

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

**Ysgol Gynradd Llanarth
Llanarth
Ceredigion
SA47 0NP**

School Number: 6672291

Date of Inspection: 16/10/06

by

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Ysgol Gynradd Llanarth 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 Llanarth took place between 16/10/06 and 18/10/06. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Llanarth is a bilingual, community school located in the village of Llanarth, some four miles to the south of Aberaeron. It serves the village itself and its rural hinterland and provides education for pupils between 4 -11 years of age. According to the school, the area is neither deprived nor economically disadvantaged despite the fact that 36% are entitled to receive free school meals. This is considerably higher than county and national averages.
2. Children are admitted to school on a full-time basis in the September following their fourth birthday. At the moment, there are 69 pupils on the school register. They are taught by three full-time teachers, two part-time teachers and two classroom assistants.
3. Welsh is spoken in the homes of approximately 23% of pupils; in other homes there is one Welsh-speaking parent and the remainder are from non Welsh-speaking homes. The school teaches the Welsh first Language Programmes of Study.
4. The full range of ability is represented at the school. According to the Baseline Assessment, pupils' levels of attainment are close to county norms when they commence their full-time education. Twenty two per cent of pupils have additional learning needs, and this is slightly higher than the national average, and two of them have statements of their Special Educational Needs.
5. The school was last inspected in the Autumn term of 2000. Since then, there has been a reduction in pupil numbers, and as a result one teaching post has been lost.
6. The headteacher was appointed to his post in January 1992.

The school's priorities and targets

7. The school's priorities and targets for 2005 – 2007 include:

Develop formative assessment and establish a system for tracking pupil progress;
Raise Welsh writing standards across the school;
Create a system to enable the school to monitor aspects of the core subjects and foundation subjects on a termly basis;
Give more consideration to staff, pupils, parents and governors in drawing up the school's direction and practices.

Summary

8. The school's views in its self-evaluation report matches the judgements of the inspection team in four of the seven key questions.
9. The school has made good progress in addressing six of the nine Key Issues identified in the 2000 Report. More work remains to be done to improve the quality of assessment and reporting arrangements and raising standards in information and communications technology, Welsh, music and religious education.

Table of grades awarded

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

Standards

10. The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

11. Pupils' standards in the lessons are higher than Welsh Assembly Government targets for the whole of Wales in 2007 that 98% of lessons should be satisfactory (Grade 3) or better and that 65% should be good or better.

12. The standards achieved by the under-fives are as follows:

Areas of learning	Grade
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 3

13. The standards achieved in the areas of learning and the subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 3

14. The educational provision for the under-fives has some shortcomings, but there is evidence that these shortcomings can soon be put right.

15. Pupils from the full range of ability succeed in their work, regardless of their ability, social or linguistic background.

16. The under-fives, together with pupils in key stages 1 and 2, make good progress in their ability to use their communication skills and mathematical skills across the curriculum.

17. The under-fives make good progress in their information and communications technology skills. However, the ability of Key Stages 1 and 2 pupils to use the technology for various curricular purposes is limited.

18. Pupils of all ages make good progress in their bilingual proficiency, and the vast majority of them are able to communicate freely in Welsh and English.

19. In 2006, pupil performance in Key Stage 1 in the National Curriculum core subjects was higher than national performance whilst pupil performance in Key Stage 2 was slightly lower than the national average.

20. In relation to schools with a similar percentage of pupils entitled to receive free school meals, the results for 2006 were as follows:

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

- * upper 25%
- ◆ upper 50% and below the upper 25%
- lowest 25%

21. Pupils of all ages make good progress in their personal and social skills and in their learning skills.

22. Pupils work hard in their lessons, they undertake responsibilities in a mature way and they develop well as independent learners. Standards of behaviour throughout the school are good.

23. The pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and they have an appropriate understanding of equal opportunity issues.
24. Average attendance across the three full terms prior to the inspection was good. Although the punctuality of most pupils is good, a small core of pupils is consistently late in the mornings.

The quality of education and training

25. The quality of teaching was judged to be as follows:

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

26. The quality of teaching for the under-fives, and the teaching for pupils with additional learning needs, is generally good.
27. The teachers have a good knowledge of the subjects they teach, they give good support to individuals and groups to complete their work and their class control is sound.
28. Equal opportunities and the thorough bilingual development of pupils are promoted effectively.
29. In a small number of lessons, the work is not sufficiently challenging and pupils are in a passive mode for lengthy periods of time.
30. There are good arrangements for assessing the under-fives. Effective use is made of the assessment in planning future learning. Key Stage 1 and Key Stage 2 pupils are assessed regularly, but there are certain gaps in the information kept and no action is taken on the assessment findings.
31. The teachers respond appropriately to pupils' work, but the standard of marking is not consistent across classes.
32. The annual reports to parents contain detailed comments about standards in some of the core subjects, but the comments in other areas are descriptive rather than analytical.
33. The curriculum is broad and balanced, carefully designed and provides equal access to every pupil. The visits to places of educational interest and varied activities such as the school's visit to Ireland enhance the pupils' curricular and social experiences.
34. The pupils' moral, social and cultural development is successfully promoted and there is good provision for introducing a programme of personal and social education.

35. Sound emphasis is placed on the Cwricwlwm Cymreig and on the heritage and culture of the locality.
36. There is a good partnership between the school and parents and the active Friends of the School raise considerable sums of money to purchase resources for the school.
37. There is a good relationship between the school and the community and with local businesses and industries.
38. There is an effective partnership with other primary schools and there are appropriate links with the local secondary school.
39. Although there is a paper recycling system at the school, there is no clear strategy for promoting sustainable development.
40. Pupils are encouraged to undertake responsibilities in a good number of social activities, but the planning for promoting their enterprise skills is not specific enough.
41. The school is a happy and caring community in which every pupil is valued. Equality is promoted in all aspects of the life and work of the school.
42. An appropriate programme of personal and social education is provided and there are good opportunities for pupils to discuss issues of concern to them.
43. Thorough attention is given to a number of issues relating to the pupils' health and safety and healthy practices such as drinking water during the day are promoted.
44. There is good provision for pupils with additional learning needs. Pupils' needs are identified at an early stage and they receive good quality support. This enables them to make good progress on the basis of their ability.

Leadership and management

45. The headteacher's enthusiastic leadership effectively co-ordinates the efforts of staff and governors and gives direction to the work of the school.
46. The teachers have recently undertaken new curricular responsibilities but they have not begun to evaluate standards in their areas of responsibility or to report formally to the governing body.
47. The governors fulfil their duties conscientiously, and through monitoring visits, they have an appropriate knowledge of the school.
48. The recently established self-evaluation arrangements have provided the school with useful information on the quality of its educational provision, but insufficient attention has been given to the standards achieved by pupils in the six areas inspected.

49. The School Development Plan is of good quality and gives a clear direction to the school over the next three years. There is a clear link between the Plan's priorities and the self-evaluation arrangements.
50. Effective use is made of teachers' expertise by exchanging classes to teach certain subjects. A valuable contribution is made by the classroom assistants to the quality of learning and teaching.
51. The school has an appropriate range of resources to teach the vast majority of subjects, but the shortage of computer software and the lack of large equipment for the under-fives have an adverse effect on standards in both areas.
52. The building and teaching rooms are of an adequate size and in good condition. In general, effective use is made of the school buildings and grounds, but the under-fives do not make sufficient use of areas outside the classroom.
53. Effective use is made of the School Development Plan for budget planning purposes for the future. The headteacher and the governing body monitor expenditure effectively in order to secure that the school provides value for money.

Recommendations

- R1: Raise standards in information and communications technology and in the areas awarded Grade 3 by addressing the shortcomings identified;
- R2: Correct the shortcomings noted in the educational provision for the under-fives;
- R3: Further develop the self-evaluation arrangements by addressing the shortcomings identified;
- R4: Further develop the monitoring and evaluation role of the subject co-ordinators;
- R5: Act on the school's intentions to establish more effective assessment and recording arrangements.

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 3: Good features outweigh shortcomings

54. The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded itself Grade 2 for this key question. Insufficient attention was given in the school's self-evaluation to the standards achieved in the six subjects inspected.

55. The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

56. Pupils' standards in the lessons are higher than Welsh Assembly Government targets for the whole of Wales in 2007 that 98% of lessons should be satisfactory (Grade 3) or better and that 65% should be good or better.

57. The standards achieved by the under-fives are as follows:

Areas of learning	Grade
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 3

58. The standards achieved in the areas of learning and the subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 3

59. The educational provision for the under-fives has some shortcomings, but there is evidence that these shortcomings can soon be put right.

60. Pupils succeed in their work, regardless of their ability, social or linguistic background. Pupils with additional learning needs make good progress as they work towards achieving the targets set for them.

61. The under-fives make good progress in their communication skills. They speak confidently, listen attentively and have begun to master reading and

writing skills. Their ability to use their mathematical skills and their information and communications technology skills are also developing well.

62. The communication skills of Key Stage 1 and 2 pupils are good. They make purposeful contributions in class discussions and they make effective use of their reading and writing skills to collect information and record their work.
63. They make good progress in their mathematical skills as they use their numeracy skills in practical situations.
64. The ability of Key Stage 1 and 2 pupils to use information and communications technology for various curricular purposes is limited.
65. Pupils of all ages make good progress in their bilingual proficiency, and the vast majority of them are able to communicate freely, both orally and in written form, in Welsh and English.
66. The creative skills of pupils across the school are good. They show skill and a lively imagination when engaged in a number of tasks in their art lessons.
67. In 2006, the percentage of Key Stage 1 pupils who attained Level 2 in Welsh, mathematics and science in the National Curriculum assessments was higher than the national averages in all three subjects. On average, almost half the pupils attained Level 3 in all subjects.
68. In Key Stage 2, the number of pupils who attained Level 4 in Welsh, English, mathematics and science was slightly lower than local and national performance. On average, approximately one third of pupils attained Level 5 in all four subjects.
69. There are no significant differences in either key stage between the performance of girls and boys.
70. In relation to schools with a similar percentage of pupils entitled to receive free school meals, the results for 2006 were as follows:

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

- * upper 25%
- ◆ upper 50% and below the upper 25%
- lowest 25%

71. Pupils of all ages make good progress in their personal and social skills and in their learning skills.

72. As the pupils mature, they develop into responsible individuals who are able to work together easily and who are considerate of the feelings of other pupils. They work hard in lessons and show high levels of motivation.
73. Early in Key Stage 2, the pupils undertake responsibilities in a mature fashion and they develop well as independent learners.
74. The standards of behaviour of pupils of all ages are good. They move about the school in an orderly manner and they show a great deal of self-discipline. This responsible attitude has a positive impact on the progress they make and on the quality of their learning.
75. When engaged in practical and creative tasks, pupils show a good awareness of the strengths and shortcomings of their work, but their ability to evaluate their work in other areas has not been developed to the same extent.
76. Pupils of all ages respect the diversity of beliefs, attitudes and other cultural and social traditions. In circle time, sessions of collective worship and religious education lessons, they learn to respect everyone around them. They have an appropriate understanding of equal opportunity issues and of fairness.
77. Average attendance across the three full terms prior to the inspection was good and was higher than county and national averages. Although the punctuality of the vast majority of pupils is good, a small core of pupils is consistently late in the mornings.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

80. The quality of teaching for the under-fives, and the teaching for pupils with additional learning needs, is generally good. The teaching of the athrawes fro is consistently good.
81. The teachers' good relationship with pupils has a positive impact on pupils' attitudes towards their work and it creates a pleasant ethos within the school.
82. The teachers have a good knowledge of the subjects they teach. Their planning is thorough and there are clear aims to lessons.

83. They question and explain effectively and they regularly monitor pupils' progress during lessons. Good support is given to individuals and groups to complete their work.
84. There is sound classroom control with appropriate pace to lessons. A good range of teaching methods and resources, and on the whole the tasks set are interesting and stimulating.
85. Equal opportunities are promoted in all lessons.
86. The teaching promotes the pupils' thorough bilingual development and this is a good feature of the teachers' work.
87. Where there are shortcomings to the teaching, the work is not sufficiently challenging and pupils are in a passive mode for lengthy periods of time. There is a tendency to lose focus during certain presentations and to discuss issues that are irrelevant to the content of the lesson.
88. There are some good features to the assessment and recording but there are certain shortcomings that require attention. The procedures fulfil statutory requirements.
89. The under-fives are assessed well in the six areas of learning and effective use is made of the baseline assessment to plan future learning. A continuous record is kept of the children's progress.
90. Key Stage 1 and 2 pupils are assessed regularly in the core subjects and the information is recorded in individual portfolios. However, there is some irrelevant information in the portfolios and they contain no record of personal and practical skills that have a bearing on pupils' progress. Little use is made of the information as a basis for future planning.
91. The school makes effective use of national test results to scrutinise and analyse standards, in order to seek to guide planning priorities.
92. The teachers respond appropriately to pupils' work. The most effective marking offers comments on how to improve the work but the standard is not always consistent across classes.
93. Pupils do not play an active enough part in self-assessment.
94. The annual reports to parents conform to statutory requirements. They contain detailed comments on standards in some of the core subjects, but the comments in other areas are descriptive rather than analytical.

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

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
96. The school responds well to pupils' learning needs and interests by providing equal access to a broad and balanced curriculum that fully conforms to statutory requirements.
97. The detailed schemes of work provide continuity and progression in pupils' learning. There is detailed planning for teaching the basic skills, key skills and the Cwricwlwm Cymreig.
98. The broad based learning experiences provided for pupils successfully promote their moral, social and cultural development, but little attention is given to their spiritual development.
99. There is good provision for introducing a programme of personal and social education. The pupils benefit considerably from the opportunities they receive during daily collective worship and circle time to discuss personal issues of concern to them.
100. Good opportunities are provided for learning out of school hours. Educational visits and activities such as the school's visit to Ireland enhance the pupils' curricular and social experiences.
101. There is good provision for developing the pupils' bilingual proficiency. Sound emphasis is placed on the Cwricwlwm Cymreig and on the heritage and culture of the locality.
102. The quality of the partnership between the school and parents is good. This was reiterated in the questionnaires received from parents and at the pre-inspection meeting. The active Friends of the School raise considerable sums of money to purchase resources for the school.
103. There are effective procedures for communicating with parents. The School Handbook and the Annual Report of the Governing Body to Parents conform fully to statutory requirements.
104. There is a good relationship between the school and the community and pupils play a prominent part in local celebrations and events.
105. There is an effective partnership with other primary schools and there are appropriate links with the local secondary school.
106. The school has formed effective links with local businesses and industries.
107. The school's day-to-day procedures such as the paper recycling system emphasise the school's commitment to sustainable development, but there is no clear strategy for promoting other aspects of this field of activity.

- 108 Through class discussions and by following specific curricular aspects such as studying an economically developing country, the pupils' awareness of the wider world is promoted effectively.
- 109 Pupils are encouraged to undertake responsibilities in a good number of social activities, but the planning for promoting their enterprise skills is not specific enough.
- 110 The breadth of the learning experiences enables the pupils to acquire an appropriate range of valuable skills in terms of lifelong learning. Good attention is given in the school's day-to-day organisation to promoting the learners' independence and to develop their ability to manage their own learning.

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

Grade 2: Good features and no important shortcomings

- 111 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 112 The school is a happy and caring community, and every pupil is valued as an individual. Pupils feel that they can approach any member of staff for support.
- 113 There are good links with parents and with a number of agencies in issues relating to pupils' safety and wellbeing.
- 114 The close links with the local ysgol feithrin help the children to settle quickly in the Reception Class.
- 115 The school provides good quality personal support and guidance to pupils. Equality is promoted in all aspects of the life and work of the school. Pupils receive access to a suitable programme of personal and social education, including sex education, and circle time, where they are able to discuss personal or social issues.
- 116 There are effective arrangements for monitoring pupils' attendance, punctuality and behaviour. The positive ethos at the school promotes the pupils' good behaviour.
- 117 Careful attention is given to health and safety issues. Regular risk assessments are held on several aspects of the day-to-day life of the school. Healthy practices are promoted by encouraging pupils to drink water during the day.
- 118 There is a clear policy and procedures for child protection. All members of staff have received relevant training, and they are aware of the steps to be followed if the need arises.

- 119 The provision for pupils with additional learning needs is good, and it conforms fully to the Code of Practice. Their needs are identified at an early stage and suitable individual learning plans are provided for them by the co-ordinator, class teachers and the specialist teacher.
- 120 The designated governor is thoroughly well informed of her responsibilities.
- 121 Good support is provided for pupils in withdrawal groups and within classes. The pupils receive full access to the curriculum and to all the school's other activities.
- 122 The quality of the individual learning plans is good and they contain clear and concise targets for all pupils. There is close co-operation with parents, external agencies and the local secondary school when reviewing pupils' progress. These pupils make good progress on the basis of their ability.
- 123 Where required, the school provides good support for pupils who need support because of their behaviour. There are sound procedures for eliminating bullying.
- 124 Equal opportunity policies are operated effectively and pupils are encouraged to respect diversity. The school promotes good race relations, and it ensures that pupils with physical disabilities are treated equally.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 125 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded itself Grade 2 for this key question. The Grade 3 awarded for Key Question 1 does not allow the award of a higher grade for this key question.
- 126 The headteacher's enthusiastic leadership effectively co-ordinates the efforts of staff and governors and gives direction to the work of the school. There are clear aims and policies that focus on pupils' needs and the staff and governors understand and implement them effectively.
- 127 The school has recently given detailed attention to a number of management issues, but it has not addressed strategies for raising standards and improving quality to the same extent.
- 128 Equal opportunities are promoted and detailed consideration is given to the views of everyone involved with the school in its decision-making.
- 129 The teachers have recently undertaken new curricular responsibilities but they have not begun to evaluate standards in their areas of responsibility or to report formally to the governing body.

- 130 Appropriate consideration is given to national priorities. The school has gained the Basic Skills Agency Quality Mark and has completed the first stage of the 'Healthy Schools' scheme. There is effective co-operation with a number of local partnerships.
- 131 The school's targets for the next three years are both challenging and achievable. They are based on a detailed assessment and analysis of the attainments of individual pupils.
- 132 There are effective arrangements for managing and improving staff performance. Staff achievements and needs are reviewed annually in order to promote professional development and improve the quality of provision.
- 133 Good attention is given to teachers' workload reduction requirements.
- 134 The governors undertake their responsibilities conscientiously and they work with the headteacher in setting the strategic direction of the school. They have an appropriate knowledge of the school and have recently begun to monitor the quality of provision by visiting classes. They satisfy their legal responsibilities in full.

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

Grade 3: Good features outweigh shortcomings

- 135 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 school's self-evaluation processes are not sufficiently comprehensive to justify awarding Grade 2.
- 136 The school's views in its self-evaluation report match the judgements of the inspection team in four of the seven key questions. The recently established self-evaluation arrangements have provided the school with useful information on the quality of its educational provision, but insufficient attention has been given to the standards achieved by pupils in the six areas inspected.
- 137 Evidence is drawn from several sources and effective use is made of the Local Education Authority's standardised tests and of benchmarking data.
- 138 Some opportunities are provided for pupils to contribute to the school's self-evaluation through the School Council, but there are no formal arrangements for ascertaining parents' views about the school.
- 139 Given that the arrangements have only recently been established, there is as yet no evidence that the evaluations have led to improved standards in any field.

- 140 The quality of the concise self-evaluation report presented to the inspectors prior to the inspection was generally good, despite certain shortcomings in some areas. There are clear evaluation elements in the report, but the information in certain sections appear too superficial.
- 141 The School Development Plan is of good quality and gives a clear direction to the school over the next three years. It notes the priorities that require attention, the expected outcomes and the resources to be allocated to realise the priorities. There is a clear link between the Plan's priorities and those aspects that require attention that became apparent through the self-evaluation arrangements.
- 142 The school has made good progress in addressing six of the nine Key Issues identified in the 2000 Report. More work remains to be done to improve the quality of assessment and reporting arrangements and raising standards in information and communications technology, Welsh, music and religious education.

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

Grade 2: Good features and no important shortcomings

- 143 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 144 There are enough suitably qualified and experienced teachers for the number of pupils to introduce all aspects of the National Curriculum. Effective use is made of teachers' expertise by exchanging classes to teach certain subjects. This practice leads to higher standards.
- 145 A valuable contribution is made by the classroom assistants to the quality of learning and teaching. They work closely with the teachers to provide very good support to the teachers in their care.
- 146 The school has an appropriate range of resources, including a library, and they are used effectively by teachers and pupils. However, the shortage of computer software and the lack of large equipment for the under-fives have an adverse effect on standards in both areas.
- 147 Although, in general, effective and efficient use is made of the school buildings and grounds, the under-fives do not make sufficient use of areas outside the classroom to develop their physical and creative skills.
- 148 Good attention was given recently to enhancing the school environment with colourful murals, benches and flowers.
- 149 Planning, preparation and assessment time is used effectively by taking advantage of the expertise of a teacher in science. The arrangements make a positive contribution to maintaining and improving pupils' standards of achievement.

150 Effective use is made of the School Development Plan for budget planning purposes for the future. The school conducts regular reviews of its use of resources, and the headteacher and the governing body monitor expenditure effectively, and they receive valuable assistance from a Local Education Authority finance officer.

151 The school provides value for money.

Standards achieved in subjects and areas of learning

Under-fives

152 The educational provision for the under-fives has some shortcomings, but there is evidence that these shortcomings can soon be put right.

Language, literacy and communication skills

Grade 3: Good features outweigh shortcomings

Good features

153 The children listen to and understand instructions well. The majority make appropriate use of elementary language patterns, and they answer questions correctly. They talk enthusiastically about parts of the body. They recognise a small number of letters and can form the occasional one correctly. A few children are able to read some familiar words and make marks on paper, showing that they have an idea of the function of writing. The children for whom Welsh is a second language make good progress in a short period of time.

Shortcomings

154 A lack of vocabulary and syntax has an adverse effect on the ability of approximately half the children to communicate effectively through the medium of Welsh.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

155 The children understand the importance of class rules and they display a good measure of self-control. They wait their turn patiently and share resources well. They form a sound relationship with other children and adults, and show sensitivity towards others. They listen politely, and understand that personal hygiene is important. The majority show a good measure of independence, making sensible choices when moving about the activities. They understand that they have a responsibility to tidy up at the end of sessions and that they must wear an apron when playing with water. They understand that having friends is important.

Shortcomings

156 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

157 The children count orally up to 20, and they are able to count how many children are in a group. They confirm their understanding by singing several number songs. They have a good understanding of the concepts of 'long' and 'short'. They use certain appropriate terms when placing numbers in order and they have a good knowledge of two-dimensional shapes. The majority are able to create patterns with ease, and they understand that they can record the information graphically. They understand the simple concepts relating to capacity when playing with water.

Shortcomings

158 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

159 The children talk enthusiastically about themselves, and about people working in hospitals. They are able to name and discuss things on the autumnal nature table, and know the main characteristics of the seasons. They can name parts of the body, and know a number of birthday celebrations. They notice that objects can float or sink in water. They understand the importance of senses when feeling and tasting.

Shortcomings

160 There are no important shortcomings.

Physical development

Grade 3: Good features outweigh shortcomings

Good features

161 The children have a good awareness of their bodies and they move with increasing control and co-ordination in physical education lessons. They respond quickly to instructions, exhibiting good awareness of safety. They have good hand-eye co-ordination and appropriate control when using small equipment, such as a paintbrush, jigsaw pieces, pasting equipment and writing equipment. They use scissors safely to cut along lines, and they have good control of the computer mouse.

Shortcomings

162 The children's broad physical skills are insufficient due to a lack of use of large equipment.

Creative development

Grade 3: Good features outweigh shortcomings

Good features

163 The children use various media, such as paint and clay with confidence. They conduct careful observations in mirrors, when producing self-portraits and successfully shaping clay to create letters. They engage appropriately in role-play and move about in a lively manner when following a graphical score. They understand how to play certain untuned instruments, and are able to recall a number of rhymes and counting songs.

Shortcomings

164 The children are too dependent on teachers' guidance, and they do not engage in creative experimentation with sufficient regularity.

Welsh

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

165 Pupils in Key Stage 1 listen well to instructions and presentations. They speak clearly when answering questions and a small number offer extended answers and observations. They read labels and flash cards well, and a small number at the upper end of the key stage read books fluently. The pupils for whom Welsh is a second language make good progress in their oracy and reading.

166 Pupils in Key Stage 1 write in a good variety of forms, and by Year 2 they produce short pieces recording personal experiences, showing a good measure of independence. Pupils display an increasing knowledge of basic punctuation and they spell a large number of simple words correctly.

167 Pupils in Key Stage 2 listen attentively and discuss their work confidently. At the upper end of the school, a small number of pupils can express opinions eloquently, giving reasons for their ideas.

168 Across the key stage, the pupils read a range of texts meaningfully, using a number of strategies to cope with unfamiliar words. The best readers at the upper end of the school make effective use of their reading skills to discover information quickly.

169 They write in an appropriate range of different forms. They plan their work in an orderly manner, and vary the methods used to open sentences. The majority have an appropriate mastery of punctuation and spelling, and a small number use adjectives and idioms effectively to enhance their work.

170 The handwriting and presentation of work of pupils across the school are neat and tidy.

Shortcomings

- 171 A considerable number of pupils in both key stages do not speak in a sufficiently extensive manner when answering questions and making observations.
- 172 A good number of pupils in both key stages do not write in a sufficiently extensive mode. They are too dependent on worksheets, and rarely do they write independently.
- 173 The ability of Key Stage 2 pupils to re-draft and improve their work has not been sufficiently developed.

Geography

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

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

Good features

- 174 The geographical investigative skills of Key Stage 1 pupils are good. They use simple co-ordinates and key correctly to denote the location of objects on a map and they can locate Llanarth on a map of Wales. They have a good knowledge about the countries of the United Kingdom.
- 175 The pupils' knowledge of the local area is good. They describe the geographical features of the area in detail and are able to compare their own village with a nearby town.
- 176 Pupils in Key Stage 2 are well informed about their local area and about the relative distance of nearby villages and towns. They can show the main towns of Wales on a map and have a good knowledge of the countries and main cities of the world, and of oceans and seas. They read maps that are appropriate to their ability and make accurate use of grid references.
- 177 They have a good understanding of the impact that human activity has on the environment. They describe and offer intelligent explanations of the ways in which people can improve or harm the environment, and they show a sound awareness of the importance of conservation.

Shortcomings

- 178 There are no important shortcomings.

Art

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

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

Good features

- 179 In Key Stage 1, the pupils experiment with a wide range of media when drawing, painting, printing and creating collage. They talk intelligently about their own work and that of other artists, including artists from Wales.
- 180 They use a wide range of techniques and apply them to fulfil the requirements of various tasks. They mix colours and materials successfully to create different effects.
- 181 Pupils in Key Stage 2 work with a wide range of materials and display a sound understanding of line, colour and pattern. They experiment and refine their skills through various processes and techniques at various scales.
- 182 The pupils have a good awareness of artists from Wales and of major world artists and they emulate their styles and techniques in their own work. They are able to elaborate on the media and styles used by themselves and other artists.
- 183 Throughout the key stage, pupils regularly discuss, evaluate and improve their work.

Shortcomings

- 184 There are no important shortcomings.

Music

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 185 The quality of singing is good in both key stages.
- 186 Pupils in Key Stage 1 keep a regular beat when using instruments as accompaniment for a story. They produce a simple graphic score effectively and interpret the score intelligently.
- 187 When listening to music, they can differentiate appropriately between strong and quiet sounds, and slow and fast and can express their personal opinions about the work.
- 188 Pupils in Key Stage 2 are able to compose and perform short pieces of music, using different instruments. They have a good recognition of orchestral instruments and they perform confidently with the recorder, displaying a good understanding of staff notation.
- 189 They listen critically to different types of music and discuss the musical elements intelligently.

Shortcomings

- 190 Pupils in both key stages are too dependent on the ideas they receive from teachers when composing music.

- 191 Pupils do not adequately improve their performances and neither do they take sufficient care when performing their work.

Religious education

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 192 Pupils in Key Stage 1 have a good awareness of the Bible as a special book for Christians and they can recount a number of stories from it. They have a good awareness of values such as friendship, kindness and gratitude.
- 193 They know about the main Christian festivals and are able to discuss some of the main events associated with them.
- 194 They know about other religions and can compare places of worship and artefacts and their function in their respective religions.
- 195 Pupils in Key Stage 2 are aware of the importance of holy books such as the Bible and the Torah.
- 196 They have a good awareness of the features and practices of places of worship, the Christian festivals and the main events associated with them. They know about the artefacts in churches and chapels and can discuss religious symbolism in considerable depth.
- 197 The pupils understand the importance of having rules in religions and they are able to discuss school rules with maturity. They are well informed about the contribution of famous benefactors such as Dr Barnardo to the lives of the destitute and poor.

Shortcomings

- 198 The knowledge of Key Stage 2 pupils of religions other than Christianity is superficial.
- 199 Key Stage 2 pupils are not familiar with Jesus' parables and miracles or with their underlying messages.

School's response to the inspection

The staff and governors of Ysgol Llanarth have considered the findings of the inspection and are of the view that they are fair, positive and constructive.

The inspection process was thorough and involved pupils, parents, governors and staff. This gave an accurate reflection of the work of the school. It was an evolving process that included a professional and productive dialogue. The school was given the opportunity to provide the necessary evidence and to express opinions on

specific aspects. Advantage was taken of the opportunity to demonstrate all the school's strengths, and it was felt that the nominee played a key role in the process.

The inspection acknowledged that there are more positive than negative aspects. The high quality of the teaching, the different experiences the children receive, the links with the wider community, the care and support the learners receive and the efficient use of resources are acknowledged. The school agrees with the recommendations made for further development, as a result of which improvements will follow.

The inspection gave the school the opportunity to conduct a detailed self-evaluation of all aspects of its life and work. As a result, our strengths will be reinforced and there is a clear indication of what requires further development.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llanarth
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Llanarth Ceredigion
Post-code	SA47 0NP
Telephone number	01545 580343
Headteacher	Mr D Hywel Thomas
Date of appointment	January 1992
Chair of governors/ Appropriate authority	Mr E Morgans
Reporting inspector	Wil Williams
Dates of inspection	16-18 October 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	15	8	9	10	6	10	11	69

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2005	No nursery pupils In attendance	96.4%	95.1%
Spring 2006		93%	93.3%
Summer 2006		91%	95%

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80.4%	In Wales	80.9%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6						
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	4+	
English	Teacher assessment	School							36	18	46	64	
		National			1		1	4	15	47	32	79	
Welsh	Teacher assessment	School						20	30	30	20	50	
		National	1				1	4	17	50	26	76	
Mathematics	Teacher assessment	School							27	46	27	73	
		National			1		1	3	15	47	32	79	
Science	Teacher assessment	School							18	36	46	84	
		National			1			2	11	51	35	86	

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	63.6%	In Wales	74.3%

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

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- eighteen 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;
- twenty-two 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 Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 3; 5; and 6.	Geography; art; religious education
Mrs Zhorah Evans	Team	Key questions 2; 4 and 7.	Under-fives; Welsh; music
Mrs Marian Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	
Mr D H Thomas	School's nominee		

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

Acknowledgement

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