

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

**A Report on the Quality of Education in**

**Ysgol Gynradd Llangwryfon  
Llangwryfon  
Aberystwyth  
SY23 4HA**

**School Number: 6672310**

**Date of Inspection: 12<sup>th</sup> November 2007**

**by**

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Ysgol Gynradd Llangwryfon 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 Llangwryfon took place between 12/11/07 and 14/11/07. An independent team of inspectors, led by Dorothy Morris 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. This community primary school is located in the village of Llangwryfon, about eight miles to the south of the town of Aberystwyth, Ceredigion. There are 42 pupils, between 4 and 11 years of age, on the school register. The school admits pupils on a full-time basis to the reception class at the beginning of the term following their fourth birthday. The vast majority transfer from the local voluntary nursery school. Over the last three years, there has been a steady increase in the number of pupils on the register.
2. According to the school, the area in which it is located is neither prosperous nor economically disadvantaged. No pupil has the right to receive free school meals.
3. The school admits pupils across the whole ability range. Seven pupils (17%) are designated as having additional learning needs, including one pupil who has a statement of special educational needs. This percentage is a little lower than the county and national figures.
4. Welsh is used as the teaching medium in the reception class and key stage 1. In key stage 2, the pupils are taught through the medium of Welsh and English with the aim of ensuring that the pupils are fully bilingual by the time they transfer to the secondary sector. Over half the pupils (54%) come from homes where Welsh is the main language.
5. The school was last inspected in November, 2001. The headteacher has been in post since January, 1990. The school was awarded the Basic Skills Agency Quality Mark for the second time in 2007.

### The school's priorities and targets

6. The school's main aim is to promote the basic skills to the individual's full potential in a happy and safe environment, to nurture an active mind, and to develop the necessary skills to create worthy and responsible citizens of the future.
7. The school's main priorities and objectives for 2007-8 include:
  - to extend the use of information technology in teaching and learning;
  - to prepare for the Foundation Phase;
  - to develop links with local businesses;
  - to maintain the school's staffing levels;
  - to develop the links with other schools, agencies and colleges in order to enrich the curriculum.

## Summary

8. Ysgol Llangwryfon has a number of good features. A supportive and caring environment is provided for the pupils which successfully promotes their learning and their development. The learning experiences offered to pupils are good with outstanding features in aspects of the provision. Since the last inspection, the school has maintained the good quality of the provision in a number of areas and has raised pupils' standards of achievement in some subjects.
9. The self-evaluation report, produced by the school before the inspection, is comprehensive and clear, and it denotes strengths and areas which need improvement. The inspection team agreed with the judgement of the school in five out of the seven key questions. The team has awarded a lower grade for key question 4. In the opinion of the inspectors, some aspects of the provision which relates to this key question need further attention. In key question 3, the inspection team has awarded a higher grade because the school has underestimated its strengths.

### Table of grades awarded

10. The inspection team judged the work of the school as follows:

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	3
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?	2

### Standards

11. In the lessons inspected, pupils' standards of achievement are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Pupils' standards of achievement</b>	8%	75%	17%	0%	0%

12. The school achieves the Welsh Assembly Government (WAG) target for 2010 that the quality of learning assessed by Estyn should be grade 3 or better in 98% of classes. In addition, the figures match the national figures published in Her Majesty's Chief Inspector (HMCI)'s latest Annual Report for 2005-2006 which states that standards overall are reported to be Grade 1 and 2 in 77% of the lessons inspected, but the figures are lower than the 12% noted as Grade 1.
13. The educational provision made by the school meets the range and needs of pupils well. The pupils, including those with additional learning needs, make good progress in gaining new skills, understanding and knowledge and they succeed in achieving the agreed learning goals and targets.

### **Grades for standards in subjects inspected**

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh first language	2	2
Science	2	2
Information technology	3	3
Design technology	2	2
Physical education	2	3
Religious education	2	1

### **The Early Years**

14. The quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
15. The children under five make good progress in the key skills of listening, speaking, early reading, writing and numeracy. Their information and communication skills are less well developed.
16. In both key stages, the standards and progress of pupils in the key literacy skills of listening, speaking, reading and writing in Welsh across the curriculum are good. In key stage 2, there are outstanding qualities in the pupils' oral work. In key stage 2, the standards and progress of pupils in the key skills of speaking and listening, reading and writing in English are also good.
17. In both key stages, the pupils make appropriate use of their numeracy skills and their information and communication skills in aspects of their work across the curriculum. However, the pupils do not develop and extend these skills with sufficient consistency.

18. The pupils' standards in their bilingual competence show very good progress. By the end of key stage 2, the pupils communicate confidently in Welsh and English.
19. Pupils are aware of their personal targets for achievement. The more able pupils show a good awareness of their strengths and weaknesses and they can discuss their progress sensibly. In general, the pupils' ability to understand what they should do to improve the standard of their work has not developed sufficiently.
20. In the National Curriculum assessments over the past three years, the number of pupils assessed by teacher assessment at the end of each key stage has varied significantly from year to year and as a result comparisons with national figures are not always reliable.
21. At the end key stage 1 in 2007, pupils' levels of attainment in the National Curriculum assessments, according to teacher assessment, in Welsh, mathematics and science are higher than the national and county averages. In comparison with similar schools across Wales, on the basis of free school meals, the school's results overall place the school in the upper 25% of schools. There is no significant difference in the performance of boys and girls.
22. At the end of key stage 2 in 2007, as the number of pupils eligible for assessment in the National Curriculum assessments, was fewer than five, summary information is not included in this report. In the previous three years, however, the school's results in the National Curriculum assessments are consistently higher than the county and national averages. In comparison with similar schools across Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in all subjects. There is no significant difference in the performance of boys and girls.
23. Throughout the school, the pupils show outstanding progress in their personal and social skills. The pupils co-operate effectively in pairs, as groups and as a whole class. They welcome visitors warmly to their school and they are courteous to staff and other adults.
24. Pupils' attitudes towards learning and the interest they show in their work are outstanding qualities. Their learning skills develop effectively and their problem solving and creative skills show good progress. In music, for example, there are outstanding features in pupils' standards in music in key stage 2. The pupils make good progress towards reaching their potential and moving on to the next stage in their learning.
25. The pupils' spiritual, moral, social and cultural development is outstanding. Through the collective worship sessions, for example, the pupils develop the ability to think and to consider important values. They show a consideration for others who are less fortunate than themselves and they collect sums of money towards good causes.
26. Pupils' awareness of equal opportunities is developing well and they demonstrate respect for the diversity of beliefs, attitudes and cultural traditions within society.

27. The pupils' behaviour in the classroom and during break time is outstanding. They have a clear understanding of what is expected of them.
28. Attendance levels are good. During the three terms prior to the inspection 95% was the average level of attendance. The majority of pupils attend school regularly and they are punctual at the beginning of the school day.
29. The pupils have a good knowledge of the community life of their area and they contribute regularly towards local events. Their entrepreneurial skills and their knowledge of the world of work are less well developed. This area has been appropriately identified by the school for further development.

## **The quality of education and training**

### **Grades for teaching**

30. In the lessons inspected, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	64%	18%	0%	0%

31. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes. These figures are also above the national findings reported in the Chief Inspector's Annual Report for 2005-6 which notes that the quality of teaching is Grade 1 and Grade 2 overall in 79% of lessons inspected. They are also above the 17% which was judged as Grade 1.
32. The good and outstanding features to the teaching include teachers' high expectations and the consistent challenge given to all pupils in their learning, and the outstanding co-operation between teacher and pupil. Where there are weaknesses in the teaching, there is over-use of worksheets and insufficient opportunities for pupils to develop their information and communication skills.
33. Lessons are planned appropriately to ensure a good range of activities. However, the planning does not ensure that the tasks are consistently well matched to pupils' learning needs in classes of mixed ages and abilities. As a result of an increase in pupil numbers and the support of an additional teacher, it has been possible to divide the key stage 2 class for some lessons. This is a good development.
34. The good features outweigh the shortcomings in the quality of assessment, recording and reporting on pupils' progress. The achievements and progress of the pupils in the core subjects are assessed fairly and correctly. However, the assessments of pupils' progress in the foundation subjects are more informal in nature. There is insufficient use of the knowledge gained from the assessment procedures when planning future teaching and learning. Assessment has been identified appropriately by the school as an area for further development.
35. There are outstanding features to the quality of the curriculum offered to pupils. The school offers equal access to a broad, balanced and enriched curriculum. The pupils' learning experiences are further enriched by a large number of extra curricular activities and good links with the community and other

partnerships. The experiences and opportunities planned for the Early Years children, however, are not always sufficiently focused on their learning needs.

36. The teachers are aware of the need to ensure that all pupils gain competence in key and basic skills. The school has been awarded the Basic Skills Agency Quality Mark for the second time, which denotes its success in maintaining the standards in literacy and numeracy. However, the school's strategy is insufficiently rigorous to extend the pupils' key skills progressively across the curriculum.
37. The provision for pupils' spiritual, moral, cultural and social development has outstanding features. Acts of collective worship contribute effectively in this context. Through circle-time sessions there is a good focus on fostering caring values. There is very good emphasis on developing the pupils' awareness of Welsh culture and heritage through the 'Cwricwlwm Cymreig' (the Welsh Curriculum), and their studies across the curriculum.
38. Although it was quite recently that the Eco committee was established in the school, the pupils have a good awareness of the aspects concerning the development of sustainability and global citizenship. The school operates in a sustainable manner and successfully promotes a healthy and safe lifestyle. Daily routines help the pupils to understand the importance of personal hygiene, rest and physical exercise, and a healthy diet.
39. The partnership with parents is an outstanding feature and during the pre-inspection consultation it was evident that they appreciated what the school offers. The partnership of the school with other schools, institutions and the local community is good with some outstanding features.
40. The provision for pupils with additional learning needs does not fulfil all the requirements of the Code of Practice. The individual educational plans for pupils on the register do not meet the present requirements with regard to the quality of the targets set and the arrangements for them to be reviewed. The teachers and support staff offer pupils good support and they make good progress according to their age and level of development.

### **Leadership and management**

41. The headteacher's leadership and management are good and offer a clear vision for the future direction of the school. Her strong values and commitment to pupils' education and development are apparent to staff, governors and parents, and they are well reflected in the work of the school. The staff work well together and there is a strong sense of mutual support in order to develop the school further.
42. The school's development plan is a useful document which includes appropriate aims and objectives based on the school's needs. However, insufficient attention is given to improving and extending pupils' standards further in subjects across the curriculum. There is consistent progress in fulfilling the main priorities listed. The school budget is carefully managed and expenditure is closely linked to the school's priorities.
43. The present monitoring and evaluation procedures provide the school with useful information on the quality of its provision and standards of achievement.

However, there is not always a sufficient link between the outcome of the processes and the content of the school development plan.

44. The staff know the pupils very well and the day to day arrangements for ensuring the well being of pupils and staff are implemented thoroughly. The relevant policies and procedures, which include matters such as first aid and health and safety, are operational. However, the content of the child protection policy does not fully meet current requirements.
45. The school has made good progress since the last inspection and the majority of the key issues noted in the report have been addressed successfully. The need to ensure further attention to aspects of curricular planning, the self-evaluation process, and the assessment procedures, remain.
46. The governing body gives strong support to the school, and its members co-operate effectively with the headteacher and staff. Members visit the school to discuss and to observe aspects of the provision and they receive detailed reports from the headteacher.
47. Resources are managed efficiently. There are enough experienced and suitably qualified teachers and support staff to carry out the work of the school. There is a good supply of resources and they are used effectively to facilitate the teaching and learning. Effective use is made of the local environment, the community and teaching areas to enrich the pupils' learning.
48. The headteacher, governors and the Local Education Authority's financial officer review the use of resources regularly. The school offers good value for money.

## Recommendations

In order to develop further, the school needs to:

- R1 Continue to raise standards in physical education in key stage 2, and the standards in information technology in both key stages.
- R2 Refine the planning in order to develop further the provision for children under five, and extend pupils' key skills progressively across both key stages.
- R3 Continue to develop the assessment procedures\* and make greater use of the information gained in planning future teaching and learning.
- R4 Update aspects on the school's policies and procedures regarding child protection and the provision for pupils with additional learning needs.

*(The aspects of the recommendations marked with an \* have been identified by the school in its development plan.)*

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

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

#### Grades for standards in subjects inspected

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Standards achieved by pupils</b>	<b>8%</b>	<b>75%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>

50. The school achieves the WAG targets for 2010 that the quality of learning assessed by Estyn should be grade 3 or better in 98% of classes. In addition, the figures match the national figures published in HMCI's latest Annual Report for 2005-2006, which states that standards overall are reported to be Grade 1 and 2 in 77% of the lessons inspected, but the figures are lower than the 12% noted as Grade 1.

#### Subject grades for subjects inspected

51. In the subjects inspected, the pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	2	2
Science	2	2
Information technology	3	3
Design and technology	2	2
Physical education	2	3
Religious education	2	1

52. Pupils, including those with additional learning needs, make good progress in gaining new skills, understanding and knowledge and they achieve the agreed learning targets and goals. They succeed whatever their social, ethnic or linguistic background.
53. The overall quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. The children settle quickly into school life and they develop well.
54. Children under five make good progress in the key skills of listening, speaking, early reading, writing and numeracy. Their speaking skills in Welsh develop well. In a short time, children from a non-Welsh background come to converse easily and with confidence. The children's information and communication skills are less well developed.
55. In both key stages, pupils' standards and progress in the key skills of listening, speaking, reading and writing in Welsh across the curriculum are good. Pupils listen well and they respond effectively in group and class discussions. Pupils

make suitable use of their reading skills to gather information and to research. Pupils write for a range of purposes and in different styles across the subjects. However, examples of extended writing across the curriculum are limited. In key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing in English are good.

56. In both key stages, pupils use their numeracy skills to measure and count correctly in their work in other subjects such as science and geography. They use their basic information and communication skills appropriately to gather information and to record their work. However, pupils do not develop or extend their numeracy and information and communication skills progressively across the key stages.
57. In the National Curriculum assessments over the past three years, the number of pupils assessed at the end of each key stage by teacher assessment has varied significantly from year to year and as a result comparisons with national figures are not always reliable.
58. At the end of key stage 1, in 2007, the pupils' attainments in the National Curriculum assessments, according to teacher assessments, are higher than the county and national averages in the three core subjects namely Welsh, mathematics and science. In comparison with similar schools across Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in all subjects. In the previous three years, the school's results in the National Curriculum assessments are higher than the county and national averages in most years. The results also compare favourably with similar schools across Wales. There is no significant difference in the performance of boys and girls.
59. At the end of key stage 2 in 2007, as the number of pupils eligible for assessment in the National Curriculum assessments was fewer than five, summary information is not included in this report. In the previous three years, however, the school's results in the National Curriculum assessments are consistently higher than the county and national averages. In comparison with similar schools across Wales, on the basis of free school meals, the pupils' attainments are in the upper 25% in all subjects. There is no significant difference in the performance of boys and girls.
60. Standards achieved by pupils in their bilingual proficiency are good, with outstanding features in pupils' Welsh and English oral skills. Promoting these skills is one of the school's main aims. By the end of key stage 2, pupils communicate confidently in both Welsh and English.
61. Pupils' learning skills are good. In subjects, such as science and design and technology, the pupils show good problem solving skills and research skills. Pupils develop the ability to work independently and key stage 2 pupils' confidence in organising their work as groups and pairs is an exceptional feature. Pupils' creative skills develop well. In music, for example, there are outstanding features in the work of pupils in key stage 2.
62. Pupil's spiritual, moral, social and cultural development is outstanding. The pupils work together well in a range of educational and social activities. They respect the opinion and contribution of others and are confident in leading discussion. Through acts of collective worship, circle-time and the school

council activities, pupils gain a strong understanding of spiritual, moral and social issues.

63. Pupils have a clear understanding of the principles of equal opportunity and every pupil has the same opportunity to participate in school activities. Pupils' knowledge of Welsh culture and heritage is good. They also demonstrate a good understanding of the social and cultural traditions of other faiths and cultures.
64. Pupils' attitudes towards their learning are good. Pupils work hard in lessons and are willing to join in the range of activities provided for them. They make good progress towards fulfilling their potential and they are ready for the next stage in their learning.
65. The pupils are aware of their personal targets for improvement and the more able can discuss their work well. In general, pupils' ability to understand what they need to do next to improve the quality of their work is insufficiently developed.
66. Pupils accept responsibility willingly, for example, as lunchtime monitors and members of the school council. They take their duties seriously. These experiences offer pupils a good grounding in the importance of citizenship.
67. Pupils' standards of behaviour are outstanding. They have a clear understanding of what is expected of them and they are respectful and courteous. Pupils' exceptional behaviour contributes significantly to the homely and supportive atmosphere within the school.
68. Attendance levels are good. For the three terms prior to the inspection, the average attendance was 95%. The majority of pupils attend school regularly and they arrive punctually at the beginning of the school day. The school records pupils' attendance accurately in accordance with Circular 3/99.
69. Pupils are very aware of the community life within their area and they contribute regularly to a number of local events. Overall, their entrepreneurial skills and knowledge about the world of work is underdeveloped. This aspect has been appropriately identified by the school for further development.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. In the lessons inspected, the quality of the teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	64%	18%	0%	0%

72. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes. These figures are also above the national findings reported in the Chief Inspector's Annual Report for 2005-6 which notes that the quality of teaching is Grade 1 and Grade 2 overall in 79% of lessons inspected. They are also above the 17% which was judged as Grade 1.
73. The outstanding features to the teaching include:
- the high expectations of the teachers and the consistent challenge offered to pupils in their learning;
  - the outstanding ability of the teachers to interweave different aspects of the subjects across the curriculum;
  - the very good opportunities offered to pupils to ask questions and investigate, which fires and maintains their interest in the subject in question;
  - the effective use of the 'Study Buddies' scheme which promotes the successful working together of pupils of different abilities through conversation and discussion.
74. The good features to the teaching include:
- detailed presentations and clear explanations;
  - good questioning that encourages the pupils to think and consider before offering an answer;
  - good use of a range of resources to inspire and support the pupils' learning;
  - good opportunities for pupils to work in pairs or in small groups.
75. The shortcomings in the teaching include:
- the overuse of worksheets which hinders the development of extended writing skills across the curriculum;
  - insufficient opportunities for pupils to develop their information and communication skills;
  - insufficient opportunities to develop the youngest children's learning through play activities.
76. The outstanding working relationship between teachers and pupils promotes effective teaching and creates a strong working ethos in the classes. Teachers and support staff treat pupils equally, whatever their gender, race or ability.
77. Teachers have a good knowledge of the subjects which they teach. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils interesting learning experiences.
78. The teaching successfully promotes the pupils' bilingual development and is a good feature of the teachers' work. Teachers use a variety of purposeful strategies to extend the pupils' communication skills and they take advantage of every opportunity to develop the Welsh dimension within the subjects.
79. Teachers successfully challenge stereotypical images and views and all pupils are encouraged to participate in the full range of activities provided. Teachers consistently monitor and review the pupils' work.

80. Lessons are appropriately planned to ensure a good range of activities. However, the planning does not always ensure that the tasks match pupils' learning needs sufficiently in classes of mixed ages and ability. However, as a result of an increase in pupil numbers and the support of an additional teacher, it has been possible to divide the key stage 2 class for some lessons. This is a good development.
81. The good features outweigh the shortcomings in the quality of assessment, recording and reporting pupils' progress. Pupils' achievements and progress in the core subjects are assessed fairly and accurately. Teachers use a range of assessment procedures to measure and record pupils' progress. However, insufficient use is made of the information gained from assessment procedures when planning future teaching and learning.
82. Pupils' progress is discussed regularly, and more formally to standardise and moderate teachers' judgements in order to complete National Curriculum assessments and to set targets.
83. The baseline assessment, and the National Curriculum assessments are implemented correctly. Aspects regarding setting and reviewing targets for pupils with additional learning needs do not fully meet the requirements of the Code of Practice.
84. Recently, the school has adopted new procedures for recording assessments in the core subjects. They are being implemented fully in key stage 1 and are to be developed in key stage 2. The assessment and recording of pupils' progress in the foundation subjects is more informal in nature.
85. Pupils' work is marked regularly and there are good examples of comments of encouragement. However, the opportunities for pupils to respond and improve their learning are limited.
86. Pupils are aware of their personal targets. Yearly they have an opportunity to review their progress through expressing what they have enjoyed and what needs improving. The targets, in the case of pupils with additional learning needs in particular, are not always specific.
87. Concise reports are provided for parents at the end of the first two terms. The annual reports comply with the statutory requirements and are of good quality. However, there is a tendency at times for some comments to refer to what has been studied rather than reporting on the pupils' achievements. Parents are formally welcomed to three meetings annually to review their child's progress and they are informally welcomed to visit at any time. This open door policy is greatly appreciated by the parents.

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

<b>Grade 2: Good features and no important shortcomings</b>
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88. The inspection team's findings do not match the judgement of Grade 3 made by the school in its self-evaluation report and a higher grade has been awarded for this key question. The nature, quality and overall richness of the learning experiences offered to pupils are a strength of the school's provision.

89. The school responds effectively to pupils' learning needs and interests and offers an equal access to a broad and balanced curriculum. The curriculum meets the requirements of the National Curriculum and religious education, and the Desirable Outcomes for pupils under five.
90. There are appropriate policies and schemes of work for all National Curriculum subjects and religious education, which follows the agreed Local Education Authority syllabus. At times, however, insufficient attention is given to the skills to be taught and learnt. The school is aware that many of these documents need to be updated and the staff has started on the task.
91. With recent extra finance as a result of an increase in pupil numbers, it has been possible to divide the key stage 2 class for some subjects. This is used more and more in order to differentiate the provision and to ensure better continuity. Teachers are aware of the need to further refine these arrangements and they have specific plans in mind. The experiences planned for the Early Years children are not always sufficiently focussed on their particular learning needs.
92. Good attention is paid to the development of the pupils' basic skills in the provision. Although opportunities for extending pupils' key skills are broadly noted in the planning, there is insufficient attention to their progressive development across the school.
93. The school succeeds in providing rich learning experiences for the pupils with a range of visits, for example, to places of worship of different faiths, and to places which facilitate the pupils' understanding of historical and geographical aspects. Pupils benefit greatly from residential experiences.
94. The contribution of a number of visitors and specialists has a very strong impact on standards especially in music, art, dance and drama. Volunteers from the community also visit the school regularly to listen to pupils reading and to introduce aspects of English literature, such as the work of Shakespeare. This is an outstanding feature.
95. Great emphasis is placed on collective worship as a means of teaching, to enrich the pupils' experiences as well as to promote their moral and spiritual development. There are outstanding features to the quality of the guidance given in the daily acts of collective worship, and to the pupils' response to the call to worship and reflect. Local clergymen and other visitors contribute to the worship. In addition, visits to local places of worship on special occasions contribute well to the pupils' feeling of belonging to a community.
96. There are very strong links with the community which support the pupils' learning opportunities throughout the year. These include the church's harvest festival, the chapel's eisteddfod and the Storyteller's Festival.
97. Parents contribute greatly towards the school life and the Parents and Teachers Association is enthusiastic in its support. The home-school agreement ensures good co-operation between the school and parents regarding the children's education.

98. Partnership with the local secondary schools is very good. The links with the secondary sector through transfer projects contributes to the pupils' education in several subjects, in particular music, food technology and science. There is a good relationship with teacher training colleges. There is close co-operation amongst a cluster of local schools in aspects such as staff's professional development. There is a close link with the local voluntary Nursery school.
99. The school is aware of the need to promote pupils' awareness of the world of work and to develop their entrepreneurial skills. Plans have already been made to visit places to do with the world of work. This is a feature which is underdeveloped.
100. Provision to promote pupils' bilingual skills is good. Good use is made of a Welsh language centre for newcomers and pupils are integrated successfully into the school. Good emphasis is placed on the Cwricwlwm Cymreig through specific lessons, projects and visits. The provision fully meets current requirements.
101. The civilised ethos encourages pupils to respect each other and understand the importance of equal opportunities. The way in which every pupil in key stage 2 is given the opportunity to receive instrumental lessons is an example of the school's policy of ensuring equal opportunities. The school council establishes an awareness of citizenship and conveys well the importance of democracy and free speech.
102. The school has a purposeful programme to promote the pupils' Personal and Social Education which conforms to the national framework. The schools' programme permeates all aspects of its life. Pupils' social skills are developed effectively through the programme and the regular circle-time sessions. Aspects of health education are appropriately integrated across the curriculum and the school is about to begin working towards an acknowledgment of this.
103. Although it was quite recently that the Eco committee was established in the school, the pupils have a good awareness of the aspects concerning the development of sustainability and global citizenship. This is achieved through the curriculum, a large number of projects, visits and visitors to school. The school operates in a sustainable manner.
104. The school is successfully laying the foundations for lifelong learning and community regeneration through a variety of procedures and strategies, such as the learning agenda, the active teaching to develop independent learners, the emphasis on promoting the pupils' bilingual competence, and the focus on the importance of community links.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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105. The inspection team's findings do not match the judgement of Grade 2 made by the school in its self-evaluation report, and a lower grade has been awarded for this key question. Aspects of a small number of the school's policies and procedures have not been updated sufficiently to meet current requirements in full.

106. The school is a close community, with a caring and friendly ethos. Teachers and support staff know the pupils very well and the quality of care is good.
107. An open door policy is implemented with the emphasis on ensuring the co-operation of parents for the benefit of pupils. Parents are fully included in their children's education and this is an outstanding feature.
108. The parents are given clear guidelines when their children start in school and the link with the Nursery school ensures that the younger children are happy when they start school. The 'Study Buddy' system helps new pupils to settle and it contributes greatly to the supportive ethos which exists across the two key stages. Good links with the two secondary schools also supports the transfer of pupils from Year 6.
109. The school has an appropriate range of policies and procedures regarding such matters as sex education, discipline and anti-bullying. First Aid training has been achieved. Policies to promote pupils' well being, health and safety procedures and risk assessments are in place for most areas. However, there was further discussion concerning a small number of health and safety matters which are being considered by the headteacher, the staff and governing body at this time. There are appropriate arrangements to deal with complaints and appeals.
110. The school's Personal and Social Education programme is an important feature of the provision. There is good attention on developing pupils' understanding of the need to eat healthily and for physical exercise. The school provides relevant information relating to safety in the home, on the farm and on the road, and personal hygiene. Circle time sessions and the school council also provide an effective channel for pupils to share problems through discussions with members of staff.
111. The school has effective measures to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment. The school has high expectations regarding pupils' behaviour with emphasis on self-respect and respect for others. Behaviour is managed effectively by all staff who consistently work together. The discipline and bullying policies are clear and the school acts promptly to solve problems relating to unacceptable conduct.
112. The school has effective policies and procedures for monitoring pupils' punctuality and attendance. A computer system is used to register pupils' attendance and absences and all the arrangements respond to current requirements.
113. The school has a policy regarding child protection but the content does not fully meet current requirements. Most of the staff has received some training on the requirements.
114. The staff know the pupils well and additional learning needs are, therefore, identified early. However, the individual educational plans for the seven pupils on the register do not meet the requirements of the Code of Practice regarding the quality of the targets set and the arrangements for their review. Regular meetings with parents are arranged to discuss the needs of pupils with additional learning needs and the way in which parents can support their children's learning at home.

115. The additional learning needs co-ordinator and school staff co-operate effectively in order to ensure good support for these pupils within the class. They ensure that the pupils have full access to the curriculum and that they are fully integrated into the school's work and activities. The governor for additional learning needs has a good understanding of the school provision. The school co-operates well with outside agencies to advise them on specific needs such as speech therapy.
116. The school council works effectively. The opportunity to serve as a member of the school council is appreciated by pupils and it develops their understanding of citizenship effectively. It also offers good opportunities to contribute to the school's decisions which affect them.
117. This is an inclusive school. The school has appropriate policies and procedures to deal with racial equality, differences regarding disability and equal opportunities. All pupils are encouraged and are able to participate in the activities provided by the school. A Disability Equality Scheme and a clear action plan is in place that ensures that no pupil or adult with disabilities are treated less favourably in terms of the opportunities and support they receive.
118. The daily routines fully promote equality and challenge stereotyping. Religious festivals are recognised and celebrated, ensuring that pupils understand diversity, and respect the differences and the contribution of others.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The headteacher's purposeful leadership offers a clear direction to the work of the school. Her strong values and commitment to the well-being and development of every pupil, and to improve standards, is apparent to staff, governors and parents and are well reflected in the work of the school.
121. All members of staff work well together and there is a strong sense of mutual support in order to further pupils' educational development and achievements. Shared values and standards about pupils' personal development and learning are at the heart of the school's provision.
122. The policy and procedures for performance management and appraisal of staff work effectively. The training needs of staff are considered and this nurtures their continuous professional development and contributes to the task of improving pupils' standards of achievement. The newly qualified teacher is supported effectively.
123. The school has appropriate systems for monitoring performance. There is evidence that the existing systems are used effectively to identify needs and to develop the provision further. The improvements in subjects, such as science

and physical education, reflect the success of the teaching methods and the new arrangements introduced recently.

124. An appropriate system has been successfully introduced for re-organising teaching time, in accordance with statutory requirements, in order for teachers to have time for planning, preparation and assessment. This provision contributes well to developing the curriculum and pupils' learning.
125. The headteacher and staff analyse the school's performance data effectively and use the information to set appropriate targets for the pupils. The targets are realistic and are based on the likely performance of each pupil. Pupils achieve and on occasion exceed their targets.
126. The school gives appropriate consideration to national priorities, new initiatives and local partnerships. The school has been awarded the Basic Skills Agency Quality Mark for the second time. Through the curriculum and specific lessons, the school successfully develops the pupils' understanding of healthy living and eating, and education for sustainable development. The recent investment in information communication technology facilities helps more pupils to achieve better standards. The school council gives pupils the opportunity to contribute to decisions which affect them and it also contributes well to their understanding of citizenship.
127. The good co-operation with a number of local and national partners, such as the Local Education Authority, colleges and schools, contributes well to enriching the curriculum, promoting appropriate continuity in the educational provision, and extending the staff's professional development.
128. The school development plan is a useful instrument for the further development of the school. There are suitable processes for setting targets and there is regular progress towards achieving the targets set. The budget is managed carefully and expenditure is closely linked to the school's main priorities.
129. The governors have a good understanding of their roles and responsibilities and they contribute well to strategic planning. They support the headteacher and staff well.
130. The governing body takes an increasing role in the school's self-evaluation processes. Members visit the school regularly to discuss aspects pertaining to the provision and report back to the full governing body. Members make effective use of this information to make purposeful decisions.
131. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Overall, good attention is given to statutory requirements and others when preparing and implementing school policies. However, aspects of a small number of policies and procedures have not been updated sufficiently to meet current requirements.

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

**Grade 2: Good features and no important shortcomings**

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. There is a clear commitment amongst the headteacher, staff and governors to raising standards and an appropriate self-evaluation programme has been designed that notes the areas and subjects to be addressed. As part of the process, appropriate monitoring reports are produced on a range of aspects of provision and specific subjects. In the best practice, the reports give good consideration to the quality of provision, pupils' achievements, and the way forward to achieve improvements. The approach, however, is not consistent across all subjects. The reports are discussed fully with the teaching staff and governors.
134. Subject development responsibilities have been shared appropriately amongst the teaching staff. The subject coordinators are familiar with most of the areas they are responsible for and they fulfil their advisory and support duties effectively. Additional teaching staff are employed with specific subject expertise to contribute to the teaching of subjects such as physical education and music. Effective use is also made of specialist officers of the Local Education Authority to assist with the teaching and monitoring of provision in aspects such as information communications and technology. These developments contribute well to raising standards and to promoting effective evaluation procedures.
135. Teachers scrutinise pupils' books and they observe periods of teaching sessions across the school. Useful reports are prepared and the teachers are given constructive feedback on the next steps. Regular staff meetings create a useful forum for reviewing policies, planning, new initiatives and discussing pupils' work and progress.
136. School procedures ensure a detailed analysis of pupils' performance in relation to standardised tests and National Curriculum assessments. Appropriate targets are set for improvement as a result of this analysis. There is also effective use of outcomes to introduce improvements to aspects of provision.
137. The school's development plan sets appropriate targets in a range of areas and the action plans include general costs, timetables for the achievement of the targets, appropriate responsibilities and criteria for measuring success. Nevertheless, there is insufficient attention to improving and extending pupils' standards of achievement across the subjects.
138. The headteacher and governing body monitor the implementation of the plan effectively through the headteacher's termly reports, and regular visits by governors. Improvements are seen in areas such as improving the provision for physical education, design and technology and extending the information technology resources for pupils. However, there is not a consistent enough link between the findings of the self-evaluation process and the priorities of the school's development plan.

139. The school council offers pupils a good opportunity to influence matters which affect their daily lives at the school, and there are arrangements to seek parents' opinions on aspects of the provision. The school appropriately includes the Local Education Authority in the work of evaluating its general performance and in setting whole-school targets. The inclusion of the chairperson of the governing body in these meetings is a good development.
140. Members of the governing body visit the school regularly to observe and discuss aspects of the provision. There is room to develop the monitoring role further, mainly with regard to monitoring standards of achievement, as part of the whole school self-evaluation process.
141. The self-evaluation report, which is in the form of a checklist, is clear and coherent. The document has been based appropriately on the inspection framework. A range of evidence was provided for the inspectors which included policies, procedures and pupils' work. The inspection team agreed with the judgement of the school in five of the seven key questions. In key question 4, the inspection team awarded a lower grade than the school grade. In the opinion of the inspectors, insufficient attention is given to aspects of this key question. In key question 3, the inspection team awarded a higher grade as the school has underestimated its strengths.
142. The steps taken to raise standards since the last inspection has led to measurable improvements in the pupils' standards of achievement in physical education, science and design technology. The need remains to give further attention to aspects of planning the curriculum provision, key skills and to the development of assessment procedures.

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

<b>Grade 2: Good features and no important shortcomings</b>
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143. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
144. The school is staffed appropriately to support the number of pupils on the school register. The permanent teachers are experienced and suitably qualified. At present, there is one newly qualified teacher on a short-term contract. The professional needs of teachers are noted and an effective programme is provided to promote their development. The good teaching seen at the school shows the positive effect of the training attended.
145. Good use is made of the expertise of teachers who teach at the school for a few hours every week. They contribute effectively to the teaching of physical education across the school, music in key stage 2 and religious education in key stage 1. All this contributes to the raising of standards.
146. Class assistants are employed to support the teachers and to help individual pupils who have additional learning needs. Their contribution is valued. The caretaker and cook also make a valuable contribution to the organisation and ethos of the school.
147. Arrangements for workforce re-modelling are implemented appropriately. The statutory requirements are met and resources are managed efficiently.

Arrangements for giving teachers time to plan, prepare and assess are implemented successfully and contribute well to the expansion of the curriculum offered to pupils through using the subject expertise of supply teachers.

148. Overall, resources for teaching and learning are sufficient and they are convenient for the pupils to use. The resources are of good quality and are used effectively in the lessons. They are renewed every year to match pupils' learning experiences. Resources from within the community and beyond are used effectively, for example places of historical and cultural interest, to enable pupils to benefit from direct learning experiences. Visitors to the school are also looked upon as effective learning resources.
149. The school is situated on a pleasant site with a playground and quiet corners for the younger children. Overall, the school building is in a satisfactory condition and is kept clean and tidy. Not all classrooms are suitable for teaching all areas of the curriculum and there is a lack of space inside the school to store equipment and resources. However, staff make good use of the space available. The schoolyard is adequate but its surface is steep in places. The building offers appropriate access to the disabled.
150. The wall displays in classrooms contribute well to creating an ethos and to recognising pupils' work and achievements.
151. The governing body and headteacher, with the support of the Local Education Authority's finance officer, review and monitor resource needs in accordance with the targets set in the school development plan. The school offers 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**

152. In key stage 1, pupils can converse and discuss their work with confidence. The vast majority are anxious to contribute to class discussions offering extended responses. Some have a rich vocabulary.
153. Pupils listen carefully to the story being told and respond with enthusiasm to questions regarding the text. They can foretell the content sensibly and discuss the cover, the title and author, and differentiate between what is true and what is false.
154. Pupils make good progress as readers. They enjoy books and the more able pupils can read fluently and with expression, discussing the content of their book with understanding and interest. They have effective decoding skills when reading unfamiliar words.

155. Pupils make good progress in writing. They write for a variety of reasons and the more able pupils start varying their sentences and phrases when writing their news.
156. The younger pupils in key stage 2 can differentiate between prose and verse and the standard of expression amongst the more able pupils is very good when discussing a poem's content and giving their opinion of it. They use appropriate phrases when discussing a poem's style recognising rhyme and alliteration. They have a good vocabulary to describe and compare objects. The older pupils discuss maturely in pairs and groups expressing their opinions with confidence.
157. The pupils' enjoyment of reading and of literature is obvious and this has been promoted through the consistent reviews of their reading books. They can summarize a story and discuss characters. Their skills in gaining information and responding to a text are developing effectively.
158. Pupils write in a variety of forms and for different purposes. The standard of their language is good with regard to spelling, punctuation and syntax. A good awareness of the style needs of different forms is reflected in the writing of the more able pupils. They construct creative comparisons and they have a secure understanding of verb forms.

### **Shortcomings**

159. There is insufficient extended writing amongst pupils in the two key stages and they do not make sufficient use of their information and communication skills to draft their work.

<b>Science</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

160. In key stage 1, pupils know the difference between living things and things that have never lived. They can name parts of the body correctly and they know the main features and purposes of their senses. They have a good knowledge of the life cycle of a frog, and about a variety of animals and their habitat.
161. Pupils are familiar with the properties of different materials and they use terms correctly to describe them. Their knowledge of electric sources in the home is good and they can create an electric circuit, explaining what would happen if there was a break in the circuit.
162. Pupils investigate effectively and they can discuss their observations sensibly offering a simple explanation about what was discovered. They record the results of their investigations correctly in pictures, writing, graphs and tables, using appropriate vocabulary.

163. In key stage 2, pupils' knowledge about food processes and living things is good. They understand a balanced diet and they can explain in detail what food is necessary for healthy growth. They can discuss the body's main organs and can explain the effect of physical exercise on the heartbeat correctly. They have a good knowledge of the suitability of some creatures to their habitat and about food chains in a variety of habitats.
164. Pupils describe materials and their properties correctly and they develop a good awareness of different forces and electric circuits. They have a good understanding about the solar system and the relative positions of the earth and planets.
165. Pupils' investigative skills are good. The vast majority have a good awareness of what is necessary to conduct a fair test. They work well together as groups and they make sensible predictions of possible results to their enquiries. They use scientific terms correctly to discuss their observations with confidence and enjoyment.
166. Pupils record the results of their investigations neatly in graphs, tables, drawings and diagrams.

### **Shortcomings**

167. In both key stages, pupils do not record their observations extensively enough in their own words.

<b>Information technology</b>
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### **Key Stage 1: Grade 3: Good features outweigh shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

168. In key stage 1, pupils make suitable use of their basic word processing skills to record their work in activities and tasks across the curriculum. They use different programs effectively to reinforce their literacy and numeracy skills and to produce attractive art work. They follow screen instructions correctly.
169. By Year 2, they use their skills effectively to input simple data to create graphs. With support, they can print information from the Internet appropriately for their investigations across the curriculum.
170. In key stage 2, pupils make good use of their basic word processing skills to produce and display their written work. The vast majority of pupils load, keep, retrieve and print their work correctly. They can present information in different forms, such as creating colourful posters, changing the font, devising a frame and including a suitable picture.
171. Pupils make appropriate use of their skills to arrange, analyse and display data in different forms and for different purposes. They can retrieve and print information from the Internet and from a CD-Rom effectively for their studies in subjects, such as design and technology and religious education, and for their personal projects on different topics.

172. In both key stages, the vast majority of pupils are familiar with using the digital camera for recording visits and activities.
173. In both key stages, pupils know that computers play an important part in their daily lives and the more able pupils can describe how they are used in different contexts.

### **Shortcomings**

174. Pupils do not develop and extend their skills sufficiently across the range of applications.

<b>Design technology</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

175. By using structured guidelines, pupils in key stage 1 are aware of the appropriate steps of research, planning, making and evaluating. They use these processes effectively in their work.
176. Pupils develop their initial ideas effectively by drawing pictures by hand. Their marking, cutting and shaping skills are good.
177. Pupils can discuss their products with enthusiasm and they can explain well why some materials are more suitable for a task.
178. Pupils in key stage 2 have a good understanding of the process of planning and making, consistently applying this in their work.
179. Before starting on their plans, be it a toy, a game or food product such as Welsh cakes, they do detailed research work, including searching on the Internet. Their research skills develop well and they begin to understand the significance of attractive packs and other ways of marketing.
180. Pupils respond to design briefs in a coherent way and they can identify what materials and equipment are needed to complete a task. They can communicate clearly what steps they need to follow in order to complete their brief.
181. Pupils use the skills learnt in other areas, such as designing electric circuits in science, effectively to complete their products.
182. Pupils can evaluate their products by comparing them with their initial plans, recognising the strengths and weaknesses of their design well. The finished products are consistently of good quality.

#### **Shortcomings**

183. There are no important shortcomings.

## Physical education

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

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

184. During the inspection, dance and gymnastics lessons were observed in key stage 1, and dance and games lessons in key stage 2.

### Good features

185. In both key stages, pupils work hard physically in their lessons and they can explain well the importance of warming up exercises and cooling the body in physical education sessions. Pupils listen carefully to the teacher's instructions and they respond correctly.

186. In their gymnastics work, pupils in key stage 1 can create and present movements which are progressively complicated. In the dance lesson, pupils use their bodies to respond imaginatively to different stimuli. They work effectively with others to create a sequence of appropriate movements to convey the atmosphere of a particular situation. They use a variety of movements with good control. Year 2 pupils' ability to evaluate and improve their performance is good.

187. In key stage 2, through a variety of structured activities, the vast majority of pupils can throw and catch a ball successfully. In their dance activities, pupils develop and refine basic techniques progressively.

188. In both key stages, pupils work purposefully in pairs, groups or as a member of a team.

189. All pupils have a good understanding of the beneficial effect of physical exercise on health and of the need to ensure safety during the lessons.

### Shortcomings

190. In the dance lesson in key stage 2, the movement of a significant minority of pupils is not smooth or disciplined enough.

191. In key stage 2, the pupils' ability to evaluate and improve their performance is underdeveloped.

## Religious education

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

**Key Stage 2: Grade 1: Good with outstanding features**

### Outstanding features

192. In key stage 2, pupils have an outstanding awareness of the symbolism of the main world religions. They discuss the significance of the religious artefacts of

Islam intelligently and their detailed knowledge of the main principles of that religion is outstanding.

193. Pupils use their learning and thinking skills very effectively when considering important questions about religion and life. They are aware of Christian values and principles and refer to them intelligently when discussing and expressing an opinion on moral issues. This work is of an outstanding standard.

### **Good features**

194. Pupils in key stage 1 have a good understanding of the purpose and meaning of Christian celebrations and festivals such as baptism, marriage, thanksgiving, Christmas and Easter. They can recollect a number of stories from the Old Testament and the New Testament correctly.
195. In their study of another religion, the older pupils have a good general knowledge of the Hindu religion and the Diwali festival.
196. Pupils show a good understanding of the meaning of prayer and they compose short prayers of thanks.
197. Pupils have a good knowledge of local places of worship, such as the chapel and church, and they can describe their main religious features correctly.
198. Pupils in key stage 2 have a wide religious vocabulary which enables them to discuss intelligently the similarities and differences between the main world religions.
199. By visiting local places of worship, and other places of worship for other religions, the pupils have a very good understanding of their main features.
200. Pupils have a good knowledge of Welsh religious leaders from the past.

### **Shortcomings**

201. There are no important shortcomings.

## **School's response to the inspection**

The governors and staff of Ysgol Llangwryfon wish to thank Miss Dorothy Morris and her fellow inspectors for their thorough work, yet sensitive and courteous, and for all the discussions, observations and findings during and following the recent inspection.

The report identifies a good number of strengths and demonstrates improvement since the inspection in 2001. The school is proud of the report and values the assistance it gives in identifying our strengths and areas that require further development.

A sincere thanks to Miss Morris for assisting the school in the important process of striving for improvement and providing appropriate education for our pupils.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gynradd Llangwryfon
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Llangwryfon Aberystwyth Ceredigion
Postcode	SY23 4HA
Telephone number	01974241319

Headteacher	Mrs S Rees-Butterworth
Date of appointment	January 1990
Chair of governors/ Appropriate authority	Councillor R Rees-Evans
Registered inspector	Miss D Morris
Dates of inspection	November 12-14, 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	5	2	6	10	3	7	9	42

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5: 1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
October 2006	100%	100%	93%
Spring 2007	95%	98%	95%
Summer 2007	-	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 2007			Number of pupils in Y2:		10		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	10	80	10
		National	.1	1	10	63	87
We: oracy	Teacher assessment	School	0	0	10	80	10
		National	.1	1	11	64	24
We: reading	Teacher assessment	School	0	0	20	50	30
		National	.1	2	15	59	23
We: writing	Teacher assessment	School	0	0	20	80	0
		National	.1	3	19	66	12
Mathematics	Teacher assessment	School	0	0	0	60	40
		National	.3	2	10	64	23
Science	Teacher assessment	School	0	0	0	90	10
		National	.3	2	9	65	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	90%	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:	
		3	
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included			

## Appendix 4

### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 6 inspector days. A school nominee also formed part of the inspection team.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Parents completed 29 questionnaires and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 17 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.
- 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
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, key questions 1, 2a, 5, 6 Appendices Subjects - science, information technology, physical education
Mrs Marian Thomas Team Inspector	Key questions 2b, 3, 4, 7 Subjects - Welsh first language, design and technology, religious education
Mr Gwilym Davies Lay Inspector	Contributions to key questions 2, 3, 4, 7
Mrs Susan Rees-Butterworth Headteacher	Nominee

### Acknowledgment

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

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