

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

A Report on the Quality of Education in

St Dogmaels Community Primary School

St Dogmaels

Cardigan

Pembrokeshire

SA43 3ET

School Number: 6682253

Date of Inspection: 26/06/07

by

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St Dogmaels Community Primary School 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 St Dogmaels Community Primary School took place between 26/06/07 and 28/06/07. An independent team of inspectors, led by Jeffrey Harries 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. St Dogmaels Community Primary School is located in the middle of the village on the banks of the river Teifi, approximately one mile from the town of Cardigan. Education is provided for pupils between the ages of 3 -11, with 118 fte pupils on roll, including nine full time and 16 part time nursery children, a slight increase since the last inspection. The school is in the process of changing its status from an A/B category into a mainly Welsh medium school according to the language policy of Pembrokeshire local education authority (LEA). Eight per cent have Welsh as their first language in the home. The school states that 54% of pupils speak Welsh as a first language or to a comparable standard. The majority have received pre-school education at the Welsh medium voluntary nursery group (Mudiad Ysgolion Meithrin) which is situated on the school premises. Nearly all pupils are of white ethnicity.
2. The school states that pupils come from a background which is neither economically advantaged nor disadvantaged. Pupils' ability on entry is around the national average. Eighteen per cent of pupils are entitled to free school meals, a figure which is slightly lower than the average for Wales (19.7%) and higher than Pembrokeshire (15.5%). At present, there are 30 pupils (25%) on the special education needs (SEN) register, none of whom carry statements of SEN.

The school's priorities and targets

3. The school prospectus states the school aims to:
 - provide an education which meets the needs of individuals and to develop them as individuals within the community;
 - create a happy environment within the school;
 - teach the pupils to be courteous and well behaved, and to be considerate towards other pupils;
 - ensure that the pupils have a basic understanding of Welsh and English and are able to communicate in both languages;
 - develop pupils' understanding of safety in the home, school and environment, and
 - ensure that pupils are proficient in the key skills and knowledge and understanding of the National Curriculum (NC) subjects.
4. The school's main priorities and targets for 2006-2007 are:
 - to monitor progress in the key skills;
 - develop pupils' thinking skills;
 - assess the provision for pupils with SEN, and
 - raise attendance levels.
5. The school was last inspected in June 2001. Since then the accommodation was extended and significantly modernised in 2004, following the school's amalgamation with Moylegrove Primary School in 2003. Since January 2004, the school accepts three year old children on a part-time basis. A computer suite

has been established which is also used by the community. An extra class was formed at the beginning of this term taught by a newly qualified teacher (NQT).

Summary

6. St Dogmaels Community Primary School provides a happy and caring environment. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values. The inspection team agreed with the school's judgement in five of the seven key questions. Pupils' standards in key skills, their personal and social development and behaviour, and richness of the learning experiences are major strengths.

Table of grades awarded

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

Grades for standards in subjects inspected

7. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	20%	4%	0%

8. Overall, 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.
9. The majority of pupils with SEN make appropriate progress, and they achieve the targets set for them.

Grades for standards in subjects inspected

In key stage 1(KS1) and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Science	Grade 2	Grade 2

Information technology	Grade 1	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 2	Grade 1
Physical education	Grade 3	Grade 3

10. Children's key skills are developing well in the early years. From an early age, they make good progress in speaking Welsh and their personal and social skills are very well developed.
11. In KS1, standards and progress of pupils in the key skills of speaking and listening, reading and writing are good. Pupils' use of their numeracy and ICT skills across the curriculum is good as is their progress in problem solving skills; their creative skills are also good.
12. In KS2, pupils build significantly on the skills developed in KS1. Speaking and listening skills are good; they speak well in both languages across the curriculum. They write very well across the curriculum and their numeracy and ICT skills are very well utilised across a wide range of subjects. Together with their personal and social skills; these are outstanding features as is their presentation of work. Pupils' creative, problem solving and bilingual skills are good.
13. Pupils in both key stages are enthusiastic learners who enjoy their work and play. They turn promptly to their work and concentrate well. Pupils work very effectively with others and by the end of KS2, express and explore their views openly and honestly and listen to the opinions of others.
14. At the upper end of KS1, in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were below local and national averages in Welsh, mathematics and science. In comparison with schools in Wales, the school's performance was in the lower 50% but above the lowest performing 25%.
15. At the upper end of KS2, in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were higher than local and national averages in English and below in Welsh, mathematics and science. In comparison with schools in Wales, the school's performance was in the lower 50% but above the lowest performing 25%. Generally, there is no significant difference between the performance of girls and boys. Inspection findings grade pupils' achievement higher than teacher assessment.
16. Standards of behaviour and courtesy throughout the school are very good, with the pupils clearly understanding what is required of them. Outstanding consideration and co-operation between the pupils in the classroom and at play was observed.
17. In the three full terms prior to the inspection the average attendance was 93%, with no unauthorised absences. Most pupils attend school regularly and are punctual at the start of the school day. Registration meets statutory requirements.

The quality of education and training

18. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

19. The quality of teaching is good and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005 - 2006. Examples of good teaching were observed in all classes.
20. The quality of the working relationship between teachers and pupils is very good and effectively promotes motivation and learning.
21. Teachers display good and in some instances very good subject knowledge and are good and often very good language models for pupils to emulate. Very effective use is made of specialist teaching in ICT and art and to a lesser degree in Welsh.
22. Lessons are generally appropriately planned and have clear learning objectives, and in most cases, these are effectively shared with pupils. In most instances, there is an appropriate focus on differentiation for pupils of different ages and abilities.
23. When working alongside teachers, the classroom assistants make good contributions to the quality of the learning particularly through their support of pupils with additional learning needs.
24. The school meets statutory requirements for assessment and recording learners' achievements. Procedures for assessing pupils with SEN are good. Work is regularly marked, but the practice of using constructive comments to identify ways forward for pupils is not always consistent. Reports to parents do not fully comply with statutory requirements.
25. The curriculum complies with statutory requirements. All pupils have access to a broad and balanced curriculum. The overall quality and the nature of the curriculum are outstanding features.
26. The under-fives have a very good range of learning experiences and the school is very well prepared for the introduction of the foundation phase. The recently adopted forest school initiative provides high quality learning experiences.
27. The school meets all learners' aspirations very well. A rich curriculum, which is based on interesting and challenging activities, is offered in both key stages.
28. Provision for the development of pupils' key skills is good with outstanding features. It is particularly impressive in relation to promoting writing, the application of number and use of ICT across the curriculum. In addition, there are many learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups is an outstanding element of the provision.
29. Many purposeful visits are arranged and effective use is made of the locality and places further afield. A very important role is played by a number of visitors to the school. During the year, pupils have opportunities to be involved in a variety

of extra-curricular activities relating to the Urdd movement and a gardening club. Homework for the most part is appropriately targeted but is not always consistently set across the school.

30. The school has a very strong Welsh ethos and places a very good emphasis on the promotion of Welsh culture and the heritage of Wales.
31. Acts of collective worship focus effectively on caring values and contribute well to moral development. The promotion of pupils' spiritual development is constrained by insufficient opportunities for quiet reflection.
32. Procedures to promote pupils social development is good with outstanding features. The school focuses very effectively on raising pupils' awareness of their need to care for themselves and others and to take responsibility for their actions. The school council is well established and meets regularly. The Personal and Social Education(PSE) programme is promoted very well.
33. Good working links have been established with parents and very positive responses were received through the pre-inspection meeting and questionnaires. There is an appropriate home/school agreement. The school's links with the community, feeder nursery and secondary schools are good.
34. The school has numerous links with the world of work, however, there is no strategy to set a direction for this aspect and opportunities to develop pupils' entrepreneurial skills are underdeveloped.
35. Overall, the school is successful in laying the foundations for lifelong learning and community regeneration. Community members make good use of the school building for adult education purposes.
36. All staff know their pupils well and the school provides a high level of personal support. Pupils of all abilities state they are included well in the life and work of the school. Good attention is paid to pupils' personal welfare and well being, and to health and safety issues. Pupils are well supervised throughout the day and state they feel safe within their school environment. The school attends appropriately to Child Protection procedures.
37. Overall, provision for pupils with SEN is good. However, the individual education plans (IEPs) written for pupils with SEN, focus almost entirely on linguistic needs with no targets for addressing pupils' mathematical needs.

Leadership and management

38. The quality of leadership shown by the headteacher is good. He has clarity of vision for improving and developing the school and is ably supported by the teachers and support staff.
39. The school pays attention to national priorities, for example, by establishing itself as a community school. It has established a breakfast club and is developing a number of other initiatives.

40. Performance data are analysed in general with whole-school quantitative targets set. Benchmark information is used to compare the performance of the school with that of other schools. However, the school undertakes an insufficiently close analysis of assessment data and achievable targets are insufficiently challenging to maximise the standards achieved by pupils.
41. In judging success and evaluating its own performance, the school uses a developing range of strategies. Subject co-ordinators undertake the monitoring and evaluation of their own areas of responsibility. This is done regularly in the core subjects with audits of the provision. The programme for monitoring standards in foundation subjects is undertaken but not on a sufficiently regular basis.
42. The school works closely with the LEA link adviser. Reviews are undertaken and findings identified which give the school a better appreciation of the quality of its provision and the standards achieved. Actions have led to measurable improvements, particularly in the self evaluation process. Sufficient resources are put in place to meet the school's priorities and objectives.
43. The governing body (GB), which includes a number of new members, shows a good understanding of its role. Governors receive regular reports by the headteacher and have an input into the school development plan (SDP). Governors are enthusiastic and very supportive of the school and as such contribute effectively to strategic planning. However, their role in monitoring standards and quality is not at present fully developed.
44. The GB meets regularly and fulfils its regulatory and legal responsibilities, however, its annual report to parents does not fully meet statutory requirements.
45. The SDP is a detailed plan for 2006-2009, which sets out the school's general priorities and identifies timetables, success criteria and agreed costs. It includes specific priorities for raising standards with regular on-going evaluation of progress.
46. The self-evaluation report, prepared by the school prior to the inspection, is comprehensive. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions with the remaining two down graded. Overall, the school has made good progress since the last inspection in addressing the key issues identified.
47. The school has a good supply of teaching staff to present the curriculum. Teachers are appropriately qualified with a good range of expertise that is used effectively. The school invests in a very good supply of classroom assistants who are enthusiastic and work together well with the teachers.
48. The building is in very good condition with appropriate learning areas for all ages. Very effective use is made of the building and display of pupils' work is of a high quality. These are outstanding features.
49. Overall, there is a very good range of resources for the curriculum and pupils make effective use of them. Computers and interactive whiteboards are used efficiently to support the teaching and learning.

50. The governing body is diligent in its role of reviewing and directing significant areas of expenditure. The part-time school finance officer manages the budget very efficiently and keeps the headteacher and governing body well informed.
51. The headteacher, together with other staff, ensures that the school runs efficiently from day-to-day. The school provides good value for money.

Recommendations

The school needs to:

- R1 raise standards in physical education in KS1 and KS2;
- R2 further develop pupils' entrepreneurial skills;
- R3 undertake a closer analysis of assessment data and set more challenging but achievable targets in order to maximise the standards achieved by pupils;
- R4 ensure reports to parents fully comply with statutory requirements;
- R5 fully comply with NAW requirements in respect of the GB's annual report to parents.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

52. The findings of the inspection team agree with the judgement expressed in the school's self-evaluation report.

Pupils' standards of achievement

53. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	20%	0%	0%

54. Standards of achievement are slightly higher than the national average reported by Her Majesty's Chief Inspector in her annual report for 2005-2006.
55. Overall, 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.
56. The majority of pupils with SEN make appropriate progress, and they achieve the targets set for them.

Grades for standards in subjects inspected

57. In key stage 1(KS1) and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 2	Grade 1
Physical education	Grade 3	Grade 3

58. Children's key skills are developing well in the early years. From an early age, they make good progress in speaking Welsh and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills are very well developed with children forming close relationships with other children and with adults.
59. In KS1, standards and progress of pupils in the key skills of speaking and listening, reading and writing are good. Pupils' use of their numeracy and ICT skills across the curriculum is good as is their progress in problem solving skills; their creative skills are also good.
60. In KS2, pupils build significantly on the skills developed in KS1. Speaking and listening skills are good; they speak well in both languages across the curriculum. They write very well across the curriculum and their numeracy and

ICT skills are very well utilised across a wide range of subjects. Together with their personal and social skills; these are outstanding features as is their presentation of work. Pupils' creative, problem solving and bilingual skills are good.

61. Pupils' bilingual skills are good in KS2. At the upper end of the key stage, in speaking and listening, pupils make good use of details in one language, to convey the essence of the meaning in another language. They read texts in one language and achieve a number of tasks based on this in another language.
62. Pupils in both key stages are enthusiastic learners who enjoy their work and play. They turn promptly to their work and concentrate well. They have an interest in their work and are eager to give of their best. Pupils work very effectively with others and by the end of KS2, express and explore their views openly and honestly and listen to the opinions of others.
63. At the upper end of KS1, in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were below local and national averages in Welsh, mathematics and science. In comparison with schools in Wales, the school's performance was in the lower 50% but above the lowest performing 25%.
64. At the upper end of KS2, in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were higher than local and national averages in English and below in Welsh, mathematics and science. In comparison with schools in Wales, the school's performance was in the lower 50% but above the lowest performing 25%. Generally, there is no significant difference between the performance of girls and boys. Inspection findings grade pupils' achievement higher than teacher assessment.
65. Standards of behaviour and courtesy throughout the school are very good with the pupils clearly understanding what is required of them. Outstanding consideration and co-operation between the pupils in the classroom and at play was observed.
66. In the three full terms prior to the inspection the average attendance was 93%, with no unauthorised absences. Most pupils attend school regularly and are punctual at the start of the school day. Pupils removed for term time holidays during this period made a significant impact on the attendance level.
67. Pupils show a good awareness and understanding of equal opportunity issues. They acknowledge diversity in society and understand that some people have cultures, beliefs and ways of life that are different to their own experiences.
68. Numerous visits to places within the local community and the pupils' willingness to partake in local events and activities is well developed. Visits linked to the world of work need some further development to take full advantage of all the experiences available.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

69. The findings of the inspection team do not agree with the judgement expressed in the school's self-evaluation report as insufficient outstanding features were identified.
70. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

71. The quality of teaching is good and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005 - 2006. Nationally, the quality of teaching is grade two or better in 79% of lessons, with 18% of them having outstanding features. Examples of good teaching were observed in all classes.
72. The quality of the working relationship between teachers and pupils is very good and effectively promotes motivation and learning. Teachers have high expectations in terms of effort and behaviour. Pupils achievements and attitudes are praised and this has a very positive impact on achievements. Pupils in all classes demonstrate respect for teachers and support staff.
73. Teachers display good and in some instances very good subject knowledge and they ensure that they are familiar with the latest developments in the field of primary education. They are good and often very good language models for pupils to emulate. Efforts to promote pupils' bilingual skills are effective. Very effective use is made of specialist teaching in ICT and art and to a lesser degree in Welsh.
74. In classes, teachers are enthusiastic and use a variety of teaching strategies. Class management strategies are very effective and equal opportunities are ensured for all.
75. Lessons are generally appropriately planned and take account of prior and future learning experiences. The content of lessons is interesting and lessons for the most part are well structured and well organised and develop at a good pace. Lessons have clear learning objectives and are effectively shared with pupils during introductory sessions. In most instances, they are re-visited and discussed in plenary sessions together with the key skills that have been developed. There is an appropriate focus on differentiation for pupils of different ages and abilities.
76. When working alongside teachers, the classroom assistants make good contributions to the quality of the learning particularly through their support of pupils with additional learning needs.
77. Lessons judged to have outstanding features include:
- high quality planning of rich experiences
 - high expectations
 - very effective use of resources
 - high quality levels of teacher/pupil interaction

- lessons developing at a very good pace, and
 - very effective use of classroom assistants.
78. In lessons allocated a grade 3, shortcomings include:
- overlong introductory sessions
 - lessons developing at a less effective pace
 - too much teacher input and insufficient opportunities for pupils to make decisions about the learning
 - inappropriate levels of activities for some pupils, and
 - insufficient levels of challenge for more able pupils.
79. The school meets statutory requirements for recording and accrediting learners' achievements. The quality of baseline assessment undertaken in the under fives class is good. Effective use is made of the evidence produced and general assessment procedures for the early years are of a high quality.
80. The school uses a range of standardised tests for assessing the progress of pupils in KS1 and KS2 and a tracking system is in place in English and mathematics to record pupils' progress across the school. There are well developed arrangements for assessing and recording progress and development in English, mathematics and science each term. Assessment and recording procedures for the foundation subjects are at an earlier stage of development as they are less rigorous and more informal in nature. Portfolios of levelled work are in place for all subjects.
81. Procedures for assessing pupils with SEN are good.
82. Assessment opportunities are not consistently noted in short term planning and formal procedures for using evidence gained from on-going assessment to inform further planning are insufficiently rigorous.
83. Work is regularly marked, but the practice of using constructive comments to identify ways forward for pupils is not always consistent. In the best examples they are of a high quality. While procedures for the involvement of pupils in setting their own targets for improvement are at an early stage of development, older KS2 pupils demonstrate a good awareness of their progress in learning.
84. Reports to parents do not fully comply with statutory requirements. For the most part, they provide well focused information on all curriculum areas and identify pupils' achievements in a concise manner, particularly in the core areas. References to ways forward for pupils are noted in a clear manner. The school provides appropriate opportunities for parents to discuss reports.

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

Grade 1: Good with outstanding features
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85. The findings of the inspection team agree with the judgement expressed in the school's self-evaluation report.

86. The curriculum complies with statutory requirements, Equality of opportunity and choice are very effectively promoted within the school which provides all pupils with access to a broad and balanced curriculum. The overall quality and the nature of the curriculum are outstanding features.
87. The general quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children have a very good range of learning experiences and the school is very well prepared for the introduction of the foundation phase. The recently adopted forest school initiative provides high quality learning experiences.
88. The school meets all learners' aspirations very well in KS1 and KS2, where pupils are taught in mixed age group classes. A rich curriculum, which is based on interesting and challenging activities, is offered in both key stages.
89. There are well focused policies and schemes of work which help ensure the effective promotion of continuity and progression in knowledge, understanding and skills across the key stages.
90. Provision for the development of pupils' key skills is good with outstanding features. It is particularly impressive in relation to promoting writing, the application of number and use of ICT across the curriculum. Pupils' creative development is well promoted particularly through the medium of art and there are very effective procedures to develop their problem solving skills.
91. There are many learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups is an outstanding element of the provision.
92. Many purposeful visits are arranged and effective use is made of the locality and places further afield. Older pupils have opportunities for residential experiences. A very important role is played by a number of visitors to the school. All of these experiences are a rich source of educational opportunities for pupils, and together with the use made of the local environment, are outstanding features of the provision.
93. Pupils are involved in a variety of experiences relating to the Urdd movement and the extra curricular provision also includes a gardening club. Homework for the most part is appropriately targeted but is not always consistently set across the school.
94. The school has a very strong Welsh ethos. Bilingualism is effectively promoted and KS2 pupils move comfortably from one language to the other. The school places a very good emphasis on the promotion of Welsh culture and the heritage of Wales. There are good procedures to develop pupils' knowledge and understanding of other cultures, particularly through studying other religions and through work in geography.
95. Acts of collective worship focus effectively on caring values and contribute well to moral development. Pupils are aware of those less fortunate and focus well on charitable ventures. The promotion of pupils' spiritual development is constrained by insufficient opportunities for quiet reflection.

96. Procedures to promote pupils social development is good with outstanding features. The school focuses very effectively on raising pupils' awareness of their need to care for themselves and others and to take responsibility for their actions. There are opportunities to take on responsibilities and exercise initiative.
97. The school council is well established and meets regularly. The officers and members are aware of their roles and responsibilities. Older pupils speak confidently about their aims and ambitions to enhance school life and its environment. They are proactive in obtaining the views of all their peers.
98. The Personal and Social Education (PSE) programme is based on ACCAC guidelines and is promoted very well. Visitors make important contributions and the health education aspect is developing very effectively through involvement in the county health promotion programme.
99. Good working links have been established with parents and very positive responses were received through the pre-inspection meeting and questionnaires. There is an appropriate home/school agreement. The Parents Association is enthusiastic and effective, giving generously to the school.
100. The school's links with the community are good. Numerous visits to places within the local community and the pupils' willingness to partake in local events and activities is well developed. Links with the nursery school, language units and secondary schools are good. The school offers good experience to teacher training and work experience students.
101. The school has numerous links with the world of work, creating interesting visits for the pupils. However there is no strategy to set a direction for this aspect and no staff development as yet to ensure full advantage of the experiences gained.
102. Learning experiences for the development of sustainable development and global citizenship are given good emphasis, with pupils' understanding of these features developing well. The school's recycling processes, curricular work and charity projects have strongly enhanced pupils' awareness of environmental and citizenship issues.
103. Opportunities to develop pupils' entrepreneurial skills are underdeveloped. Older KS2 pupils awareness of business skills are encouraged through running the fruit shop although they do not have organisational management of the enterprise.
104. Overall, the school is successful in laying the foundations for lifelong learning and community regeneration. Pupils are developing an understanding that their own attitudes and efforts impact upon their progress. Pupils know their community well and are developing an understanding of what is needed for its continued success. The community makes good use of the school building for adult education purposes.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team do not agree with the judgement expressed in the school's self-evaluation report as insufficient outstanding features were identified.
106. The respect shown to every pupil, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are very important elements of the school's life. All staff know their pupils well and pupils of all abilities state they are included in the life and work of the school.
107. There are very good links between staff and pupils and overall pupils well supported in relation to their academic and personal development. There are well focused, designated timetabled sessions to promote aspects of the well focused PSE programme. Pupils state that they are welcome to approach teachers at any time if they do not fully understand any aspect of their work. This has a very positive effect on pupils' attitudes to work and is one of the school's strengths.
108. Induction arrangements for the early years are well implemented. The younger children settle quickly with the staff creating a happy and secure environment for them, co-operating very effectively with the nursery school on site.
109. Attendance and punctuality are monitored closely. Analysis of the absence figures each term ensures no specific or inappropriate trends of absence go unnoticed or unattended. The school's attendance target is set at 95%. There is close liaison between the school, parents and the Behaviour Officer.
110. Good attention is paid to pupils' personal welfare and well-being, and to health and safety issues, with appropriate rules, policies and risk assessments undertaken. Pupils are well supervised throughout the day and state they feel safe within their school environment.
111. The school attends appropriately to Child Protection procedures. However, the school has yet to train and appoint a second member of staff to work alongside the present co-ordinator and the governor with designated responsibility.
112. Overall, provision for pupils with SEN is good and is an area which is under review in the current SDP. The special educational needs co-ordinator (SENCO) and part-time SEN teacher, work closely with others to ensure that the school adheres to the SEN Code of Practice. The school has appropriate strategies to identify pupils' needs at an early stage, with good use made of teacher expertise.
113. The part-time SEN teacher / provides focused language support for pupils, for the most part in withdrawal sessions, and contributes well in providing training and support for classroom assistants. Some LSAs provide good support through the POPAT language support programme throughout the school and the mathematics springboard programme for Y3 pupils.

114. The individual education plans (IEPs), focus almost entirely on linguistic needs. There are no specific targets for addressing pupils' mathematical needs. They are shared with parents and carers and reviewed each term. The school has good links with relevant outside agencies.
115. There is good support for pupils whose behaviour impedes their progress or that of others. The school works closely with parents and carers and with a behaviour support teacher, who provides effective support and staff training. Effective use is made of the home/school contact book and there is an effective anti-bullying policy. A specialist in this field focuses well on strategies, in workshops, for pupils and parents.
116. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally with dignity and respect. The schools' policies, ethos and activities, nurture and develop positive attitudes among pupils on issues such as acknowledging diversity, respecting difference and promoting social, gender and racial equality.
117. The school focuses well on providing support for pupils with physical disabilities. An accessibility plan that takes account of the school site and buildings in relation to further needs that may arise has been presented to the governing body.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team agree with the judgement expressed in the school's self-evaluation report.
119. The quality of leadership shown by the headteacher is good. He has clarity of vision for improving and developing the school and is ably supported by the teachers and support staff.
120. The school's ethos supports a good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.
121. The school pays attention to national priorities, for example, by establishing itself as a community school with regular use made of it by the community at large. It has established a breakfast club and is developing a number of initiatives to enhance pupils' understanding of sustainable development and global citizenship. It has good links with other educational providers.
122. Performance data are analysed in general with whole-school quantitative targets set. Benchmark information is used to compare the performance of the school with that of other schools. However, the school undertakes an insufficiently close

analysis of assessment data and achievable targets are insufficiently challenging to maximise the standards achieved by pupils.

123. In judging success and evaluating its own performance, the school uses a developing range of strategies. The headteacher monitors the quality of teaching and learning by observing lessons in all classes. Subject co-ordinators undertake the monitoring and evaluation of their own areas of responsibility. This is done regularly in the core subjects with audits of the provision. The programme for monitoring standards in foundation subjects is undertaken but not on a sufficiently regular basis. Sampling of pupils work is undertaken in all subjects with examples of levelled work gathered in portfolios.
124. The effective staff evaluation system promotes the continuous professional development of teachers.
125. The GB, which includes a number of new members, shows a good understanding of its role. Governors receive regular reports by the headteacher and have an input into the SDP. Relevant processes are in place for review and reassessment of progress in the set areas, including the school evaluation process.
126. Governors are enthusiastic and very supportive of the school and as such contribute effectively to strategic planning. However their role in monitoring standards and quality is not at present fully developed.
127. The GB meets regularly and fulfils its regulatory and legal responsibilities, however, its annual report to parents does not fully meet statutory requirements.

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team agree with the judgement expressed in the school's self-evaluation report.
129. The headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with consideration also given to the views of governors, parents and learners.
130. Self-evaluation arrangements are systematic and based on first-hand evidence. Regular staff meetings are held in assessing outcomes with strengths and areas for development identified. These are prioritised and form the main targets in the SDP.
131. The SDP is a detailed plan for 2006-2009, which sets out the school's general priorities and identifies timetables, success criteria and agreed costs. It includes specific priorities for raising standards with regular on-going evaluation of progress.
132. The school works closely with the LEA link adviser. Reviews are undertaken and findings identified which give the school a better appreciation of the quality of its provision and the standards achieved. Actions have led to measurable

improvement in the self-evaluation process. Sufficient resources are put in place to meet the school's priorities and objectives.

133. Performance management procedures have a good effect on staff development. They contribute effectively to the identification of the professional needs of all the staff.
134. The self-evaluation report, prepared by the school prior to the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions with the remaining two down graded.
135. Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has significantly raised standards in Welsh, further developed the role of curriculum co-ordinators and ensured the quality of teaching is regularly monitored. Equipment has been purchased for the physical development of the under-fives and attendance registers fully conform to NAW requirements.

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

Grade 1: Good with outstanding features
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136. The findings of the inspection team agree with the judgement expressed in the school's self-evaluation report.
137. The school has a good supply of teaching staff to present the curriculum. Teachers are appropriately qualified with a good range of expertise that is used effectively throughout the school. The school employs peripatetic teachers to support the learning in physical education and SEN. The job descriptions that all staff have give a clear outline of their responsibilities.
138. The school invests in a very good supply of classroom assistants who are enthusiastic and work together well with the teachers.
139. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work together effectively as a team to share information.
140. The building is in very good condition with appropriate learning areas for all ages. Very effective use is made of the building and display of pupils' work is of a high quality. These are outstanding features. The caretaker works hard to keep the school clean and tidy.
141. There is a very good supply of computers and regular use is made of them. Effective use is made of interactive whiteboards to support the teaching and learning together with the outdoor resources.
142. The school and the governing body help to ensure that resources match the priorities for development. Annual reviews are undertaken to ensure sufficiency and appropriateness of resources. Overall, there is a very good range of resources for the curriculum and pupils make effective use of them.

143. The school has adopted effective procedures for supporting and mentoring the NQT and managing teachers' PPA time in accordance with statutory requirements.
144. Spending decisions are very well linked to priorities in the school plans. The part-time school finance officer manages the budget very efficiently and keeps the headteacher and governors well informed. This, in turn, enables them to make considered decisions and address any unforeseen circumstances. The latest audit of accounts in 2004 stated that robust and effective management systems are in place. The GB is diligent in its role of reviewing and directing significant areas of expenditure.
145. The headteacher, together with other staff, ensures that the school runs effectively from day-to-day. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

146. Most KS1 pupils make good progress in speaking and listening and achieve good standards. Across the key stage, pupils listen very well to stories, instructions and presentations and make good progress in developing their vocabulary and in using sentence patterns. They answer questions and contribute to discussions in an effective manner.
147. Across KS1, most pupils make good progress in reading. Younger pupils are beginning to read with appropriate expression while the majority of older pupils show good levels of understanding when discussing their reading. Pupils are developing a good awareness of the differences between fiction and non-fiction. They discuss features on the covers of books and older pupils use content and index pages appropriately to help locate information.
148. KS1 pupils make good progress in developing as independent writers. Younger pupils write sentences and sequence stories effectively. Older pupils write for a good range of purposes and often make very good use of their word processing skills in this context. Most pupils make good progress in relation to the use of punctuation with some using speech marks effectively.
149. Younger KS2 pupils listen well and recall and recount what they have been told or heard. They listen carefully to each other and are making good progress in extending their ideas in discussions evident in their work in geography. Pupils in Y5 effectively discuss the key features of dialogues while older pupils demonstrate good skills when evaluating the poem "Clychau Cantre'r Gwaelod."
150. Most pupils at the lower end of KS2 make good progress in their reading skills. They make appropriate predictions about the outcome of a story. They are aware of the importance of non-fiction texts, the value of content and index pages and are developing appropriate skills of reading for information. More able pupils summarise passages and use dictionaries well. The majority of pupils at the upper end of KS2 read accurately and for the most part fluently and with good levels of expression and understanding. Most older pupils gather information from reference books in an effective manner.
151. Across KS2, the majority of pupils make good progress in their writing both in terms of content and the conventions of writing. They write for an appropriate range of purposes. Older pupils record Welsh legends, Greek myths, book reviews and responses to poems, and use paragraphs effectively. Younger pupils work well with a well known author and create a number of good quality

stories. Older pupils are developing good skills of writing different types of poems. They make good use of opportunities to work with a well known poet. Pupils across the key stage make very good use of their word processing skills to present their work

152. Standards in handwriting are good with outstanding features at the upper end of KS2.

Shortcomings

153. A minority of pupils in both key stages demonstrate an insecure grasp of basic language patterns.

Science

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

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

Good features

154. Across both key stages, pupils make good progress in their skills, knowledge and understanding of the programmes of study. They develop very good attitudes towards scientific investigations. Pupils are curious and eager to carry out activities, and work collaboratively discussing their observations sensibly. They have good understanding of a fair test.

155. By the end of KS1, pupils' make predictions and enthusiastically carry out investigations with help. They include correct scientific vocabulary when presenting findings in a variety of suitable ways, such as drawings, writing and tables, using ICT.

156. In Y1, pupils investigate the need for light, water and soil for plant growth. They undertake an experiment whereby they set up a range of different conditions. Pupils recognise and name the leaf, flower, stem and root of flowering plants.

157. In their study of living things in the environment, Y2 pupils undertake a study of a wormery. They become aware and develop an understanding of the link between worms and soil and that worms have senses. They investigate predictions and articulate their conclusions clearly.

158. KS1 pupils accurately sort materials into groups, separating them on the basis of simple properties; they recognise and name common types of materials.

159. In KS2, pupils build significantly on the knowledge, understanding and skills acquired in KS1. Whilst investigating green plants as organisms, pupils in Y3/4 ask good questions and, with support, plan an experiment to test their theory that seeds need space to grow. They have good knowledge that roots anchor the plant, and that water and nutrients are taken through the root and transported through the stem to other parts of the plant.

160. By the end of KS2, pupils make accurate predictions and give good reasons for their ideas. They have a good recall of knowledge gained from previous work. In Y5/6, pupils use everyday problems to launch into scientific investigations; they use their problem solving skills effectively. When investigating plant reproduction, pupils have good knowledge and understanding of the main stages in the life cycle of flowering plants.
161. In developing their scientific enquiry skills, Y5/6 pupils make very good use of their, writing, mathematical and ICT skills, evident in their recorded work on materials and their properties. They use their knowledge and understanding of the context to identify the appropriate kind of enquiry in order to try and answer a question. They draw conclusions that are consistent with the information gathered.

Shortcomings

162. There are no significant shortcomings.

Information technology

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

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

Good features

163. In both key stages, pupils' abilities in using the computer for a wide range of purposes is an outstanding feature. Pupils across the school, for example, demonstrate very effective skills of using CD-Roms and the internet to gather information.
164. In KS1 and KS2, pupils' word processing skills are outstanding. Pupils record a great deal of information and creative writing through this medium. Pupils demonstrate very good skills in opening, editing, saving texts and printing items of work. The end products, which use a wide range of fonts, print sizes and colour are very attractively displayed around the school.
165. Pupils in both key stages make good use of the digital camera to record their experiences in different subjects ; they incorporate the images very effectively into different aspects of their work.
166. In KS1, pupils develop very good skills of using simple data bases to form a wide range of graphs relating to a number of topic areas. Their skills of inputting information and identifying key features of the displayed work are outstanding features. Pupils demonstrate good skills in relation to creating bar graphs.

167. KS1 pupils' skills of modelling and simulation develop effectively through a focus on imaginary situations. Younger pupils, for example, confidently use their mouse and keyboard skills to dress figures on the screen. In their LOGO related work, pupils demonstrate good skills of writing and inputting instructions to control movement and direction. Older pupils make very good use of their art skills to draw maps and plans as a framework for their instructions.
168. In Y2, pupils' work in creating a multi-media story book for younger children is good with outstanding features. Pupils very effectively create and incorporate images, vary the form, size and colour of fonts and experiment impressively with incorporating movement and sound.
169. KS2 pupils confidently and competently use data bases to refine a range of information. Pupils in Y3/4 use branching databases effectively while older pupils demonstrate very good skills of using a range of graphs and spreadsheets in a variety of contexts. They demonstrate very good skills in writing formulae to help interpret the data, and they demonstrate a very good understanding of the importance of checking the quality of data they use.
170. In KS2, pupils demonstrate very good skills in incorporating images alongside text as part of their skills in relation to power point presentations. They very effectively incorporate sound, including their own voices, into their work when, for example, creating high quality multimedia presentations. The work of older pupils in relation to presentations, which focus on various features of the village, has outstanding features.
171. Older KS2 pupils demonstrate very good LOGO related skills in writing and inputting complex instructions relating to creating movement and patterns across the computer screen. They use the computer very effectively to control traffic signals.

Shortcomings

172. There are no significant shortcomings.

Geography

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

Key Stage 2: Grade 1: Good with outstanding features

Good features

173. Pupils in both key stages use and extend their geographical vocabulary very well when undertaking geographical enquiry and study of places.
174. In KS1, pupils develop a good knowledge and understanding of features relating to their local area. Following field work, pupils have a secure knowledge of buildings and local features both within the village and on the beach nearby.

They undertake surveys of buildings and traffic and use their ICT skills very effectively to record data in graphic form.

175. KS1 pupils make good progress in their understanding of plans and maps. Y2 pupils follow directions, map and ground routes and make good use of aerial photographs when studying the physical features of their locality. They make very good use of secondary sources to obtain information and ideas about places.
176. In KS2, pupils' knowledge and understanding of the local area is an outstanding feature. They undertake a detailed study of its coastal location, land use and what processes contribute to its location. They undertake a detailed study of the river Teifi. Pupils use ICT to gain access to additional information sources and to assist in handling, classifying and presenting evidence; this also is an outstanding feature.
177. In their study of a contrasting locality, Y3/4 pupils demonstrate a good awareness of the effect of tourism when undertaking a study of Snowdonia. They share their views on the advantages and disadvantages of the effect that tourists have on a national park.
178. In Y5/6, pupils knowledge and understanding of a contrasting locality is an outstanding feature. In their study of Llanberis, pupils undertake a residential visit to study the locality at first hand. They observe, ask questions about geographical features and collect, record and present evidence in a wide range of form making very good use of their mathematical and ICT skills.
179. KS2 pupils' mapping and geographical enquiry skills are an outstanding feature. By the end of the key stage, pupils confidently identify and locate places using atlases and globes and interpret symbols and keys on maps. They follow directions, estimate and calculate distances accurately. They make and use maps and plans on a variety of scales using their ICT skills very effectively. They know how the height of land is shown on maps, interpret symbols and keys and use co-ordinates and four figure references.

Shortcomings

180. There are no significant shortcomings.

Art

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

Key Stage 2: Grade 1: Good with outstanding features

Good features

181. In both key stages, pupils make good use of sketch books to record information and to experiment and record initial ideas. They make very good use of their ICT skills to enhance their understanding of art.
182. In KS1, pupils respond effectively to a range of stimuli and demonstrate good skills of mixing and adding new colours to produce a range of shades. Younger pupils experiment effectively with the technique of blowing paint through straws and printing with their hands to create attractive images. They focus well on the work of Seurat and demonstrate good skills when using his technique to create images. Older pupils focus well on the work of William Morris, using clay to create a variety of shapes and make good efforts to replicate aspects of his work.
183. Younger pupils in KS1 demonstrate good skills in using paper plates to create puppets, while older pupils experiment effectively with plastic bottles, card and papier mâché in their three-dimensional work.
184. KS2 pupils develop a very good vocabulary in relation to the subject and use their skills very effectively to communicate knowledge and understanding in other subjects.
185. Pupils in KS2 develop good and often very good observational drawing techniques. Their focus and response to the portrait of praying hands by Albrecht Durer are outstanding in terms of quality and detail. Younger pupils focus very effectively on the local church, completing high quality finished products in charcoal and pencil. Older pupils, in their study of the abbey, make very effective use of paint and charcoal.
186. Lower KS2 pupils make very good use of the work of Monet to enhance their paintings, fabric and collage work relating to seascapes. They focus very impressively on Raul Duffy's painting of a 'Regatta at Cowes' to provide inspiration for their three-dimensional work, using card to create a similar scene relating to their own locality.
187. Pupils in Y3/4 focus very effectively on the manner in which flowers have inspired the work of a number of artists and use the information they gather to inform their preliminary sketching and creations using a range of media including fabric and clay. A significant number of the completed creations have outstanding features.
188. Older KS2 pupils effectively explore the concept of Pointillism in their work entitled 'Beside the Teifi River'. They make good use of their developing understanding of Seurat's style. Finished creations, which include computer generated work, include a number of outstanding features.
189. Pupils across the school work very effectively with a local artist to create a batik mural, depicting pupils' personal views of their village. The quality of KS2 pupils' initial drawings and contributions which include the use of wax resist dyes on the collage fabric, also have outstanding features.

190. Using a range of materials, lower KS2 pupils' work in creating three-dimensional images of Celtic characters is of a high quality in terms of detail and construction. Older pupils focus very effectively on aspects of the work of Picasso and create a number of outstanding sculptures of heads, whose facial features in terms of reflecting the artist's approach are often outstanding in quality.

Shortcomings

191. There are no significant shortcomings

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

192. In both key stages, pupils wear appropriate clothing for activities. Pupils understand the benefits of warming and cooling activities before, and following energetic activities.

193. In KS1, in outdoor games activities, the majority of Y1 pupils develop and practise a variety of ways of sending, receiving and travelling with a ball. Their catching skills are good with throwing skills developing well.

194. In KS1, Y2 pupils work intently and keenly in undertaking their activities and they listen well to instructions given by the teacher. They work effectively in paired competitive games activities and play these fairly and safely.

195. In KS2, pupils take part in a good range of games which include development of movement, ball skills, decision-making and spatial awareness. They develop a good, healthy competitive attitude in their activities.

196. In outdoor athletics activities, all KS2 pupils develop a good awareness of safety rules. They diligently recognise and follow relevant rules and safety procedures, evident when setting out equipment. They develop good skills in hopping and are developing an awareness of appropriate running techniques.

197. In outdoor and adventure activities, older pupils in KS2 undertake residential visits, where pupils develop a range of outdoor skills.

198. A swimming programme is undertaken in both key stages. The school states that nearly all pupils achieve NC requirements at the end of Y6.

Shortcomings

199. In both key stages, pupils' skills in evaluating performance are underdeveloped.

200. In KS1, in outdoor games activities, a significant number of pupils display limited skills in passing, receiving and batting a ball.

201. In KS2, pupils' skills in throwing for accuracy and distance are underdeveloped.

School's response to the inspection

The school was very impressed with the thoroughness of the inspection and feels that the report and its findings are an accurate reflection of the school. We are very pleased that pupils' standards in key skills, an aspect which was targeted in our present SDP, is deemed to be a strength. We are also delighted that the standard of behaviour and courtesy throughout the school is very good. We pride ourselves in giving the pupils rich learning experiences and are pleased that this aspect is reflected positively in the report.

An action plan will be put in place to address the recommendations in the report. Recommendations four and five will be addressed forthwith and the others will be targeted in the coming academic year. A priority will include setting more challenging but achievable targets in order to maximise the standards achieved by pupils. This should enable pupils' standards of achievement to compare more favourably with other schools in Wales. Another priority will be to raise standards in physical education.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.

Appendix 1

Basic information about the school

Name of school	St Dogmaels Community School
School type	Community/Primary
Age-range of pupils	3-11
Address of school	St Dogmaels Cardigan Pembrokeshire
Postcode	SA43 3ET
Telephone number	01239 613596

Headteacher	Mr Aled G Davies
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Mr S Watkins
Registered inspector	Mr Jeffrey Harries
Dates of inspection	26-28 June 2007

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	17	15	17	15	8	14	16	16	118

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23:1
Teacher (fte): class ratio	1.2

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	89%	93%	94.6%
Autumn 2006	85%	95%	93.4%
Spring 2007	82%	91%	91.9%

Percentage of pupils entitled to free school meals	18.6%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	7	20	53	20
		National	0	1	10	64	25
We: oracy	Teacher assessment	School	0	7	20	53	20
		National	0	1	11	64	24
We: reading	Teacher assessment	School	0	7	33	60	0
		National	0	2	15	59	23
We: writing	Teacher assessment	School	0	7	27	47	20
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	20	60	20
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	20	67	13
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.3%	In Wales	80.6%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		16		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	19	63	19
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher Assessment	School	0	0	0	0	0	0	29	57	14
		National	0	0	1	1	1	4	18	50	25
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	25	63	13
		National	0	0	0	1	1	3	14	48	33
Science	Teacher Assessment	School	0	0	0	0	0	0	19	75	6
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68.8%	In Wales	74.2%

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

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who spent a total of six inspection days at the school.

Before the inspection:

- meetings were held with the headteacher, staff, the governing body and 16 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 25 questionnaires that were returned were analysed and the inspection team considered the results; 94% of the responses were positive, and
- school documentation was scrutinised.

During the inspection:

- evidence was collected based on inspecting classes in a total of 33 lessons or sessions across the age ranges;
- there were other observations including collective worship, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- pupils' work from each year group was scrutinised by inspectors, in addition to work in the classroom and on display around the school, and
- post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary and recommendations Key questions 1,5, 6 and 7 science geography physical education
Mr Brinley W Jones Team Inspector	Key questions 2, 3 and 4 Welsh first language information technology art
Mrs Marian Donovan Lay Inspector	Contributions to Key Questions 1,3,4 and 5
Mr Aled Davies Headteacher	Nominee

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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