

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

A Report on the Quality of Education in

**Ysgol Gynradd Llangeitho
Llangeitho
Ceredigion
SY25 6TR**

School Number: 6672350

Date of Inspection: 5-7 February 2007

by

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Ysgol Gynradd Llangeitho 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 Llangeitho took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by Phillip David Watcyn Edwards 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. Llangeitho is a traditionally Welsh speaking primary school situated in the village of Llangeitho near the town of Tregaron in the county of Ceredigion and is administered by Ceredigion Local Education Authority (LEA). The school building is of a compact traditional design, surrounded by a large playground and field. The majority of pupils come from the village and surrounding rural area which the school describes as neither prosperous nor disadvantaged. Welsh is the sole or predominant home language of just over half of the pupils of whom approximately 85% speak it as a first language.
2. Currently there are 55 full-time equivalent (fte) pupils on roll. The annual intake covers the full ability range, with the vast majority entering from the adjoining Welsh medium nursery school. There are three mixed year classes for under-5 children, Y1 and Y2, Y3 and Y4 as well as Y5 and Y6 pupils. Welsh is the medium of instruction in key stage 1 while in key stage 2 English and science are taught mainly through the medium of English and all other subjects taught through the medium of Welsh.
3. No pupils receive free school meals, which is well below the all Wales national average of 19.7%. There are 12 pupils (22%) with some form of special educational need, including three on school action, two on school action plus, one on school action extension as well as six pupils with formal statements for SEN.
4. There are two full-time and two part-time teachers including the headteacher who has a teaching commitment of four days with one day for administrative purposes; there is no school clerk. There are four full-time and two part-time learning support assistants (LSAs); at the time of the inspection there was one classroom assistant provided by the LEA.
5. The school was last inspected in February 2001.

The school's priorities and targets

The Aims and Objectives of the School

6. The school's main aim is to enable its pupils to develop their full potential in a happy and secure environment, nurturing their spiritual, moral, social and cultural development.

The school's objectives are to:

- create a friendly, happy and homely environment, and to form a close relationship between the parents, the local community and the school;
- develop the basic skills and intellect of each child in all aspects of the curriculum, bearing in mind the age, talent and ability of the individual;
- appreciate the efforts of every child in the various aspects of school life;
- stimulate the emotional and social development of the children, giving them a broad and balanced education which will prepare them for the future;
- develop lively, inquisitive minds, along with the ability to enquire and reason

sensibly;

- nurture personal and moral values, and to develop an awareness and appreciation of the community, language, culture and traditions of their environment;
- develop the need for personal hygiene, good manners and courtesy;
- develop a tolerance towards other races, their way of life and religion.

The school has set the following targets in its school development plan (SDP) for 2007 to 2008:

- raise the standards in English, reading, spelling and writing in specific groups within key stage 2;
- ensure that each pupil on the special needs register strives to attain his full potential;
- develop and use a more friendly formative assessment system in the core and foundation subjects;
- develop an awareness of other cultures in the pupils;
- monitor specific aspects of the core subjects in classes in order to maintain and raise standards;
- prepare for the foundation phase in 2008;
- budget for teachers' periods of 10% non-contact time;
- arrange the restructuring of staffing, teaching and learning responsibilities with headteachers in the area and
- purchase and locate an interactive whiteboard in each classroom.

Summary

7. Llangeitho Primary School is a warm, friendly community that has maintained or improved standards since the last inspection. There was a close match between the judgements made by the inspection team and those in the school's self-evaluation report. The inspection team disagreed with the grade 2 judgement made by the school for key question 7 in that they judged this key question grade 1 as there were some outstanding features in the provision and management of resources.

Standards

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?	1
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

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play based activities.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	-	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical Education	Grade 1	Grade 2

9. In the lessons inspected standards of achievement were judged as follows:

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

10. Pupils' standards of achievement in lessons are Grade 1 or 2 in all of the lessons inspected which is above the Welsh Assembly Government (WAG) all-Wales targets for 2007 of 65% Grade 1 or 2.
11. Pupils have positive attitudes to learning, including those with SEN, and succeed regardless of their social, ethnic or linguistic backgrounds; they achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.
12. Pupils enter the school with variable levels of attainment. Children under-five make good progress with no important shortcomings across the range of key skills in oracy and communication, numeracy and information and communications technology (ICT), as well as in their personal social and creative skills.
13. In both key stages in English and Welsh, pupils' speaking skills across the curriculum are outstanding. In both key stages there are good features and no important shortcomings in the development of pupils' key skills in listening, reading, writing and numeracy. Overall, standards in ICT are good. Pupils show good

development in their creative skills throughout the school.

14. Pupils' bilingual competence throughout the school is good.
15. Given that the number of pupils assessed each year in the national curriculum (NC) assessments is relatively small, comparisons with LEA and national data give only an indication of standards overall.
16. Teachers' assessments for summer 2006 in the core subjects compared with national averages for 2006, show that the percentage of pupils in KS1 who attained the expected level 2 or above in Welsh is similar and in science well above, but below in mathematics. The school's core subject indicator (percentage of pupils attaining at least level two in all of mathematics, science and Welsh) is significantly below local and national averages being in the bottom 25%. This is also the case when compared with similar schools.
17. In KS2, teachers' assessments for summer 2006, compared with national averages for 2006, show the percentage of pupils attaining the expected level 4 or above in English and Welsh is below, science similar and in mathematics above. The core subject indicator (percentage of pupils attaining at least level four in all of mathematics, science, English or Welsh) is below local and national averages being in the bottom 50% of schools, but above the lowest performing 25%. This is also the case when compared with similar schools.
18. With the small numbers of pupils being assessed at the end of each key stage, there is no clear trend to indicate any obvious difference between the performance of boys and girls as this varies from year to year depending on individual pupil's abilities.
19. The majority of pupils are motivated, work productively and progress well towards the next stages of their learning. They acquire new knowledge and generally understand what they are doing.
20. During the inspection the overall behaviour of pupils was very good; the vast majority respond well to support and guidance in an inclusive atmosphere which improves their learning and quality of life in school effectively. Overall, learners progress well in their personal, social, moral and wider development. The respect, consideration and courtesy shown by them to others are outstanding.
21. The average attendance for the three terms prior to the inspection is good at 95% with no unauthorised absences. The vast majority of pupils arrive punctually at the school at the beginning of the day.
22. Overall, learners develop the capacity to work independently well, particularly in science and lessons based on thinking skills and acquire the skills necessary to maintain lifelong learning. Preparation for participation and involvement in the community is a strong area.

The quality of education and training

23. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

24. The percentage of lessons at Grade 3 or better meet the WAG target of 100% satisfactory (Grade 3) or better by 2010, and the percentage of lessons that were good or better is much higher than the WAG target of 65%.

25. Teachers have good subject knowledge including the Desirable Outcomes for the Learning of Children under five years of age. The school constantly promotes pupils' bilingual proficiency and development.
26. The quality of teaching for pupils with SEN is consistently good, and sometimes outstanding; there is effective support for groups of pupils who are withdrawn.
27. Good and outstanding features of the teaching include high expectations, clear instructions and explanations, which lead to challenging tasks, but there are shortcomings when work is not specific enough to meet the needs of individuals within the class.
28. Good features in the quality of assessment, recording and reporting outweigh shortcomings.
29. Teachers keep useful notes which create a picture of each pupil's development. Information from their evaluation of the effectiveness of short-term planning is used appropriately to direct individual pupils or groups of pupils to the next stage of their learning.
30. Targets are set termly in the core subjects for each pupil, but they tend to be too general. There is insufficient correlation between them and the development of individual pupils and pupils are seldom involved in their setting.
31. Although there are whole-school guidelines for marking work, they are not implemented consistently in all classes and pupils are not sufficiently familiar with their targets to improve their presentations.
32. In the foundation subjects and religious education, assessment and recording procedures are at an early stage of development.
33. The school responds very well to pupils' learning needs and interests and the wider community, providing full access to a broad and balanced curriculum.
34. There are very effective learning experiences to promote pupils' spiritual, moral, social and cultural development. Good opportunities are provided for pupils to take responsibility for others and for themselves.
35. An outstanding feature of extra curricular provision is the practice of inviting artists, authors and people from the community to share their experiences and talents with pupils. The effect of these contributions on the curriculum in general, on the *Cwricwlwm Cymreig* in particular and on pupils' achievement is outstanding. The provision for motivating and developing pupils' bilingual competence is very sound.
36. The range of activities provided by the school for promoting education for sustainable development by the school is a major strength.
37. The quality of the care, such as the support and guidance offered by the well above average ratio of adults to learners is outstanding. The partnership with parents is good and consistent positive responses were received during the pre-inspection meeting with parents and the majority of the questionnaires show appreciation of the school's work.
38. An effective personal and social education programme is provided which includes circle time and health education. The detailed and thorough way in which behaviour is monitored is outstanding.
39. The provision for pupils with SEN is outstanding and ensures that they are included

fully in the life and work of the school. The excellent support offered by LSAs within classes ensures full access to all aspects of the curriculum and good progress in pupils' work.

40. The quality of the provision for equal opportunities is consistent and effective. Good race relationships are promoted across each area of activity. The management and monitoring of behaviour are effective overall.

Leadership and Management

41. The school's clearly understood aims, targets and shared values ensure a good foundation for improvement and promotion of equality for all which is reflected well in its life and work.
42. The industrious, caring and measured leadership style of the headteacher is effective in providing a good strategic direction for the future. Subject leaders have a wide range of responsibilities which they implement well. The governing body oversees self-evaluation appropriately through regular meetings with the headteacher and staff and through every day involvement with the school.
43. The setting and meeting of challenging and realistic goals are variable. There are clear targets set out in the SDP and each year all subjects are evaluated in detail by curriculum leaders using an agreed approach, but there is inconsistency in the clarity of learning objectives in short-term planning and in agreeing individual targets with pupils.
44. Appropriate performance management procedures are followed for the head and subject leaders to promote their professional development, but limited formal monitoring of teaching takes place to improve their performance.
45. The governing body is very aware of the importance of its role in supporting the well being of the school and its prudent monitoring of the quality of its provision is outstanding. It is increasingly involved and active in setting the school's strategic development.
46. Overall the school's own self-evaluation is based on secure evidence and sound judgements. There is a clear emphasis by the school in maintaining and improving standards. In planning for improvement the SDP provides focussed strategic direction. Clear targets are prioritised and adequate consideration is given to allocation of resources.
47. Tracking of pupils' progress through the key stages identifies clearly those areas in the curriculum which they need to improve, but is used insufficiently to plan for improving their overall standards of achievement in relation to their ability.
48. In addressing the key issues identified in the last inspection good features outweigh shortcomings. In the six subjects inspected, good standards have been maintained or raised in all of them. Whole school schemes of work are completed and of good standard for all subjects, the pace in the teaching and learning is good overall and the health and safety issues noted in the report addressed. Information from assessment procedures is used appropriately to assist teachers in the planning of units of work, but inconsistently in meeting the needs of pupils of different ages and ability.
49. Leaders and managers are very effective in using resources and there are outstanding features such as the contributions by visitors to enrich pupils' learning. Planning, preparation and assessment (PPA) time provides additional opportunities

for teachers to plan lessons in the context of the classroom and be more focused on the needs of every pupil.

50. The condition of the inside of the school is good and the exterior environment of the school offers a stimulating learning and recreational environment and excellent playing resources for pupils as well as pleasant views across the countryside.
51. The quality of learning resources is generally very good and they are readily available to all pupils.
52. The standard of budgetary control at the school is very effective. Resources are used economically and efficiently and the school provides very good value for money.

Recommendations

The school needs to:

- R1. maintain standards in the subjects inspected;
- R2. refine assessment procedures to include the foundation subjects;
- R3. involve pupils in setting their own targets to support the next stage of their learning;
- R4. ensure work is planned to take into consideration pupils' individual abilities, and
- R5. establish more formal arrangements to monitor teaching and learning in classes.

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

53. The inspection team agrees with the judgement given by the school in the self-evaluation report.
54. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play based activities.
55. In the subjects inspected in KS1, standards are grade 1 in physical education and grade 2 in science, information technology, music and history. In KS2, standards are grade 1 in music and grade 2 in English, science, information technology, history and physical education.
56. In the lessons inspected, standards of achievement were judged as follows:

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

57. Pupils' standards of achievement in lessons are grade 1 or 2 in all of the lessons inspected which is above the WAG all-Wales targets for 2007 of 65% grade 1 or 2.
58. Pupils have positive attitudes to learning, including those with SEN, and succeed regardless of their social, ethnic or linguistic backgrounds; they achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.
59. Pupils enter the school with variable levels of attainment. Children under-five make good progress with no important shortcomings across the range of key skills in oracy and communication, numeracy and ICT, as well as in their personal, social and creative skills.
60. In both key stages in English and Welsh, pupils' speaking skills across the curriculum are very good and the clear and confident way in which they speak is outstanding. In both key stages there are good features and no important shortcomings in the development of pupils' key skills in listening, reading, writing and numeracy. Scrutiny of work and discussions with pupils show that standards in ICT are good overall, but in the lessons seen during the inspection, pupils used their ICT skills infrequently.
61. Pupils' bilingual competence in both key stages is good with the majority of pupils able to converse in both languages and move freely from one to the other. Across the curriculum creative skills are good.
62. Given that the number of pupils assessed each year in the national curriculum (NC) assessments is relatively small, comparisons with LEA and national data give only an indication of standards.
63. Teachers' assessments for summer 2006 in the core subjects compared with national averages for 2006, show that the percentage of pupils in KS1 who attained the expected level 2 or above in Welsh is similar and in science well above, but below in mathematics. The school's core subject indicator (percentage of pupils attaining at least level two in all of mathematics, science and Welsh) is significantly below local and national averages being in the bottom 25%. This is also the case when compared with similar schools.
64. In KS2, teachers' assessments for summer 2006, compared with national averages for 2006, show the percentage of pupils attaining the expected level 4 or above in English and Welsh is below, science similar and in mathematics above. The core subject indicator (percentage of pupils attaining at least level four in all of mathematics, science, English or Welsh) is below local and national averages being in the bottom 50% of schools, but above the lowest performing 25%. This is also the case when compared with similar schools.
65. With the small numbers of pupils being assessed at the end of each key stage, there is no clear trend to indicate any obvious difference between the performance of boys and girls as this varies from year to year depending on individual pupil's abilities.
66. The following features explain the difference between standards of achievement in classes and pupils' attainments in statutory assessments:
 - low baseline assessments for a significant number of pupils on entry to the school;

- small numbers of pupils assessed at the end of each key stage include a significant percentage of pupils who have additional learning needs and statements of SEN;
 - evidence of a steady improvement on pupils' prior attainment as they progress through the school.
67. The majority of pupils are motivated, work productively and progress well towards the next stages of their learning. They acquire new knowledge and generally understand what they are doing.
68. During the inspection the overall behaviour of pupils was very good; the vast majority respond well to support and guidance in an inclusive atmosphere which improves their learning and quality of life in school effectively.
69. The average attendance for the three terms prior to the inspection is good at 95% with no unauthorised absences; average attendance for the children under five is even higher at 96.8%. Only a very small number of parents take their children on holiday during term time and this is reflected in the good attendance figures. The vast majority of pupils arrive punctually at the school at the beginning of the day.
70. The school provides a variety of visits both within the community and further afield in order to enrich and strengthen pupils' curricular work. Agriculture is the main industry in the area and the school provides good experiences for pupils to raise their awareness of this and other minor industries within the locality. A range of visitors comes to the school to share their experiences with the pupils, some from the community, the world of work, the emergency services and drama groups. Pupils have a good awareness of their responsibility towards their community.
71. Learners' personal, social, moral and wider development is good. They develop a wide range of interests, social skills and community awareness through well-considered assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are well aware of equal opportunities issues; they recognise and show respect for the diversity and cultural traditions within society and the local community.
72. Overall, learners develop the capacity to work independently well, particularly in science and lessons based on thinking skills and acquire the skills necessary to maintain lifelong learning.
73. Preparation for participation and involvement in the community is a strong area. Within that, pupils' understanding of the world of work is encouraged and developed through visits to and by various organisations and private individuals. These include the police, Powys Dance, Theatre Powys and a Welsh National Opera project.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. The inspection team agrees with the judgement given by the school in the self-evaluation report.

75. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	75%	10%	0%	0%

76. The percentage of lessons at Grade 3 or better meet the WAG target of 100% satisfactory (Grade 3) or better by 2010, and the percentage of lessons that were good or better is much higher than the WAG target of 65%.

77. Teachers have good subject knowledge including the Desirable Outcomes for Children's Learning under five years of age. This is reflected in the detailed planning, the effective use of purposeful resources and the variety of teaching strategies. The school constantly promotes pupils' bilingual proficiency and development through ensuring appropriate opportunities to develop and use their bilingual skills in subjects across the curriculum.

78. The quality of teaching for pupils with SEN is consistently good, and sometimes outstanding; there is effective support for groups of pupils who are withdrawn.

79. Good and outstanding features of the teaching include:

- high expectations which lead to challenging tasks;
- learning experiences that match pupils' ability and needs well;
- a willingness to be flexible and to take full advantage of unexpected opportunities;
- good structure to the lessons which ensures good progression from one activity to the next,
- appropriate pace and effective use of resources;
- effective use of the interactive whiteboard to enrich the quality of the presentations and ensure pupils' involvement in the learning;
- differentiated and purposeful questioning, continuous assessment and support through timely intervention to move the pupils forward;
- effective class organisation and control which promotes good learning;
- clear instructions and explanations, particularly in setting tasks;
- a close relationship between pupils, teachers and support staff that creates a positive learning environment and
- good use of group work that is well managed.

80. The following features were found where there were shortcomings in the teaching:
- work is not specific enough to meet the needs of individuals within the class;
 - a tendency to over-direct work impedes opportunities to foster pupils' independent learning;
 - overlong introductions to lessons and
 - inconsistency in sharing lesson objectives with the pupils.
81. Teachers keep notes which create a picture of each pupil's development. Information from their evaluation of the effectiveness of short-term planning is used to direct individual pupils or groups of pupils. Targets are set termly in the core subjects for each pupil, but they tend to be too general. There is insufficient correlation between them and the development of individual pupils and pupils are seldom involved in their setting.
82. Although there are whole-school guidelines for marking work, they are not implemented consistently in all classes and pupils are not sufficiently familiar with their targets to improve their presentations. In some classes, discussions with pupils help to develop their understanding of their strengths and areas for further development.
83. The school has begun the process of creating portfolios for core subjects that are helpful in coming to an agreed judgement on standards and moderate levels of work.
84. In the foundation subjects and religious education, assessment and recording procedures are at an early stage of development.
85. Reports to parents, including reports on children under five years of age, conform to the requirements. The comments outline pupils' achievements and abilities in each subject, and offer useful recommendations on the way forward for improvement.

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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86. The inspection team agrees with the judgement given by the school in the self-evaluation report.
87. The school responds very well with some outstanding features to pupils' learning needs, aspirations and interests, providing full access to a broad and balanced curriculum. The curriculum conforms to the legal requirements of the NC and for religious education and the Desirable Outcomes for children's learning under five years of age. The statutory curriculum in Y6 is enhanced by regular French lessons. The provision allows full access and equal opportunity for all pupils. The general quality of the educational provision for children under five is appropriate for their needs.
88. Good schemes of work have been drawn up for all the areas of study. They are useful documents that give good guidance to teachers and provide for continuity

and progression in the learning experiences.

89. Teachers are aware of the need to ensure that each pupil gains proficiency in key and basic skills. As part of the 'Basic Skills Agency Quality Mark' accreditation for the third time, purposeful attention was given to pupils who were under-attaining.
90. A wide variety of learning opportunities is provided outside the school to extend and enrich the curriculum. Pupils benefit greatly from the close links with the secondary school and local centres and organisations. They include regular visits to places of educational interest and competing in eisteddfod and sporting activities. There are excellent pastoral transfer arrangements to the local secondary school.
91. Pupils receive opportunities to attend a range of after-school clubs. An outstanding feature of the provision is the practice of inviting artists, authors and people from the community to share their experiences and talents through working side by side with the pupils. The effect of these contributions on the curriculum in general, on the *Cwricwlwm Cymreig* in particular and on pupils' achievement is outstanding. The provision for motivating and developing pupils' bilingual competence is very sound. They are familiar with the work of Welsh authors and artists.
92. There are very effective learning experiences to promote pupils' spiritual, moral, social and cultural development. Pupils have a particular awareness of ownership and responsibility towards the school and the environment, and develop well in their ability to reflect on concepts introduced within periods of worship. They have been carefully planned and the provision is enriched through visits from local clergy. Pupils are given regular opportunities to contribute to discussions and there is evidence that the presentations are of outstanding quality. Activities involving music deepens their awareness of wonder. The school fosters sound values and the school works assiduously to foster respect and courtesy amongst the pupils.
93. There are a number of outstanding initiatives to encourage pupils to consider tackling social disadvantage and stereotyping. Very good opportunities are provided for pupils to take responsibility for others and for themselves. Members of the school council take a prominent role in many aspects of the life and work of the school and work with the teachers on several aspects; circle time involves much purposeful discussion. The older pupils in particular appreciate such opportunities to show initiative and to influence matters that affect their daily lives. These opportunities, as well as a wide range of humanitarian work, such as raising money regularly for a variety of worthy causes, such as the 'Tsunami Appeal', and 'Children in Need' enable pupils to make outstanding progress in their appreciation of local and global citizenship.
94. Effective partnerships with the parents, pupils' extended family members, local churches and chapels and the community enrich the learning experiences provided for the pupils very well.
95. The school makes very good use of homework to promote reading standards and to support work in the classroom.
96. The 'Friends of the School' are active in raising substantial sums of money to buy valuable resources to support the curriculum.

97. Outstanding attention is given to the Welsh dimension within subjects across the curriculum and the experiences offered ensure that pupils are aware of their heritage and of the culture of their locality and country.
98. The school provides pupils with good experiences of the world of work through an appropriate range of visit to farms and small businesses in the locality. People who work locally visit the school to talk to pupils and work with them; this enriches their understanding and reinforces their curricular work.
99. The school has a clear and comprehensive equal opportunities policy and succeeds very well to ensure equal access and opportunity in all activities for all pupils regardless of their background. It promotes equality in all aspects of its work very effectively. The way pupils are encouraged to take pride in their school and the local community, to have respect for each other, and to develop as confident citizens is outstanding. No evidence of stereotyping was observed during the inspection.
100. The range of activities provided by the school for promoting education for sustainable development by the school is outstanding and is a major strength. All pupils and staff recycle materials, switch off unnecessary lighting and plant plants to enhance the environment. As an Eco-School it is very effective in raising pupils' awareness through lessons in geography, science, design technology and personal and social education. Pupils actively recycle paper and compost waste and are well aware of the need to conserve energy and take care of the environment.
101. Very well developed cross-curricular, learning experiences such as the 'Forest School' and the 'Healthy Schools project' enable pupils to acquire very good knowledge, understanding, skills and attitudes for lifelong learning and community regeneration.

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

Grade 1: Good with outstanding features
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102. The inspection team agrees with the judgement given by the school in the self-evaluation report.
103. The quality of the care, support and guidance offered to learners is good with outstanding features. Pupils are very happy in the school and feel valued. The high level of support provided by the well above average ratio of adults to pupils is outstanding. There is a good relationship between staff and pupils at the school. All staff know their pupils well and pupils feel secure and able to turn to them should they have a problem. Each pupil is included in the life and work of the school. The school succeeds in creating a warm community where pupils' success, good achievement and behaviour are celebrated regularly.
104. The partnership with parents is good and consistent, positive responses were received during the pre-inspection meeting with parents and the majority of the questionnaires show appreciation of the school's work. Day-to-day communication with parents is effective overall and they have signed the home-school agreement.
105. The very effective induction arrangements in place for pupils who attend school for the first time help them to settle in very quickly and easily into the school's

homely environment. There is also a very good programme to help pupils who join the school during KS1 and KS2. Outstanding features include a 'Befriending Committee', which visits new families to the village to welcome them and inform them of all the facilities and activities in the village and the school and attendance at the 'Language Centre' to help them master the Welsh language and integrate better into school and village life. The programme for transferring pupils to the secondary school is particularly effective in ensuring a smooth transition for pupils.

106. The school provides a high level of personal support and guidance for all pupils. An effective personal and social education programme is provided which includes circle time and health education. A nurse comes to the school to talk to Y6 pupils about puberty. The good relationship between agencies such as the police and the school promote the health and safety of pupils in a positive way.
107. Pupils are well aware of school rules and they follow these carefully. The school, in conjunction with four other schools in the area, has a Pyramid Club which meets in all the schools in turn; it is very successful in raising pupils' confidence and self-esteem through its various activities.
108. The management and monitoring of attendance are very effective to encourage above average attendance figures. The school is proactive in informing parents of the importance of punctuality and regular attendance by their children. The school successfully nurtures self-respect and respect for others in its pupils. The detailed and thorough way in which behaviour is monitored is outstanding.
109. There are clear and sound policies and procedures in place relating to health and safety. The thoroughness with which these are implemented is outstanding. For example, pupils are well supervised during break times and lunchtime and as they leave the school at the end of the day. An appointed governor, together with the headteacher, is responsible for undertaking an annual health and safety audit. A fire drill is held termly and risk assessments are undertaken before taking pupils on visits. All staff have current first aid qualifications and one of the classroom assistants is a 'First Response' team member for the village. All play and sports equipment is checked annually and electrical equipment is checked every three years.
110. The school has sound arrangements for the protection of children. The headteacher and a named governor hold responsibility for child protection; they have attended the relevant courses and are fully aware of procedures.
111. The provision for pupils with SEN is outstanding and conforms fully with the Code of Practice.
112. Pupils with SEN are taught appropriately, mainly in their specific classes. They are withdrawn for effective sessions with the LEA support teacher. There are clear individual educational programmes in place which relate aptly to educational problems and challenging behaviour and they are reviewed termly. Arrangements to ensure that pupils with special needs are included fully in the life and work of the school are outstanding.
113. The outstanding support offered by LSAs to pupils with SEN within classes ensures full access to all aspects of the curriculum and that good progress is made in their work. The LSAs also help other pupils.

114. The quality of the provision for equal opportunities is outstanding. Good race relationships are promoted across each area of activity. Teachers encourage pupils to recognise and respect diversity giving full consideration to their social, educational, ethnic or linguistic backgrounds.
115. The school challenges gender stereotyping very effectively in a purposeful and outstanding manner.
116. The management and monitoring of behaviour are effective overall. A positive approach is adopted and good behaviour is promoted well and the school takes any instances of bullying or aggressive behaviour seriously and acts quickly and appropriately according to need. These approaches support pupils' progress and confidence effectively to help them thrive in a caring and supportive environment.
117. Apart from a lack of specially adapted toilet facilities, adequate provision is made to secure equal treatment for the movement of disabled learners should the need arise and to ensure they are not treated less favourably than others.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The inspection team agreed with the judgement given by the school in the self-evaluation report.
119. The school's clearly understood aims, targets and shared values provide a good foundation for improvement and promotion of equality for all which is reflected well in its life and work.
120. The industrious, caring and measured leadership style of the headteacher is effective in providing a good strategic direction for the future. Subject leaders have a wide range of responsibilities which they implement well.
121. Outstanding collaboration through effective partnerships with the LEA, other small schools and the local secondary school enable ideas and workload to be shared. These arrangements, as well as taking appropriate account of WAG priorities, underpin a consistent approach to pupil needs and benefit them greatly.
122. The setting and meeting of challenging and realistic goals are variable. There are clear targets set out in the SDP and each year all subjects are evaluated in detail by curriculum leaders using an agreed approach, but there is inconsistency in the clarity of learning objectives in short term planning and in agreeing individual targets with pupils.
123. Appropriate performance management procedures are followed for the head and subject leaders to promote their professional development, but limited formal monitoring of teaching takes place to improve their performance, due mainly to the constraints on the headteacher of having a substantial teaching commitment, which includes PPA support. PPA arrangements however, provide appropriate additional time for teachers to prepare and plan work effectively.
124. There are excellent arrangements, linked appropriately to the SDP, for

identifying individual and whole-school training and development needs of staff and improving the quality of provision. The school leadership is taking appropriate action to prepare and resource the forthcoming Foundation Phase.

125. Apart from some minor omissions in the prospectus and annual report, the GB ensures all statutory requirements are met and is well-informed about the school's performance and progress. It is very aware of the importance of its role in supporting the well-being of the school and its prudent monitoring of the quality of its provision is outstanding. It is increasingly involved and active in setting the school's strategic development.

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

Grade 2: Good features and no important shortcomings

126. The inspection team agreed with the judgement given by the school in the self-evaluation report.
127. There is a clear emphasis by the school in maintaining and improving standards. Leaders have a secure knowledge of the school and are well informed about the areas for which they are responsible by adopting a consistent and structured approach to the process of self-evaluation. This is particularly effective in the clear links evident in the good self-evaluation report produced before the inspection, the SDP it informs and the way progression in subjects are evaluated.
128. The self-evaluation report provides a good and accessible review of the school's strengths and areas where improvements need to be made, but no formal arrangements exist for taking on the views of parents to inform the self-evaluation report. Pupils have an effective voice on their experiences of school and influence on decisions that affect them through regular meetings of their representatives on the school council.
129. In planning for improvement the SDP provides focussed strategic direction. Clear targets are prioritised and adequate consideration is given to allocation of resources.
130. Useful analysis is made of a range of data, including baseline assessments in reception classes and assessments to track pupils' progress through the key stages. This enables the school to identify those areas in the curriculum which learners need to improve, but the analysis is not used sufficiently to plan for improving their overall standards of achievement in relation to their ability.
131. The governors oversee self-evaluation appropriately through regular meetings with the headteacher and staff and through every day involvement with the school.
132. In addressing the key issues identified in the last inspection good features outweigh shortcomings. In the six subjects inspected, good standards have been maintained or raised in all of them. Whole school schemes of work are completed and of good standard for all subjects, the pace in the teaching and learning is good overall and the health and safety issues noted in the report addressed. Information from assessment procedures is used appropriately to assist teachers in the planning of units of work, but inconsistently in meeting the

needs of pupils of different ages and ability.

133. The inspection team agreed with most of the judgements made by the school in its self-evaluation report, but disagreed with the grade 2 given for key question 7 as it judged the outstanding features merited grade 1. This confirms that the school's own self-evaluation is based overall on secure evidence and sound judgements.

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

Grade 1: Good with outstanding features
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134. The inspection team did not agree with the Grade 2 judgement made by the school in its self-evaluation report. The leaders and managers underestimated their efficiency in using resources and the provision they provide.
135. There is an adequate supply of staff and they all have appropriate qualifications to meet the responsibilities highlighted within their job descriptions. Very effective use, some outstanding, is made of their specialisms through the exchange of classes for teaching subjects such as history, music and physical education.
136. Professional staff development is given a high priority. In-service training needs are linked to the SDP and form part of performance management. This has a very good influence on teachers' skills and understanding.
137. The midday staff and the caretaker perform their duties effectively and efficiently. Daily routines are smooth and well established.
138. The LSAs employed by the LEA and the school to support pupils with SEN carry out their work very well and conscientiously and with teachers make an outstanding contribution to the work of the team.
139. The condition of the inside of the school is good and it is kept clean. The exterior environment of the school offers a stimulating learning and recreational environment and excellent playing resources for pupils with pleasant views across the countryside. Standards of hygiene are good and all pupils have access to water during the day.
140. Pupils benefit from the contributions of visitors to share their experiences and regular educational visits beyond the school walls to enrich their learning; these are outstanding features of the provision.
141. PPA time provides additional opportunities for teachers to plan lessons in the context of the classroom and be more focused on the needs of every pupil.
142. The buildings are sufficient for the number of pupils at the school. The classrooms are adequate in size and appropriately decorated. However, the hall is too small to be able to meet the requirements of the physical education curriculum, but outstanding arrangements have been made to use the local leisure centre and swimming pool.
143. The quality of learning resources is generally very good and they are readily available to all pupils. Curriculum leaders review them regularly to ensure they continue to support the curriculum.

144. The standard of budgetary control at the school is very effective and the school provides very good value for money. Resources are used economically and efficiently. Spending is carefully planned in the short and long term, any likely changes in the budget are anticipated and resources are provided in accordance with the school's clear priorities and targets. The headteacher and governing body review and evaluate the need and use of resources regularly.

Standards achieved in subjects and areas of learning

English

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

145. Pupils do not formally follow the subject programme of study until the beginning of KS2.

Good Features

146. Pupils in KS2 listen well and respond, describing and explaining, appropriately. They ask valid questions and express an opinion in a mature manner. They communicate confidently in group discussions and speak at length in a number of different contexts.

147. The vast majority of pupils in KS2 read at a level appropriate to their ability, and read a variety of texts meaningfully. They discuss books and authors maturely, expressing preference and drawing attention to exciting events and the features of different characters. They predict sensibly and use a range of techniques to cope with unfamiliar words.

148. Younger pupils in KS2 make good efforts to write with increasing understanding of the structure of simple sentences. Pupils are well aware of the correct use of full stops.

149. Older pupils in KS2 write well for a variety of purposes and audiences, including letters, poetry, newspaper articles and reports on visits. Some individuals succeed in writing good and extended creative work and make use of adjectives and comparisons that give colour and expression to their writing.

Shortcomings

150. There are no important shortcomings, but the quality of pupils' handwriting and presentation are variable.

Science

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

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

Good features

151. Pupils in KS1 are well aware of the stages of growing up in humans from baby to adulthood and recognise the external parts of the body well. They realise that human features can vary when they record data on the range of colours of

pupils' eyes and the size of their feet and represent these appropriately in graphical terms.

152. Pupils in KS1 know that humans have five main senses and use their own sense of touch carefully to ascertain the hardness of hidden articles in a sensory box. They name the different parts of a flower confidently, including the roots, stem and petals, and investigate methodically the effect of the lack of light and water on plant growth.
153. Older pupils in KS1 ask searching questions and offer well thought out answers about the physical processes of floating and sinking. Their recall of previous work is good and they make reasoned predictions on the effect of filling a floating cup with water will have on its buoyancy.
154. In KS2 younger pupils respond well to the challenge of investigating the relationship between weight and the length it stretches an elastic band. Their good understanding and application through in working groups enable them to predict and compare the weights of different potatoes, within acceptable limits, without using scales.
155. Younger pupils in KS2 realise that animals such as mini-beasts can be grouped according to the ways they move, such as hopping, swimming and flying. They know that living things have seven life processes and investigate systematically the effect of varying the amount of water given to seeds has on their growth. Their knowledge of food chains and habitats, including those in the school's environmental area, is good and they have a good knowledge of producers and predators in the animal kingdom.
156. Older pupils in KS2 know that micro-organisms can be either helpful or harmful, for example in yoghurt and flu virus respectively. They visit an organic farm and are well aware of different crops and breeds of cattle.
157. In KS2 pupils investigate how the temperature of water affects the rate in which granulated sugar dissolves. They make sensible predictions and conclusions and record their results in graphical form using ICT appropriately.
158. Older pupils in KS2 have a good knowledge and understanding of the relative size and movements of the earth, moon and sun. They know that light travels in a straight line and reinforce their understanding of day and night effectively by shining a torch on a globe to show that earth has daylight on the sun side and night on the other. They recognise and record countries which have daylight the same time as Wales and are fully conversant with the associated scientific vocabulary, such as orbit, axis and rotation as well as the names of the planets of the solar system.
159. Pupils in KS2 demonstrate a good understanding of electric circuits when they devise a simple electric circuit with a switch to control a light in a model lighthouse.

Shortcomings

160. There are no important shortcomings, but pupils in both key stages are over reliant on using worksheets to record their investigations.

Information technology

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

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

161. No specific lessons were seen in information technology, but discussions with pupils and evidence of their work enabled secure judgements to be made.

Good features

162. Younger pupils in KS1 are fully conversant with using a paint program on the computer to draw a variety of different shapes which they fill confidently with a variety of colours. They cut and paste good quality, attractive festive cards using a range of pictures with appropriate texts.

163. The mouse and keyboard skills of younger pupils in KS1 develop well. For example, they can choose and move items around the screen with assurance and access appropriate vocabulary from a word bank.

164. Older pupils in KS1 explore the world around them effectively through accessing a variety of CD-ROMs to find pictures, photographs and sounds. They understand the importance of following directions in the right sequence when operating television, video and tape recorder controls.

165. In KS1 older pupils communicate information well using good word processing skills to create stories and save their work to a file. They make good use of search tools to find answers to simple questions.

166. Older pupils in KS1 instruct and control a programmable turtle with increasing confidence by entering directions on a keypad to move it in a predetermined sequence of directions.

167. Pupils in KS1 use ICT-based models appropriately to explore and try out real and imaginary school and home activities.

168. In KS2 younger pupils use a computer database effectively to input and present information on their school in a range of graphical forms.

169. Younger pupils in KS2 are adept at sending and receiving stories via e-mails to each other and later in the key stage send and receive attachments of work with a local student doing voluntary work in South America.

170. Older pupils in KS2 extend their programming logo skills well by entering a sequence of commands to move a cursor in different directions to create complex shapes and patterns.

171. Older KS2 pupils search the Internet confidently to access appropriate websites to inform their work. They enter data from questionnaires into a database which they search in order to represent information in a range of graphical forms.

172. A particularly good feature in KS2 is when older pupils photograph activities during visits, such as the 'Ysgol Goedwig', on a digital camera, then download them into a computer to create a simple multi-media presentation which they narrate confidently.

173. Older pupils in KS2 use a spreadsheet software program competently to enter then add or average a range of numbers; they use this information to create a range of good graphical work.

174. KS2 pupils' word processing skills develop well, for example to record their visit to an organic farm and create newspaper articles illustrated by pictures for a school magazine using a range of fonts, colours and effects.

175. Pupils in KS2 are adept at exploring patterns and relationships in ICT-based models and predict the outcomes of different decisions they make, such as in a simulated robot factory where they make their own robot.

Shortcomings

176. There are no important shortcomings, but pupils in both key stages seldom realise the value of word processing in their working practices, for example in drafting and redrafting their work.

History

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

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

Good features

177. Pupils in KS1 have a good understanding of how life in the home has changed through studying life in the home 50 years ago. Their understanding is further enriched effectively through their extensive use of artefacts.

178. In KS1, pupils' historical vocabulary develops well. They describe in detail different artefacts from the periods studied by them, and can record their understanding and knowledge in different forms. They compare the features of artefacts and identify ably some changes that are less obvious.

179. In KS2, pupils have a good awareness of the chronology of historical periods and use time lines knowledgeably. They ask and respond to historical questions in a detailed and purposeful manner, and make knowledgeable comparisons between different historical sources. They know the history of some famous Welsh people from the past, such as Owain Glyndwr.

180. Younger pupils in KS2 have a good knowledge of important people and events over periods and show some awareness of empathy in discussing the effect of the Second World War on individuals and specific areas in discussing Remembrance Sunday.

181. Older pupils in KS2 discuss in great detail the development of the bike in the 20th century. They can offer valid reasons for the way some developments and changes have been interpreted in different ways. Their inquiry skills are good and they use a range of first hand and secondary sources effectively to find historical evidence and information, including the Internet.

182. Pupils in KS2 record their research findings effectively in a number of different formats such as poetry and questionnaires.

Shortcomings

183. There are no important shortcomings.

Music

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

Key Stage 2: Grade 1 - Good with outstanding features

Outstanding features

184. An outstanding feature is the development of KS2 pupils' ability to read standard music notation well through playing a variety of tuned and untuned instruments. All pupils either play the recorder or another instrument such as a trumpet, clarinet, violin or harp, often to a very high standard by the end of the key stage, individually or in groups.
185. The singing performance by pupils in KS2 is outstanding. They recall and sing an expanding range of unison and part songs with increasing control of breathing, dynamics, pitch and duration. For example, they maintain their part well as members of a group in a part song and reach high and low notes, in tune, with ease and dexterity.
186. Pupils in KS2 explore and use a wide a range of sound sources such as their bodies and instruments to select and create and a wide variety of moods and atmospheres, for example, a bicycle travelling over an uneven surface though puddles of water. The originality, uniqueness and variety of their group compositions and constructive appraisal of their performances are outstanding.

Good features

187. Pupils in KS1 sing a variety of songs with good control of posture, diction and pitch and reach high notes tunefully. They become familiar with singing from a graphical representation of a Welsh song 'Dewch ar y Tren fach', (Come on the Little Train) and begin to appreciate the effectiveness of appropriate dynamics by varying the tempo and sound.
188. KS1 pupils compose appropriately a variety of rhythms with a range of untuned percussion instruments to accompany their singing and make good efforts to keep a consistent beat.
189. Younger pupils in KS1 compare and contrast the different songs of a broad range of music. They make clear distinctions within the musical elements. For example they listen and appraise the 'Carnival of the Animals' by Saint-Siens and draw a picture of the creature their favourite part of the music creates. They write appropriately about the different instruments used to represent the different sounds of the animals.
190. Younger pupils in KS2 listen carefully to and repeat by clapping accurately a variety of simple and complex rhythms. They read and clap a wide range of rhythms effortlessly from standard notation, including syncopated notes as well as singing short musical phrases from tonic Sol-fa with good intonation.

Shortcomings

191. There are no important shortcomings, but a few pupils in KS1 have difficulty in maintaining a percussion rhythm part in a class performance.

Physical education

Key Stage 1: Grade 1 - Good with outstanding features

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

Outstanding features

192. In KS1, in their gymnastics activities, pupils succeed to form a variety of shapes and control their movements effectively whilst stretching and curling during floor work. When practising skills individually and in pairs, the quality of their movements is outstanding and they make good use of space. Pupils work safely, creatively and in an orderly manner, adapting and improving when needed.
193. Pupils in KS1 create movements and dances of an outstanding quality. They move very well to the steady beat of music creating fluent and imaginative sequences of different steps.

Good features

194. Pupils throughout the school dress appropriately for physical education lessons. The vast majority of them listen intently to directions and concentrate whilst working. They have a good understanding of the beneficial effect exercising the body has on health and of the need to ensure safety during the lessons.
195. In KS2, pupils are developing into confident and safe swimmers. They attain good standards as they developed effective methods of moving on the surface, and under the water. They are constructive in their evaluations of each other's work.
196. In KS2, pupils work together effectively in a group to create their own interesting and imaginative dances, and through practice, they improve their performance substantially.
197. In KS2, pupils display an increasing ability to handle balls confidently. They learn how to move with a rugby ball, to throw and catch it correctly. They work effectively in pairs to develop their skills. The vast majority of pupils are mature in their evaluation of their own and others' work in order to improve performance.
198. Good standards achieved by older pupils in KS2 are reflected in evidence of their success in various competitions at local, county and national level.

Shortcomings

199. There are no important shortcomings.

School's response to the inspection

The headteacher and governors agree with the findings of the inspection. They are similar to the ones targeted in the self-evaluation document and correspond with the school's findings.

We are proud that the report acknowledges the school's efforts and successes in achieving its aim of enabling children to develop their full potential in a happy and secure environment, nurturing their spiritual, moral, social and cultural development.

The post-inspection action plan will be implementing the recommendations contained in the report. These include monitoring procedures and reviewing standards in various fields as well as assessment strategies. Officers from the LEA will also monitor them as part of their termly advisory role.

Throughout their visit, the inspectors were very courteous and both staff and pupils felt comfortable in their company. Their interaction with staff was both professional and fair. The headteacher did feel the pressure and responsibility of the role of nominee as she also had the responsibility of class teacher. However, the discussions were constructive and productive.

The school has worked very hard to raise standards during the six years since the last inspection and is very pleased that the inspectors' report reflects this. We appreciate the constant support of governors, parents and friends of the school, and the special effort and dedication of all staff as well as pupils' contribution before and during the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llangeitho
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Llangeitho Tregaron Ceredigion
Postcode	SY25 6TR
Telephone number	01974 821615

Headteacher	Mrs Gwyneth Davies
Date of appointment	January 1997
Chair of governors	Mr Dafydd Morse
Registered inspector	Phillip Edwards
Dates of inspection	5 – 7 January 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	N/A	8	5	9	8	10	10	5	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	3.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
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	18
Teacher (fte): class ratio	1.03

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	97%	97%	94%
Summer 2006	97%	96%	95%
Autumn 2006	N/A	97%	96%

Percentage of pupils entitled to free school meals	0%
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	8
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 Welsh (first language) yn ôl asesiad athro			
In the school	63%	In Wales	83%

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
In the school	71%	In Wales	78%

Appendix 4

Evidence base of the inspection

A team of three inspectors, who were present at the school for 6 inspector days, carried out the inspection.

Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

21 questionnaires were completed by parents and analysed carefully; 85% were positive.

Discussions were held with the headteacher and staff with responsibilities, and support staff.

School documentation and samples of pupils' work were examined.

41 lessons or sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils across the age range reading. Discussions were held with pupils, including the school council, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

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 Phillip Edwards Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5 and 6 Contributions to Key Questions 2, 3, 4 and 7 science, information technology and music
Mrs Eifion Roberts Team Inspector	Key Questions 2 and 7 Contributions to Key Questions 3 and 4 English (KS2), history and physical education
Mrs Janice Davies Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Gwyneth Davies Headteacher and Nominee	Contribution to team meetings

Acknowledgement

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

The contractor was:

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