

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

A Report on the Quality of Education in

**Ysgol Gynradd Llechryd
Llechryd
Ceredigion
SA43 2NL**

School Number: 6672323

Date of Inspection: 01/10/07

by

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Ysgol Gynradd Llechryd 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 Llechryd took place between 01/10/07 and 03/10/07. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Llechryd Community Primary school is situated in the village of Llechryd about three miles to the south of Cardigan. The school is closely linked with Cardigan Junior school as the same headteacher is responsible for both. The headteacher spends up to two days a week at Ysgol Llechryd and a teacher in charge takes responsibility for the rest of the week; both are in constant contact. The school mainly serves the local community but around 17 pupils travel from outside its catchment. The school describes the catchment as one that is neither prosperous nor deprived. Approximately 12 percent of pupils are eligible for free school meals, a figure which is equal to the average for the Local Education Authority (LEA) and lower than national averages. The school is designated Category A which means that the main medium of education is Welsh and English is introduced when pupils are seven. In Key Stage (KS)2, English, mathematics and science are taught through the medium of English.
- 2 There are 47 pupils on roll and they are taught in three classes. One class caters for reception children and KS1 pupils, there is one for Y3 and Y4 pupils and the other comprises pupils from Y5 and Y6. In all, 17 pupils have special educational needs (SEN) and one has a statement of educational need. The school admission arrangements follow the admissions policy of the LEA and is not unfavourable to pupils with SEN. 62 percent of pupils come from homes where English is spoken, the remainder from Welsh- speaking homes and none from ethnic minority groups.
- 3 The school has twice received the Basic Skills Agency Quality Mark and has been successful in achieving the Eco Schools silver award.
- 4 The school was last inspected in November 2001. Since then, the number of pupils on roll has risen a little and the school has succeed well in maintaining staffing levels. Currently, there are three full-time teachers in the school. Additionally, two classroom assistants are employed, one in the reception and KS1 class and one to support the statemented pupil. During the inspection, one class was taught by a teacher from Cardigan junior school who volunteered to do so at short notice in the days before the inspection when one teacher was taken ill.

The school's priorities and targets

- 5 Areas for improvement identified by the school include:
 - continuing to develop Welsh across the school, especially oral skills;
 - strengthening the voice of pupils;
 - developing pupils to be independent learners;
 - developing pupils' thinking skills;
 - developing pupils' abilities to work independently;
 - continuing to develop links with industry, and
 - continuing to evaluate resources consistently.

Summary

- 6 Llechryd Primary School is a warm, caring school which promotes respect for each individual. It has close links with its community and pupils are taught to respect their traditions. Good progress has been seen since the last inspection.

Table of grades awarded

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

- 7 The inspection team agrees with the judgements of the school in six out of the seven key questions.

- 8 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

- 9 Pupils' standards in the inspected lessons are higher than the target of the Welsh Assembly Government (WAG) for the whole of Wales by 2007, namely that 98 percent of standards are at least satisfactory (equivalent to Grade 3) and 65 percent good (equivalent to Grade 2) or better.

- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement of children under five are as follows:

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

11 Since the last inspection, standards have improved in each of the above areas.

12 In the subjects inspected, standards of achievement are as follows:

Subject	KS1	KS2
Welsh	Grade 3	Grade 3
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

13 Since the last inspection, standards have improved in Welsh and physical education in both key stages. Good standards have been maintained in science, design and technology and geography.

14 In the NC assessment tests for 2007, as the number of pupils eligible for assessment at the end of both key stages was greater than four but fewer than 10, overall performance indicators only are noted. 100 percent of pupils in KS1 achieved at least level 2 in Welsh, mathematics and science. In KS2, 100 percent of pupils achieved at least level 4 in Welsh or English, mathematics and science. The results in both key stages are higher than the LEA and all-Wales norms. Results for girls are higher than those for boys in both key stages. Over the last three years the school has met its targets.

15 Pupils found to have SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.

16 Children under five make good progress in their early literacy, numeracy and information and communications technology (ICT) skills. In KS1 and KS2, pupils' standards of achievement in the key skill of listening is generally good and they make effective use of their reading skills in order to gather information. Overall, good features outweigh shortcomings in speaking and writing. Pupils use numeracy skills well, for example, in subjects such as science, geography and design and technology. Pupils' ICT skills are good and they make effective use of these to support their learning across the curriculum. Pupils' creative skills are good and they solve problems effectively.

17 Good features in bilingualism outweigh shortcomings. The vast majority of pupils develop good bilingual skills and display a good understanding of both languages. However, a small number of pupils lack sufficient knowledge of Welsh and demonstrate lack of confidence as they use it.

18 Pupils' behaviour is good and they show courtesy, cheerfulness and friendliness towards each other and adults.

19 Standards of pupils' attendance average slightly over 94 percent. The majority of pupils attend school regularly and arrive punctually at the start of the school day, and during the day when going to their lessons.

20 The school promotes equal opportunities well and all pupils know that they are treated the same way. They have good understanding of variety within society and show respect towards individual differences.

21 Pupils display good personal and social skills, and they develop a sense of belonging to the school and local community. Pupils' understanding of the world of work develops well.

The Quality of education and training

22 In the lessons inspected the quality of teaching was judged as follows:

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

23 The quality of teaching is significantly higher than that reported by the Chief Inspector of Schools for Wales in her annual report for 2005-06 when it was noted that the quality of teaching through all of Wales was Grade 2 or higher in 79% of lessons.

24 The quality of the working relationships between teachers and pupils is warm and promotes motivation and learning.

25 Teachers have good subject knowledge. They plan effectively and ensure breadth, continuity and progression in order to meet the needs of all pupils, including those with SEN.

26 The good features of Grade 2 lessons include sharing the aims and objectives of the lessons with pupils at the start of lessons, clear instructions and explanations, especially in setting tasks and effective concluding sessions which summarise what has been learnt and prepare pupils for the next lesson. Regular and effective use is made of the interactive whiteboard to support teaching and learning. In the Grade 3 lessons, it was judged that introductions were too long leading to pupils losing interest, and a tendency to over-direct pupils.

27 The classroom assistants make a valuable contribution to the life and work of the school. The partnership between them and teachers has a positive influence on the development of children under five and pupils who have SEN.

28 Assessment arrangements meet statutory requirements. Quality and assessment routines are good, ensuring accuracy and consistency across the school and assessments of pupils with SEN are detailed. The development of children under five is reviewed regularly and thorough records of their achievement and educational, personal and social development are kept.

29 The school responds well to pupils' learning needs and offers a curriculum which is broad and balanced and which meets statutory requirements. A wide range of learning experiences is offered which are well structured to ensure continuity and

progression in pupils' learning. Learning experiences are accessible to all and there is appropriate support to pupils who have additional learning needs.

30 The general quality of educational provision for children under five is appropriate to their needs. A range of interesting experiences is offered to the children, which have been well planned and which demonstrate teachers' awareness of the implications of the proposed Foundation Phase.

31 The school's provision for offering off-site and extra curricular activities is good.

32 Provision for promoting pupils' spiritual, moral, social and cultural development is good, and has been effectively integrated into the daily life of the school. Daily assemblies make a positive contribution to pupils' spiritual development. The school has a caring ethos and agreed values are promoted daily to ensure that pupils are aware of the difference between what is acceptable and unacceptable. The good opportunities which pupils receive to work together across curriculum subjects are a means to further develop social skills. The Cwricwlwm Cymreig and provision for promoting pupils' appreciation of Welsh culture is good.

33 Provision for promoting pupils' personal and social education is carefully included in the curriculum. A number of opportunities exist for pupils to be responsible for various aspects of school life and to take initiatives such as through membership of the school council and Eco committee where they are afforded the opportunity to nurture understanding of taking responsibility within a community.

34 The school promotes the importance of sustainable development well and it has a clear priority within the life and work of the school.

35 Pupils operate fruit and milk-shake shops within the school and opportunities are afforded for them to organise activities to raise money for a number of charities. However, these experiences are not sufficient to fully develop pupils' entrepreneurial skills.

36 The quality of care, support and guidance offered to pupils is good. The school succeeds in planning and controlling care arrangements effectively. There is effective communication and cooperation between parents and school. The school responds promptly to advice and guidance received by local agencies concerning pupils' welfare.

37 The arrangements for pupils with SEN are good, and satisfy the Code of Practice. Pupils' difficulties are recognised and assessed early and regularly. They receive good support. All pupils are given full access to all aspects of the curriculum.

Leadership and management

38 The school has been well led since the last inspection and has been given a positive direction and purpose. The new headteacher is already beginning to know the school and is offering effective leadership.

39 There are effective arrangements for performance management. The headteacher monitors the work of individual staff members and sets targets for them which reflect the priorities of the school and individual needs.

- 40 The school responds well to national priorities and places emphasis on improving key skills and developing thinking skills. Raising standards in the core subjects is a priority in the School Development Plan (SDP) every year.
- 41 The governing body is very supportive of the headteacher and staff, and fulfils all statutory and legal requirements.
- 42 The school's self-evaluation procedures are well established and the school uses the LEA framework for analysing its performance.
- 43 Core subject coordinators monitor standards in their subjects including undertaking classroom observations. They use the evidence collected through monitoring to note areas for improvement although they do not produce annual reports. There is no thorough monitoring of foundation subjects.
- 44 The opinions of all stakeholders are sought regarding the work of the school namely staff, parents, pupils and governors. The responses are analysed and any shortcomings are noted in order to be addressed.
- 45 The school has made a significant investment in resources in order to support its priorities, for instance, purchasing books which appeal to boys in order to close the gap between the performance of boys and girls.
- 46 The school has made good progress in addressing the key issues in the last inspection report.
- 47 The school is well staffed for the number of pupils on roll, and the quality and range of resources for the curriculum is generally good.
- 48 The building and rooms are of good quality and they are used effectively by teachers to promote learning.
- 49 Staff are appropriately located, and teachers who have specialised knowledge teach their subjects to other classes. Additionally, teachers from the junior school share their expertise with staff and pupils from time to time.
- 50 Coordinators ensure that there are sufficient resources for their subjects and review them. Overall, the school gives good value for money.

Recommendations

In order to ensure improvement, the staff and governing body need to:

- R1 raise standards in Welsh in KS1 and KS2;
- R2 improve standards in bilingualism;
- R3 monitor all subjects thoroughly, and
- R4 further develop pupils' entrepreneurial skills.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

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

52 Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

53 Pupils' standards in the lessons inspected are higher than the target of the Welsh Assembly Government (WAG) for the whole of Wales by 2007, namely that 98 percent of standards are at least satisfactory (equivalent to Grade 3) and 65 percent good (equivalent to Grade 2) or better.

54 The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement of children under five are as follows:

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57 Since the last inspection, standards have improved in Welsh and physical education in both key stages. Good standards have been maintained in science, design and technology and geography.

58 In the NC assessment tests for 2007, as the number of pupils eligible for assessment at the end of both key stages was greater than four but fewer than 10, overall performance indicators only are noted. 100 percent of pupils in KS1 achieved

at least level 2 in Welsh, mathematics and science. In KS2, 100 percent of pupils achieved at least level 4 in Welsh or English, mathematics and science. The results in both key stages are higher than the LEA and all Wales norms. Results for girls are higher than those for boys in both key stages. Over the last three years, the school has met its targets.

- 59 Pupils succeed whatever their ability, and whatever their linguistic, social or ethnic background. Pupils found to have SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.
- 60 Children under five make good progress in their early literacy, numeracy and ICT skills. They listen attentively and express themselves confidently. A number make recognisable marks on paper and the majority begin to read a few familiar words correctly and make effective use of pictures to understand stories.
- 61 In KS1 and KS2, pupils' standards of achievement in the key skill of listening is generally good and pupils listen carefully to their teachers and to each other in discussion. They make effective use of their reading skills in order to gather information from several sources. Overall, good features outweigh shortcomings in speaking and writing. The vocabulary range of a small number of pupils is limited in Welsh and this impairs their ability to express themselves clearly when discussing their work. Pupils write for a number of purposes but they do not produce extended reports. They use numeracy skills well, for example, in subjects such as science, geography and design and technology. Pupils' ICT skills are good and they make effective use of these to support their learning across the curriculum. Pupils' creative skills are good and they solve problems effectively.
- 62 Good features in bilingualism outweigh shortcomings. The vast majority of pupils develop good bilingual skills. They display a good understanding of both languages and respond well to questions and instructions using either English or Welsh as appropriate, and they can move from effectively one language to another. However, a small number of pupils do not have sufficient knowledge of Welsh and demonstrate a lack of confidence as they use it.
- 63 Pupils grasp new knowledge and skills well, especially the responsibilities of citizenship, for instance, through the school council and the Eco committee. They make good progress also in their use of ICT which they will need for lifelong learning.
- 64 Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do in order to improve. Pupils are aware of their individual targets agreed with teachers and try to achieve them.
- 65 The majority make good progress towards fulfilling their potential and moving on to the next stage of learning. Pupils display good motivation, and persevere in their work. They work well both independently and in groups.
- 66 Pupils' behaviour is good and during the inspection, pupils' courtesy, cheerfulness and friendliness toward each other and in their relationships with adults was a prominent feature of their behaviour within and outside class.

- 67 The standard of pupils' attendance is, on average, slightly over 94 percent. The majority of pupils attend school regularly and arrive punctually at the start of the school day, and during the day when going to their lessons.
- 68 Pupils display good personal and social skills, and they develop a sense of belonging to the school and local community. They have responsibilities in their roles as members of the school council and the ECO committee, and pupils take their responsibilities seriously. Pupils help their fellow pupils well and the '*Ffrindiau Mawr and ffrindiau bach*' (Buddy) system works effectively to ensure that no pupil feels lonely or miserable on the yard. Pupils have a secure understanding of right and wrong, and demonstrate this on a daily basis in the life and work of the school.
- 69 The school promotes equal opportunities well and all pupils know that they are treated equally. They have a good understanding of variety within society and respect individual differences. This is seen in the kind and considerate way in which they support a disabled pupil.
- 70 Pupils develop their understanding of their community very effectively, and take part in a number of local activities. Pupils' understanding of the world of work develops effectively and they have visited local businesses, for instance, a garden centre, in order to extend their knowledge.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

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

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	89%	11%	0%	0%

- 73 The quality of teaching is significantly higher than that reported by the Chief Inspector of Schools for Wales in her annual report for 2005-06 when it was noted that the quality of teaching through all of Wales was Grade 2 or higher in 79% of lessons.
- 74 The quality of the working relationships between teachers and pupils is warm and promotes motivation and learning. Emphasis is placed on creating a purposeful working atmosphere as well as providing interesting tasks for pupils. This, together

with the element of respect which exists between staff and learners, has a positive effect on pupils' attitudes towards work.

- 75 The quality of teaching for children under five is appropriate to their needs and promotes the desirable outcomes for the children of this age.
- 76 Teachers have good subject knowledge. They plan effectively and ensure breadth, continuity and progression in order to meet the needs of all pupils including those with SEN. The quality of short term planning is good and notes activities matched to pupils' age and ability, basic skills, key skills and necessary resources. There are opportunities to evaluate the quality of teaching and learning in order to plan ahead. Advantage is also taken of opportunities to make good use of teachers' specialisms and they exchange classes for specific subjects. Teachers take advantage of the most recent educational and curricular developments. New schemes such as implementing programmes to develop thinking skills have been recently introduced.
- 77 A range of teaching strategies is used in order to maintain pupils' interest and ensure that they work purposefully. The good features of Grade 2 lessons include sharing the aims and objectives of the lessons with pupils at the start of lessons, clear instructions and explanations especially in setting tasks and effective concluding sessions which summarise what has been learnt and prepare pupils for the next lesson. Regular and effective use is made of the interactive whiteboard to support teaching and learning. In the Grade 3 lessons, it was judged that introductions were too long leading to pupils losing interest, and there was a tendency to over-direct pupils.
- 78 The classroom assistants make a valuable contribution to the life and work of the school. The partnership between them and teachers has a positive influence on the development of children under five and pupils who have SEN.
- 79 The school provides equal opportunities and experiences for all pupils in order to ensure the full participation of each individual. Advantage is taken of every opportunity to nurture pupils' appreciation of other cultures and languages. Although teachers plan well for developing pupils' bilingual competence, they do not always ensure that pupils use Welsh regularly, consistently and correctly.
- 80 Assessment arrangements meet statutory requirements. The quality of assessment procedures is good, ensuring accuracy and consistency across the school, and assessments of pupils with SEN are detailed. The development of children under five is reviewed regularly and thorough records of their achievement and educational, personal and social development are kept. The *Welfare and Participation* file is a valuable resource in this respect. A range of standardised tests as well as internal termly assessments in the core subjects are used to measure pupils' progress. Test data is interpreted in detail and effective use is made of the results to refine teaching and to promote higher standards. Pupils' achievement in the foundation subjects is assessed informally against the requirements of the NC in order to make summative assessments at the end of the year.
- 81 The Individual Pupil Profile is a good resource and contains useful and comprehensive details and samples of pupils' assessed work in the core subjects

from their earliest time in school to the end of Y6. To date, the school does not track pupils' progress in the key skills. Good portfolios have been produced of examples of pupils' work in the core subjects and the foundation subjects which have been assessed against NC levels and annotated to support teachers' judgements and ensure consistency in assessment.

82 Pupils' work is marked regularly and the quality of oral feedback is useful to ensure that pupils understand well what they are doing and what they need to do in order to make progress. However, very few written comments which include guidance for improvement are appended to pupils' work.

83 Individual targets are set for pupils following discussion with their teachers. These are attractively displayed in a number of classes. Opportunities are provided for pupils in both key stages to self-assess pieces of their own work. These systems are an effective way of encouraging pupils to take responsibility for their own learning.

84 The annual reports to parents on their children's progress are of good quality and meet statutory requirements. They outline the skills and achievements of pupils in all subjects. The parents appreciate the open door policy of the school and the consistent opportunities they receive to discuss the progress and achievement of their children.

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

Grade 2: Good features and no important shortcomings.

85 The findings of the inspection team match the judgement of the school in its self-evaluation report

86 The school responds well to pupils' learning needs and offers a curriculum which is broad and balanced and which meets statutory requirements. A wide range of learning experiences is offered which are well structured to ensure continuity and progressions in pupils' learning. Learning experiences are accessible to all and there is appropriate support for pupils who have additional learning needs.

87 The general quality of educational provision for children under five is appropriate to their needs. A range of interesting experiences is offered to the children which have been well planned and which demonstrate teachers' awareness of the implications of the proposed Foundation Phase.

88 The school has received the Basic Skills Agency Quality Mark on two occasions. Good opportunities are provided for nurturing pupils' skills in ICT, numeracy, personal and social skills and problem solving skills.

89 The provision for off-site and extra curricular activities is good. These include residential visits to Llangrannog, visits of educational interests to Saint Ffagans, the National Library of Wales, and the local church. Visitors such as the local vicar and representatives from organisations such as Action Aid visit the school. They all enrich

and extend pupils' experiences well and contribute significantly to raising standards in aspects of the curriculum. Local sports clubs such as the cricket club extend and promote pupils' awareness and understanding of the importance of healthy living. Homework is set regularly and reinforces the curriculum through its relevance to the work undertaken in class.

- 90 Provision for promoting pupils' spiritual, moral, social and cultural development is good and has been effectively integrated into the daily life of the school. Daily assemblies make a positive contribution to pupils' spiritual development. Good opportunities are given for them to reflect quietly on important matters such as the responsibility of the individual to care for others, caring for the natural world and the importance of being a good friend.
- 91 The school has a caring ethos and agreed values are promoted daily to ensure that pupils are aware of the difference between what is acceptable and unacceptable. Pupils across the school are polite and demonstrate respect for each other, adults and visitors. The inter-personal relationships throughout the school are very good. The valuable opportunities which pupils receive to work together across curriculum subjects further develop social skills. Opportunities are provided for pupils to take part in sports activities with pupils from other schools and these develop pupils' appreciation of the benefits of cooperating with others in a variety of situations.
- 92 Provision for promoting pupils' awareness of the culture of Wales is good. It is effectively promoted through visits and celebrations such as Saint David's day celebrations. Pupils' awareness of other cultures is promoted through subjects such as religious education and geography. The school notes in the SDP that this aspect is to be further developed in the near future.
- 93 Provision for promoting pupils' personal and social education is carefully included in the curriculum. This is promoted through displaying classroom rules and through circle time activities where opportunities to discuss sensitive issues are provided in a supportive atmosphere. There are effective systems for rewarding pupils in order to promote good behaviour and positive attitudes towards learning. There are a number of opportunities for pupils to be responsible for various aspects of school life and to take initiatives through membership of the school council and Eco committee where they are afforded opportunities to develop an understanding of taking responsibility within a community.
- 94 The curriculum is enriched through an effective partnership with the local community. The school has established a number of effective partnerships with parents, the local community, other agencies, local primary and secondary schools and teacher training establishments. Effective use is made of these links to extend pupils' learning experiences.
- 95 A number of parents help to develop learning resources within the school and a Parents and Teachers Committee works hard and raises a substantial sum of money for the school. There is close cooperation with Cardigan Junior School and the two schools share resources and teacher expertise. Arrangements for the admission and transfer of pupils to the secondary school are good. This is achieved through a series of visits, sharing information and teacher links which ensure that pupils move forward to the next stage of their education confidently.

- 96 The school has established links with some local businesses and effective use is made of these to arrange visits for pupils in order to develop their understanding of the world of work. A good example of this is the pupils' visit to see the community paper being produced.
- 97 The Cwricwlm Cymreig is well addressed in the life and work of the school. Provision for raising pupils' awareness and pride in their local traditions is given prominent attention. Welsh culture receives good attention in subjects such as history and art when pupils observe the work of artists such as Ogwyn Davies. Aspects of the Cwricwlm Cymreig are promoted further through membership of the Urdd which provides a number of cultural and social activities as well as sports. There are frequent visits by theatre companies and visits to places of special interest such as the Millennium Centre. Provision for developing the bilingual competence of all pupils in all curriculum subjects is not completely effective.
- 98 The school responds to the needs of all pupils well and promotes equal opportunities successfully. Those pupils who have SEN are treated fairly and are afforded access to all aspects of school life. Staff respond promptly to the needs of pupils and ensure appropriate help and support in order to meet the needs of each individual.
- 99 The school promotes the development and understanding of the importance of sustainable development well and it has clear priority within the life and work of the school. The school has succeeded in gaining the Eco Schools silver award and good procedures have been established for recycling a variety of rubbish and conserving energy. This is an effective means of promoting pupils' understanding of the significance of sustainable living.
- 100 Pupils run fruit and milk-shake shops within the school and there are opportunities for them to organise activities to raise money for a number of charities. These experiences, however, are insufficient to fully develop pupils' entrepreneurial skills.
- 101 Pupils' experiences across the curriculum enable them to gain a number of skills which are valuable in respect of lifelong learning. These include developing pupils' thinking skills, ICT skills and social and personal skills. Pupils' skills in expressing opinions are promoted well as they behave democratically as members of committees such as the Eco committee and the school council.

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

Grade 2: Good features and no important shortcomings.

- 102 The judgement of the inspection team differs from the Grade 1 awarded by the school in its self-evaluation report. No evidence was seen of outstanding features by the inspection team to support this grade.
- 103 The quality of care, support and guidance offered to pupils and the arrangements for ensuring their welfare is good. The school succeeds in planning and managing care arrangements and services well. Teachers know the pupils well,

are aware of their needs and provide them with good support. Pupils report that they are happy in school and that there are very good relationships between them and all staff. As a result, pupils are confident to discuss any matters or anxieties with staff within the school.

- 104 There is effective communication and cooperation between parents and the school to ensure that pupils make progress. Parents receive good information regularly about events in the school through letters or circulars. They also offer support through raising money or volunteering to work in school when needed. The school provides booklets such as the *Home/School Link Book* and packages such as *Reading with your child* which are effective means for parents to be actively involved in their children's education. The home-school contract is reasonable and is signed by the majority of parents. Links with welfare agencies are equally effective and a close relationship has been established with these in order to support pupils with personal difficulties or special needs. The school responds promptly to advice and guidelines in respect of pupils' welfare.
- 105 Arrangements for welcoming children to the reception class are good. This is supported by regular visits to school before starting, and conveying relevant information to parents. A number of the children attend the Mudiad Ysgolion Meithrin group which is held in the school and therefore a close link exists between them and the school. Arrangements for accepting latecomers to school are effective and ensure that they settle quickly with the support of pupils and staff. There are close and flourishing links between the school and the local secondary schools and transition arrangements with those schools ensure that pupils move forward with confidence to the next stage of their education.
- 106 Provision for personal and social education is planned carefully and has a positive influence on the welfare and safety of pupils. Emphasis is placed on values such as respect for others and ensuring fair play for each individual. Older pupils implement the *Ffrindiau Mawr a Ffrindiau Bach* (Buddy) system extremely effectively and these routines support the values of the school namely to ensure equality and support for everyone. The opportunities which pupils have to voice their opinions in the school council and the Eco committee help them to realise that the school listens to them and respects their voice.
- 107 Sex education, drugs and the importance of healthy living receive due attention. The school promotes healthy living through being part of the LEA's Healthy Schools programme and fruit and milk-shake shops are available to pupils during break times. Pupils are regularly encouraged to drink water and the importance of a balanced diet and healthy eating is emphasised through attractive displays and through relevant parts of the curriculum.
- 108 Good arrangements exist in order to ensure the health and safety of pupils. One member of staff has received training in first aid and the school has already arranged that each member of staff receives training in this aspect in the near future. School links with projects such as *Kerbcraft* are very effective.
- 109 Registration periods are appropriately administered and attendance and punctuality are carefully monitored according to statutory requirements. The welfare officer of the LEA is consulted as and when required. The school makes effective use

of a computerised system to register pupils and to produce reports in order to monitor attendance. There are thorough arrangements for following up absences and parents are reminded of the importance of regular attendance.

- 110 The school has a policy and appropriate arrangements for child protection and all staff are aware of these.
- 111 Arrangements for pupils with SEN are good and meet the requirements of the Code of Practice. Pupils' difficulties are recognised and assessed regularly and at an early stage.
- 112 Pupils receive good support from the SEN teacher, class teachers and classroom assistants. They receive full access to all aspects of the curriculum. The individual educational plans (IEPs) give good guidance to teachers when planning to meet pupils' needs. Parents have a practical role in the formulation of IEPs and setting targets and have regular meetings with teachers to discuss their children's progress. Pupils' progress is monitored consistently by detailed and thorough reviews. This contributes to the effectiveness of provision.
- 113 The school's provision for pupils whose behaviour impedes their own and others' progress is effective, ensuring the support of specialised agencies when required. The school has clear routines for the process of reintegrating pupils into the life and work of the school following a period of exclusion.
- 114 The school's provision for promoting equal opportunities is good and ensures that all pupils have full access to every aspect of the daily life of the school. Consideration is given to the variety of pupils' backgrounds and the school operates effectively in order to ensure appropriate support and guidance for pupils who need special attention. The school has policies and arrangements to promote equality between the sexes and boys and girls are afforded the same opportunities in all school activities.
- 115 Racial links are effectively promoted through purposeful planning. Due attention is paid to diversity in society and other faiths in the curriculum of the school. These aspects are highlighted especially in geography and religious education lessons.
- 116 The school has a policy and action plan for accessibility and appropriate steps are taken to ensure that disabled pupils are not treated less favourably.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

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

- 118 The school has been well managed since the last inspection and has been given positive and purposeful direction. The new headteacher is developing a good knowledge of the school and provides effective leadership. She supports and continues to promote the mission of the school which is to create a hard working and caring community where respect is shown to each individual whether child or adult.
- 119 The headteacher, who is also responsible for Cardigan Junior school spends up to two days a week at Ysgol Llechryd and a teacher in charge takes responsibility for the remainder of the week. Both are in constant touch to ensure that all staff receive effective leadership at all times.
- 120 The school's documentation is detailed, and is thoroughly kept. The sense of order and attention to detail is reflected in the daily routines of the school.
- 121 The head and staff are successful in creating a good ethos based on secure values which are evident in the life and work of the school. They succeed in creating a caring and stimulating environment which promotes effective learning and which ensures equality for all.
- 122 Management routines are effective and members of staff of both schools work well as a team. This was seen when a member of staff from the junior school volunteered, at short notice, to take responsibility for a class during the period of the inspection. Curriculum coordinators have well-defined management roles. They monitor their subjects according to the school monitoring programme. Core subjects are monitored every year and other subjects over a period of two years.
- 123 All staff are involved in analysing performance data and set challenging but realistic targets in years one, three and five. End of key stage predictions are reviewed regularly and are amended according to pupils' progress.
- 124 There are effective arrangements for performance management and the headteacher monitors the work of individual members of staff, setting for them targets which reflect the priorities of the school and individual needs.
- 125 The school responds well to national priorities and places emphasis on improving key skills and developing thinking skills. Raising standards in the core subjects is a priority in the SDP every year. The school is effective in promoting pupils' awareness of sustainable development and pupils develop a good awareness of citizenship and responsibility through the work of the school council and Eco committee.
- 126 The governing body is very supportive of the headteacher and staff and fulfils statutory and legal requirements. All statutory and recommended policies, documents and routines have been adopted and are implemented.
- 127 Governors receive comprehensive termly reports from the headteacher which inform them of all aspects of the life and work of the school and the headteacher and chair of governors regularly discuss management issues. This ensures that the governing body and the headteacher cooperate effectively for the benefit of the school.

128 The governing body meets regularly and some governors visit the school in order to monitor its work. They monitor the school budget closely and take an active part in strategic management.

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

Grade 2: Good features and no important shortcomings.

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

130 The school's self evaluation procedures are well established, The school uses the LEA's framework for analysing its performance. The staff play an active role in evaluating the work of the school. They agree on strengths and aspects for development. The headteacher and staff analyse the results of NC assessments and review pupils' performance before setting targets for the end of each key stage.

131 Core subject coordinators monitor standards in their subjects including holding classroom observations. They use the evidence collected through monitoring to note areas for improvement although they do not produce annual reports. There is no thorough monitoring of foundation subjects.

132 The opinions of all stakeholders are sought regarding the work of the school namely staff, parents, pupils and governors. The responses are analysed and any shortcomings which should be addressed are noted. LEA advisors visit the school regularly to evaluate its work and contribute to the process of self evaluation.

133 The SDP is a comprehensive document which clearly notes the school's priorities for improvement. It includes quantitative targets for the core subjects and a target for ICT as well as others which refer to whole school aspects such as SEN. The plan includes detailed success indicators, staff development needs and costings.

134 The school has made a significant investment in resources in order to support its priorities, for instance, purchasing books which appeal to boys in order to close the gap between the performance of boys and girls. A significant sum has been spent on the outside area for the children under five in order to offer them a complete curriculum in accordance with the principles of the Foundation Phase. There is secure evidence that the steps taken have led to measurable improvements. For instance, as a result of expenditure on computers, and interactive whiteboards in every class, standards have risen in ICT.

135 The school self evaluation report is a structured and comprehensive document. It notes the strengths of the school and those areas in which it needs to improve. The inspection team agrees with the judgements of the school in six out of the seven key questions.

136 The school has made good progress in addressing the key issues in the last inspection report. Standards have risen in all areas of the desirable outcomes for children under five and in Welsh and physical education in both key stages. Arrangements for pupils with SEN are now good and they receive good support from the SEN teacher, class teachers and assistants.

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

Grade 2: Good features and no important shortcomings.

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

138 The school is well staffed for the number of pupils on roll. The teaching and support staff have appropriate qualifications and skills and their specialisms correspond well with the demands of the curriculum. Support staff make a good contribution to the quality of teaching and they work effectively under the guidance of teachers.

139 The quality and range of resources for supporting the curriculum are generally good. They are arranged neatly and are easily accessible to pupils. Staff make good use of all resources including the immediate and wider environments.

140 The building and rooms are of good quality and they are used effectively by teachers to promote learning. Teachers make good use of all available space in the school and of community resources such as the village hall. Good quality displays enhance the environment of the school and reflect pupils' work across the curriculum. An outstanding feature is the respect afforded to local culture, for instance, the display in the foyer which celebrates the history of the coracle on the River Teifi.

141 Staff are appropriately located, and teachers who have specialised knowledge teach their subjects to other classes. In addition to this, teachers from the junior school share their expertise with staff and pupils from time to time. All staff have access to a good range of professional development activities and training priorities are linked to school needs.

142 Catering staff, midday supervisors and the caretaker undertake their daily duties effectively and efficiently. There is a good standard of cleanliness within the school, and outside areas are neat and free from litter.

143 Resources are well matched to the school's development priorities, for instance the investment made in order to promote thinking skills.

144 The school has adopted effective procedures for managing teachers' Planning, Preparation and Assessment (PPA) time according to statutory requirements.

145 Coordinators ensure that there are sufficient resources for their subjects and review them. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

- 146 The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 147 Children listen well and make good progress in speaking Welsh. They enjoy discussing celebrations like birthdays. They practise through speaking on the phone and role playing. Children like to listen to stories and they follow a story on the listening station with enjoyment. They discuss books confidently and act like readers as they read stories to each other. They state firmly which is their favourite book. They use reference books effectively for instance to look for animals which have two legs. They understand instructions from adults well and follow them correctly. They enjoy making marks in many media and form letters correctly in paint and shaving foam. The older ones use words on flash cards to create sentences. They choose appropriate words to describe a Celtic man.

Shortcomings

- 148 There are no important shortcomings

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

- 149 The children have good relationships with each other and with their teachers. They work and play together happily and share resources readily. Their behaviour is good and they respond well to class rules. They display sensitivity to each other and concern for living creatures. Children enjoy planting seeds, watering them and seeing them grow into plants and after they have grown they care for them. They share ideas in a mature fashion during periods when they come together to discuss various issues, and take turns to speak. They know that they need to wash their hands before food or after going to the toilet and do so independently. Every child is able to undress for physical education and the majority dress themselves at the end of the lesson.

Shortcomings

150 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

151 Children are developing a good awareness of the figure 'two' and understand that this is a form of recording two objects. They are able to place objects correctly in pairs. They can count up to 10 spots correctly. They understand that some things are longer or shorter than others and place objects in the correct order according to their properties. They understand that objects vary in size and shape and name some of the more common shapes. They correctly recognise circular shapes around the class and on the yard. Children recognise a pattern and are able to copy it. They use mathematical vocabulary correctly, for example, *forwards/backwards, to the left /to the right, small/large*.

Shortcomings

152 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

153 Children understand the passage of time and know that they come to school in the morning and then go to their lessons before having lunch. They are able to describe their homes and to list correctly things which use electricity. They have good knowledge of work in the area; they recognise a policeman and postman by their uniforms and explain what their job is. They also explain what a farmer does. Children begin to know their environment and make simple maps to show the way around the village and from the school to Folly Farm. They know well that there are a number of means of transport and that it is necessary to go on a bus to Folly Farm as it is far away. They know that it is necessary to pack a case to go on holiday. Children learn to solve problems well through rolling a clay ball on a slope when they discover for themselves the result of making the slope steeper. They use computers and cameras confidently and correctly.

Shortcomings

154 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

155 The children have good gross motor skills; they climb safely and show good balance when jumping and landing and they move confidently within a given space, walking and running with good control. They throw and roll a ball with good aim. Children have good fine motor skills and they use pencils, crayons scissors and small equipment capably. For example, they cut paper and material and glue it onto paper to create an attractive collage. They develop their hand-eye coordination skills well when they play with a variety of jig-saws.

Shortcomings

156 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

157 Pupils use natural materials imaginatively for instance to create a snail on the school filed with pieces of wood. They also make attractive paper weights with stones. Children create puppets and attractive dolls. They make effective pictures of the creatures which entered Noah's ark and paint with their fingers. They print using a variety of shapes and paint with imagination and enthusiasm on plastic in the outdoor area. They have worked together with a local artist to paint a picture of the village on the wall of the school outside their class. Children clap correctly to a rhythm and follow a graphic score as they play non-tuned instruments. They use instruments effectively to accompany the singing of a range of Welsh songs.

Shortcomings

158 There are no important shortcomings.

Welsh first language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

159 KS1 pupils listen well to presentations and stories and the majority are keen to respond and take part in discussions. The majority of pupils come from non-Welsh homes and appropriate development and progress is seen in their confidence to speak in different situations and their willingness to chat. They are ready to question and discuss feelings such as empathising unanimously with the character Waldo from the book *Waldo'n ennill y dydd*.

160 In KS1, pupils make appropriate progress in their reading. Individuals read with understanding and expression, recognising words which rhyme. As they read, others

recognise a number of familiar words and use appropriate strategies as they deconstruct simple unfamiliar words.

- 161 The writing skills of pupils in KS1 develop satisfactorily. They copy carefully and use known vocabulary and writing frames to produce a variety of factual and creative pieces with increasing independence. They have an appropriate understanding of basic punctuation and of the form and structure of a story which they display when writing the story strip *Guto and Gwyn on the Farm*. Following a visit to Folly Farm, pupils write about their favourite animal showing an understanding of the correct and imaginative use of adjectives.
- 162 Pupils in both key stages complete a good range of reading activities including taking their reading books home or borrowing books from the school library.
- 163 Pupils in KS2 listen politely and well to each other and in classroom presentations. With guidance and encouragement the oral expression of most pupils improves appropriately as they use language in different contexts. A significant number of pupils express themselves effectively orally, using appropriate vocabulary and contributing purposefully to classroom discussions.
- 164 In KS2, the majority of pupils read texts which correspond with their abilities. Some individuals read meaningfully and answer questions relating to features and content of books, as well as voicing opinions about the books they read. Pupils of middle ability and lower ability interpret simpler texts from the point of view of content and expression, answering questions about the context and the characters in the text. Pupils make good use of their reading skills to glean information from reference books, the internet and other sources.
- 165 Pupils in KS2 write in a range of styles including diaries, recipes, book reviews, postcards and portraits, using models and specific guidelines. They realise that language forms depend on the purpose and the audience. They succeed in writing protest letters such as to holiday companies and are able to present information succinctly as they produce pamphlets about Folly Farm. They display the ability to recognise the fundamentals of persuasive writing as they create a poster about animals in the context of the class book *Gwil Bril a'r Gath Ddu*. Some individuals write imaginatively, maintaining the reader's interest and using a range of comparisons and interesting adjectives as they describe a friend or rugby player.
- 166 Overall, pupils display basic mastery of verb form, syntax and mutations.

Shortcomings

- 167 In both key stages, a small number of pupils lack confidence as they speak in Welsh; their oral contributions are limited and they rarely contribute without encouragement.
- 168 Pupils' original and creative writing skills are underdeveloped in both key stages and they do not produce pieces of extended writing.

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

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

Good features

- 169 In KS1, pupils develop a good knowledge of life processes and living things. They compare effectively the differences between little children and adults.
- 170 They have good knowledge of the parts of the body and they correctly list how their bodies work and how they can move, for instance through running and jumping.
- 171 They understand well that they have five senses and describe how they can taste the differences between things which are sweet and sour.
- 172 Pupils list living and non-living things and sort animals according to the number of legs they have. They record correctly the life of the bumble bee.
- 173 They understand well the structure of a flower and draw clear diagrams, labelling the parts.
- 174 They develop good research skills by conducting enquiries, for instance, they set an empty tube on the surface of water and estimate the number of marbles they can place in it before it sinks.
- 175 At the start of KS2, pupils understand well the advantages and disadvantages of electricity. They can name electrical sources, and create electrical circuits which includes a switch.
- 176 Towards the end of the key stage, they extend their knowledge of physical processes through experimenting with electrical parts. They accurately create complex circuits, including several batteries, switches and two bulbs. They make a detailed diagram using symbols correctly.
- 177 Younger pupils in KS2 develop a good knowledge of materials and their properties. They know that materials can be solid, liquid or gas and that some materials are natural and others man made. They sort materials correctly according to their properties.
- 178 They know well that changes take place as they heat materials and that some changes are reversible and others not.
- 179 Older pupils extend their knowledge of materials by investigating forces. They understand well that forces can change the shape of objects and know about the force of gravity and the effect it has on everything on the surface of the earth.
- 180 They use equipment to measure force and they draw accurate diagrams to show the direction of opposing forces.

- 181 At the beginning of KS2, pupils extend their knowledge of the processes of life and living things by studying plants and understanding what they need to grow. They sort living things accurately according to their species, for example, birds, fish and mammals.
- 182 Older pupils understand well the importance of looking after the body through healthy eating and consistent exercise.
- 183 Pupils toward the end of the key stage understand well that flowers procreate and that this happens through pollination or the scattering of seeds, by animals in the case of the plum, or the wind in the case of the sycamore.

Shortcomings

- 184 There are no important shortcomings.

Design technology

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

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

Good features

- 185 Pupils in both key stages have a good awareness of the properties of materials, such as strength and flexibility as well as the importance of choosing the most appropriate materials and medium for completing the task. They have an understanding of the demands of a task and undertake a number of sketched designs before choosing the most appropriate one for their work.
- 186 Pupils are aware of the need for personal hygiene as they deal with food. In KS1, pupils make good choices from a variety of objects as they decorate a cake or biscuit. They develop ideas effectively through detailed discussions and make simple designs, recording the materials needed. They keep a detailed eye on the finished product adapting and changing the initial design as required and demonstrating appropriate finishing techniques. They evaluate their products expressing clearly what they like about their work and how it could be improved.
- 187 They make good choices from a variety of materials to make attractive paper weights and display an ability to use a variety of equipment, carefully considering the choice and appropriateness of different materials in their original designs. As they identify the main strengths of their finished products, pupils justify their decisions and note confidently how the quality of the design can be improved.
- 188 As they make a lighthouse, KS2 pupils demonstrate an awareness of what affects the strength of structures and buildings. They make good use of electrical components to create special effects in their products.

- 189 Pupils appreciate well the importance of research as the start of the design process. They use a variety of sources to help them understand better their given brief. For example, research was undertaken into the background, usefulness and purpose of scarecrows before evaluating the effectiveness of different kinds of scarecrows. Within the design, materials and colours are noted and their appropriateness to the task.
- 190 Pupils show an appreciation of the need to work in accurate detail as they measure and cut different materials and investigate different techniques of combining and matching for the purpose of designing a variety of hats or picture frames. Detailed improvements to the sketch are labelled in the final design.
- 191 They use simple mechanisms in their products and designs for toys for the play area. They use ICT software to control the movement of objects such as when they create and control a programme for traffic lights.
- 192 The standard of finished products is good and pupils evaluate their work thoroughly, indicating shortcomings and making considered suggestions for possible improvements.

Shortcomings

- 193 There are no important shortcomings

Geography

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

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

Good features

- 194 Pupils in KS1 have a good knowledge and understanding of simple plans. They observe photographs, aerial photographs and simple maps and they recognise the features of their local area well. Through making a simple plan of the classroom and of the school for visitors, pupils in Y2 are able to discuss the external features of the building using correct terms and vocabulary with confidence.
- 195 After reading *Dyddiadur Kabo*, pupils in KS1 become aware of places beyond their locality by noting what they would need to go on a visit to Botswana. They have an increasing understanding of what is different in that country compared with Wales, such as currency, the flag, animals and weather.
- 196 In KS2, pupils compare and know well the differences between physical and man-made features in different localities such as India, Lesotho and Wales. Older pupils display a good knowledge of the locality and the character of towns such as Chembakolli in India. They suggest reasons for features in Wales and India which are similar or different from each other. Visitors to the school, such as members of Action Aid, contribute significantly to pupils' understanding of life and working conditions in

countries such as India. They also contribute to pupils' understanding of the importance of global citizenship.

- 197 Pupils use well and consistently a variety of maps, atlases or data. Across the key stage they investigate and use a range of sources to collate information. They use data confidently, for instance, as they compare weather averages and monthly rainfall in Botswana and Cardiff.
- 198 Pupils name and recognise a number of countries and cities on a map of the world and locate continents well. They name and recognise the main physical features of Wales and the United Kingdom using symbols and keys correctly. They note locations using four figure coordinates and references and estimate and calculate distances well, such as from Cardiff to Swansea.
- 199 Pupils in KS2 have a good awareness and understanding of the principles of sustainable development, demonstrating the importance of recycling as a means of improving the environment. By means of graphs and a survey of waste in their homes, they have studied what is possible to recycle and the amount of rubbish which is wasted locally and nationally together with the effect of pollution on life. Pupils play a practical and effective role in recycling activities which promote direct understanding of the responsibility of the individual for the environment.

Shortcomings

- 200 There are no important shortcomings

Physical education

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

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

Good features

- 201 In KS1, pupils have a good awareness of space and they use the whole of the hall floor effectively.
- 202 They move with good control in a variety of ways and are aware at all times of what is around them.
- 203 They control their bodies well when landing lightly on their feet. They demonstrate good shapes as they jump and name them correctly.
- 204 In KS2, pupils control their movements well as they move with agility around the hall.
- 205 They demonstrate a range of gymnastic shapes on the floor with good control and balance and are able to maintain shapes for an appropriate period of time.

- 206 They plan sequences of gymnastic movements and perform them to a good standard, individually and in pairs.
- 207 Pupils evaluate their own work well, noting good features and suggesting improvements.
- 208 School records show that pupils make good progress in swimming as they move through the school.

Shortcomings

- 209 There are no important shortcomings

School's response to the inspection

- 210 We believe that the report reflects the hard work which has taken place since the last inspection and confirms the steps which need to be taken in order to further raise standards especially in Welsh and bilingualism.
- 211 We take pride in what has been achieved by the school in recent years and are very pleased that the pupils' standards of achievement in the lessons seen are higher than the targets of the Welsh Assembly Government for 2007 and that the quality of teaching is significantly higher than the statistics in the annual report of the Chief Inspector of Schools for Wales for 2005-2006.
- 212 A source of pride also is the fact that the inspection report recognises the close relationships between pupils, all members of staff, the governors, parents and the wider community in order to ensure the best possible experiences for each and every pupil.
- 213 We would like to thank the inspection team for their professional manner and for the positive dialogue which was held with the staff and governors.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llechryd
School type	Nursery and Primary
Age-range of pupils	4-11 years
Address of school	Llechryd, Cardigan Ceredigion
Postcode	SA43 2NL
Telephone number	01239 682474

Headteacher	Mrs Helen Griffiths
Date of appointment	1 st September 2007
Chair of governors/ Appropriate authority	Mr D. Vernon Evans
Registered inspector	Mr Robert Jones
Dates of inspection	1 st -3 rd October 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	0	7	8	7	5	5	8	7	47

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	0	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.6:1
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	15.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006		90.2	90.0
Spring 2007		88.2	95.0
Summer 2007		89.2	96.3

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	5
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 include		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	81%

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	6
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)			
by teacher assessment		by test	
In the school	100%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

The inspection team was made up of three inspectors who were present for a total of six inspector days.

During the inspection:

- pre inspecion meetings were held with the headteacher, teachers, parents and governing body to discuss the life and work of the school;
- 19 parental questionnaires were completed by parents and they were analysed in detail;
- the policies and documentation of the school were inspected

- discussions were held with the headteacher and curriculum leaders;
- 18 teaching sessions or part-sessions were observed
- pupils were heard reading, and discussions were held with them regarding their work as part of the inspection of standards in the subjects of the national curriculum;
- examples of pupils' work in every class were studied;
- attendance registers were examined, as were pupils records and teachers' planning files.
- inspectors were present in all whole-school periods of collective worship, and
- post-inspection meetings were held with staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Mr Robert H. Jones Registered Inspector	Context Summary and recommendations Key Questions 1, 5, 6 and 7 Children under 5 Science Physical education
Mrs Eleri Honour Team Inspector	Key questions 2, 3 a 4 Welsh first language Geography Design and technology
Mr Gwilym Davies Arolygydd Lleyg	Contributions to questions 1 3 and 4
Mrs Helen Griffiths	Nominee

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Contractor

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