete terms prior to inspection | | |
|--|-------------|----------------|
| Term | Under fives | Rest of school |
| Summer 2006 | 93.5% | 95.3% |
| Autumn 2006 | 91.7% | 94.3% |
| Spring 2007 | 93.7% | 96% |

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

Appendix 3

National Curriculum Assessment Results

| | | |
|---|------------------------|---|
| 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 KS2 Results 2006 | Number of pupils in Y6 | 7 |
| 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 | 85.7% | In Wales | 74.3% |

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:

- fourteen 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;
- seventeen 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 |
|------------------|-------------|--|--|
| Wil Williams | Rgl | Context; Summary; Recommendations; Annexes; Key questions 1; 3; 5 and 6. | Science; geography; physical education |
| Hazel Hughes | Team | Key questions 2; 4 and 7. | Welsh; information technology; music |
| Wil Owen | Lay | Contributions to key questions 1; 3; 4 and 7 | |

School's Nominee: Mrs Carys Anwyl

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.