

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

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

**Penllwyn Community Primary School  
Capel Bangor  
Aberystwyth  
Ceredigion  
SY23 3LP**

**School Number: 6672313**

**Date of Inspection: 12–14 March 2007**

**by**

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Ysgol Gynradd Penllwyn 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 Penllwyn took place between 12/03/07 and 14/03/07. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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. Penllwyn is a traditionally Welsh speaking primary school situated in the village of Penllwyn, Capel Bangor near the town of Aberystwyth, in the county of Ceredigion and is administered by Ceredigion Local Education Authority (LEA). The school building is surrounded by a large playground and field. The majority of pupils come from the village and surrounding rural area which the school describes as neither prosperous nor disadvantaged. Welsh is the sole or predominant home language of just over half of the pupils of whom approximately 85% speak it as a first language.
2. Currently there are 41 full-time equivalent (fte) pupils on roll. The annual intake covers the full ability range and the vast majority enters from the local Welsh medium nursery school. There are three mixed year classes; in the under-5s, Y1 and Y2 class, the medium of instruction is mainly Welsh. In the Y3 and Y4 class, as well as the Y5 and Y6 class, Welsh is the medium of instruction for most subjects with English and science taught mainly through the medium of English. Learners begin to follow the subject programme of study for English formally at the beginning of key stage 2. In some subjects such as art, pupils in key stage 2 are timetabled to be taught as one class. The school has received its third Quality Mark.
3. Around 8% of pupils receive free school meals, which is below the all Wales national average of 19.7%. There are 14 pupils (39%) with some form of special educational need (SEN), including six on school action, eight on school action plus and two with formal statements for SEN.
4. The teaching staff comprises of the headteacher, one full-time and one part-time teacher. The headteacher has a teaching commitment of three and a half days with an additional half day for administrative purposes; there is no secretarial support. The remaining day she is a non-teaching head of another local school. There is one part-time learning support assistant (LSA).
5. The school was last inspected in January 2001.

### The school's priorities and targets

6. The school's ethos is to create a warm family environment where each child is respected as an individual. It aims to:
  - maintain and review the quality of learning and ensure that the objectives of the National Curriculum (NC) are met;
  - recognise the needs of individual pupils as a unique, independent person to gain and possess the knowledge, skills and attitudes necessary and desirable in order to live their lives fully;
  - develop basic skills in all subjects taught at the school with due consideration to the age, aptitude and ability of each child;
  - develop an awareness and appreciation of the child's locality, language, culture, traditions and physical environment;
  - strive to ensure that each child is bilingual by 11 years of age in order that they may choose which secondary school they wish to attend;

- create an awareness of and desire for the spiritual dimensions of life by giving the children knowledge of religions, particularly Christianity;
  - establish an ethos of happy willing co-operation between pupils, teachers and parents;
  - create an awareness of the need for personal hygiene, good manners and courtesy, and
  - encourage safe practices in the school, home and the community.
7. The school identifies the following targets in its School Development Plan (SDP) 2006 to 2007:
- develop further the role of the co-ordinator to develop the monitoring element, in order to strengthen the quality of teaching and learning within the school and the cluster;
  - improve oral standards in Welsh;
  - develop higher reading skills in both languages;
  - make wider use of written work in order to develop written skills and address work which has grammatical errors;
  - improve spelling in pupils' first drafts in both languages, and
  - set benchmarks in information technology in order to raise standards.

## Summary

8. Penllwyn Primary School is a warm, friendly community which overall has maintained or improved standards since the last inspection. There was a close match between the judgements made by the inspection team and those in the school's self-evaluation report. The inspection team disagreed with the Grade 2 judgement made by the school for key question 6 and judged this key question Grade 3 because of some shortcomings in the overall self-evaluation process.

## Standards

### Table of grades awarded

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

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

### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Welsh first language	Grade 2	Grade 3
English	-	Grade 3
Information technology	Grade 2	Grade 3
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

10. In the lessons observed, standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	43%	0%	0%

11. Pupils' standards of achievement in the lessons were higher than the Welsh Assembly Government (WAG) targets for the whole of Wales for 2007, namely that 98% of standards are to be Grade 3 or better, but they were below the target of 65% to be Grade 2 or better.
12. Pupils, including those with SEN, have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. They achieve good standards in knowledge, understanding and skills and reach agreed targets and goals. Overall, standards are better in key stage 1 as pupils are more able to achieve their potential according to ability.
13. Pupils enter the school with a wide range of attainment. Children under five make good progress with no important shortcomings across the range of key skills in oracy, literacy and numeracy. Their personal, social and learning skills develop well.
14. In the early years and key stage 1, learners make outstanding use of information and communication technology (ICT) to improve and consolidate their work through regular and purposeful use of a broad range of software on computers and the interactive whiteboard. Standards in ICT are good overall in key stage 2, but in the lessons seen during the inspection, pupils used their ICT skills infrequently.
15. In both key stages there are good features and no important shortcomings in the development of pupils' key skills in speaking, reading and numeracy across the curriculum. Good features outweigh shortcomings in writing and listening as written work is often limited by over-use of worksheets and a few pupils do not listen attentively to teachers and each other.
16. Overall, pupils' bilingual competence and creative skills are good.
17. In key stage 1, teachers' assessments of standards for 2006 in the core subjects of Welsh, mathematics and science show that the percentage of pupils attaining at least level 2 in all these subjects is significantly above national, county, averages and those of similar schools, being in the top 25%.
18. In key stage 2, teachers' assessments of standards in 2006 the percentage of pupils attaining the expected level 4 in Welsh, English, science and mathematics is above average and in Welsh first language below. None achieved the higher level 5. The percentage of pupils attaining at least level 4 in

all these subjects is above national averages and similar schools, being in the top 50%.

19. There is no obvious difference between the performance of boys and girls.
20. Pupils acquire new knowledge and generally understand what they are doing, but are not sufficiently aware of their progress and what they need to do to improve.
21. Learners' personal, social, spiritual, moral and wider development is good. They appreciate the values of others, are well aware of equal opportunities' issues and recognise and show respect for the diversity and cultural traditions within society and the local community.
22. The behaviour of the vast majority of pupils in the class and around the school at breaktime and lunchtime is consistently good.
23. The average attendance for the three terms prior to the inspection was good at 95% with no instances of unauthorised absences. Punctuality is good.

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

24. 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>
7%	62%	31%	0%	0%

25. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged Grade 2 matches the norm of 62%, but is below the norm of 79% judged Grade 2 or better.
26. The quality of teaching is often a strength where a good range of teaching methods is used, but there is inconsistency in the clarity of learning objectives in lessons and in agreeing individual targets with pupils.
27. The school's assessment policy is clear and comprehensive and ensures rigour in the use of assessment in planning and improving learning.
28. Pupils are encouraged to evaluate their learning. However, this process is insufficiently developed and established to inform the on-going formative assessment throughout the term.
29. Curricular provision across the school is broad and balanced, and provides interesting and varied experiences which meet pupils' aspirations. It fulfils statutory requirements.
30. Individual lessons are planned to give a clear consideration of expected outcomes, and to provide for consolidation of learning at the end of a session, but insufficient attention is paid to ensure progression and flexibility in learning, particularly in key stage 2.
31. The school has identified key skills sufficiently in the medium term planning, but they are not always included in the aims of the lessons in short-term planning. The provision for developing pupils' bilingual skills in lessons is good overall. Basic skills are planned well in the curriculum.

32. The personal support and guidance given to pupils is good and the school has an appropriate personal and social education (PSE) programme, which is integrated successfully into the curriculum.
33. The school promotes bilingual skills and learning about the culture, festivals and customs of Wales well. Provision for *Y Cwricwlwm Cymreig* is consistently good in history, geography, art and music.
34. School assemblies provide well for the moral and spiritual development of pupils. Partnership with parents is good.
35. Provision for pupils with SEN is good. The school has effective measures for identifying pupils with additional learning needs at an early age.
36. The school promotes good race relations and succeeds well in developing pupils' understanding of other cultures, faiths and traditions. It is a happy and inclusive community where the importance of kindness and working together is a significantly good feature.

### **Leadership and management**

37. The headteacher provides appropriate strategic direction for the future and subject leaders carry out a wide range of curricular responsibilities well.
38. Performance management procedures are followed appropriately by the headteacher and subject leaders to promote their professional development, but the school is aware that limited formal monitoring of teaching takes place to identify and share good practice to improve teaching performance.
39. The governing body ensures important statutory requirements are met and is increasingly active in setting the school's strategic development. It is effective in supporting the well-being of the school by its prudent monitoring of the quality of its provision.
40. The headteacher, governors and staff are committed to maintaining and improving standards and are well informed about the performance of the areas for which they are responsible. The school's new self-evaluation process introduced this academic year begins to draw appropriately on available evidence to evaluate the school's strengths and weaknesses and the areas which need improving, but this is insufficiently developed.
41. A culture of systematic self-evaluation is being established, but arrangements are not always comprehensive and based on first-hand evidence. It is not clear in the self-evaluation report, how the school identifies and determines what has already been achieved and its priorities for further development.
42. The SDP is comprehensive and contains details of the priorities and targets for the school year 2006/07 together with appropriately time-related and measurable criteria. School co-ordinators have high expectations and a good feature is they are all involved in the process of school review and the development and monitoring of whole-school priorities as set out in the SDP.
43. The school has addressed most of the key issues identified in the last report well, but limited extended writing in both languages and presenting more challenging and stimulating tasks to raise expectations remain priorities. The inspection team agreed with the judgements made by the school in six out of the seven key questions. Where there was a difference of opinion in key question 6,

the inspection team awarded a lower grade due to the early stage of development in the self-evaluation process.

44. Generally the provision and use of resources, including staff, are good. A wide range of responsibilities for curricular subjects is fairly divided among teachers and they use their time to plan, prepare and assess (PPA) appropriately. Effective use is made of the part-time support teacher to work with pupils with SEN and one learning support assistant is deployed appropriately to support pupils with a statement of SEN. There is little classroom support for the mixed-age class of under-fives and key stage 1 pupils.
45. The governors take appropriate responsibility for financial management of the school and overall, the school provides good value for money.

## Recommendations

The school needs to:

- R1. maintain standards and address the shortcomings identified in the subjects inspected;
- R2. continue to refine school self-evaluation procedures;
- R3. refine the curriculum to ensure continuity and consistency in the planning and delivery of key skills and the short-term planning of lessons;
- R4. develop further, pupils' effective involvement in setting their own targets;
- R5. ensure work is planned to take into consideration pupils' abilities as they progress through the school; and
- R6. develop a more systematic way of sharing the good practice that already exists in the school. \*

\* This recommendation is recognised in the school's SDP.

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

46. The inspection team agreed with the judgement given by the school in the self-evaluation report.
47. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play-based activities.

48. In the subjects inspected in key stage 1, standards are Grade 2 in Welsh first language, information technology, geography, art and music. In key stage 2, standards are Grade 2 in art and music, and Grade 3 in English, Welsh first language, information technology and geography. Overall, standards are better in key stage 1 as pupils are more able to achieve their potential according to ability.

49. In the lessons observed standards of achievement were judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	57%	43%	0%	0%

50. Pupils' standards of achievement in the lessons observed were higher than the WAG targets for the whole of Wales for 2007, namely that 98% of standards are to be Grade 3 or better, but they were below the target of 65% to be Grade 2 or better.

51. Pupils have positive attitudes to learning, including those with SEN, and succeed regardless of their social, ethnic or linguistic backgrounds; they achieve good standards in knowledge, understanding and skills and reach agreed targets and goals.

52. Pupils enter the school with a wide range of attainment. Children under-five make good progress with no important shortcomings across the range of key skills in oracy, literacy and numeracy. Their personal, social and learning skills develop well.

53. In the early years and key stage 1, learners make outstanding use of ICT to improve and consolidate their work through regular and purposeful use of a broad range of software on computers and the interactive whiteboard. Standards in ICT are good overall in key stage 2, but in the lessons seen during the inspection, pupils used their ICT skills infrequently.

54. In both key stages, there are good features and no important shortcomings in the development of pupils' key skills in speaking, reading and numeracy across the curriculum. Good features outweigh shortcomings in writing and listening as written work is often limited by over-use of worksheets and a few pupils do not listen attentively to teachers and each other.

55. Pupils' bilingual competence is good overall. A significant number of the children under five have a good understanding of Welsh and as they move through key stage 1 they develop their oral skills well in a variety of situations. By the end of key stage 2, the vast majority use Welsh and English as the need arises. Some move easily from one language to another, demonstrating a sound understanding of both languages. Overall, across the curriculum, pupils' creative skills are developing well particularly in art and music.

56. Given that the number of pupils assessed each year in the NC assessments is very small, the following comparisons with LEA and national data only give an indication of standards.

57. Teachers' assessments for 2006 in the core subjects, compared with national averages for 2006, show that the percentage of pupils in key stage 1 who attained the expected level 2 or above in Welsh first language, mathematics and science is above average. The school's core subject indicator of 100% (percentage of pupils attaining at least level 2 in all three of Welsh, mathematics

and science) is significantly above, being in the top 25%. This is also the case when compared with similar schools.

58. In key stage 2, teachers' assessments of standards in 2006, compared with national averages for 2006, show the percentage of pupils attaining the expected level 4 in English, science and mathematics is above average and in Welsh first language below. None achieved the higher level 5. The core subject indicator is above local and national averages, and places the school in the top 50% when compared with similar schools.
59. With the very small numbers of pupils being assessed at the end of each key stage, there is no clear trend to indicate any obvious difference between the performance of boys and girls as this varies from year to year depending on each individual pupil's abilities.
60. The majority of pupils are motivated, work productively and progress well towards the next stages of learning. Pupils acquire new knowledge and generally understand what they are doing, but are not sufficiently aware of their progress and what they need to do to improve.
61. The behaviour of the vast majority of pupils in the class and around the school at breaktime and lunchtime is consistently good. They respond well to support and guidance in an inclusive atmosphere which improves their learning and creates a good quality of life in school. However, they work less productively when a small minority disturbs the continuity and flow of lessons, by offering answers to questions out of turn or being too vocal during group work. Pupils are generally aware of what is expected of them and are courteous and considerate.
62. The average attendance for the three terms prior to the inspection was good at 95% with no instances of unauthorised absences. Parents are aware of the expectations and inform the school in cases of absence but a number of them take their children on holiday during the summer term. This has a negative effect on the school's attendance figures. The registers and registration procedures meet the statutory requirements. Punctuality is good. No instances were observed during the inspection of pupils arriving late for school.
63. Pupils receive good opportunities to become aware of the traditions and culture of their locality. The school provides a number of visits within the community and further afield in order to enrich and reinforce pupils' curricular work and raise their awareness of the workplace. A number of visitors come to the school to share their experiences with the pupils, some from the community, the world of work, the emergency services and drama groups. The school takes advantage of the resources available to it within its community in order to extend pupils' experiences.
64. Learners' personal, social, spiritual, moral and wider development is good. They develop a wide range of interests, social skills and community awareness through well-considered whole-school and class assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are well aware of equal opportunities issues. They recognise and show respect for the diversity and cultural traditions within society and the local community.
65. Overall, learners develop well the capacity to work independently and acquire the skills necessary to maintain lifelong learning.

## The quality of education and training

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

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

66. The inspection team agreed with the judgement given by the school in the self-evaluation report.

67. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	62%	31%	0%	0%

68. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged Grade 2 matches the norm of 62%, but is below the norm of 79% judged Grade 2 or better.

69. The quality of teaching is often a strength where a good range of teaching methods is used, but there is inconsistency in the clarity of learning objectives in lessons and in agreeing individual targets with pupils.

70. The aim of the school is that every pupil should succeed, and this is underpinned by the excellent working relationship between staff and pupils. It is a key element when good standards are achieved by the pupils.

71. The quality of teaching provided for pupils with SEN is good, and support for groups of pupils withdrawn from the class is effective. For the under-fives and pupils in key stage 1, it is consistently good and at times very good.

72. Where the teaching is good and at times displays outstanding features, the following features are evident:

- lesson aims and objectives are clearly shared with pupils and link with previous learning;
- lesson presentations are purposeful and enthusiastic and provide a good language model;
- practical tasks are well planned and give pupils opportunities for working together in pairs or groups;
- plenary sessions focus on reinforcing pupils' learning and give them the experience of evaluating their own work and that of other pupils;
- the pace of the lessons is brisk and ensures that pupils stay on task throughout the lesson, and
- ICT is used appropriately to provide relevant tasks which link to the lesson aim.

73. Where lessons are judged to have good features, but show some shortcomings, the shortcomings are:

- lesson presentations are too long, and pupils become restless;
- practical activities are not effectively structured to ensure that pupils stay on task and finish their work;

- activities are not well differentiated to match pupils' age and ability, and do not provide sufficient support for the less able and an appropriate level of challenge to the more able;
  - there is an over-dependence on the use of worksheets, and
  - pupils are not encouraged to evaluate their work and the work of others.
74. The school's assessment policy is clear and comprehensive and ensures rigour in the use of assessment in planning and improving learning.
75. The quality of baseline assessment in the reception class is good, and provides a starting point for planning for the individual child. Where significant areas which need development are identified, targets are set and additional help for individual children is organised.
76. In both key stages, specific assessment tasks are set at the end of each term in the core subjects which are levelled and annotated according to NC indicators. These are kept appropriately as a record of pupil progress, in individual pupils' assessment files, together with a sheet which records the levels which pupils have attained, and the levels which they may be expected to attain by the end of each key stage. Recording of levels is also made in the foundation subjects, which provides some useful indication of what pupils have attained.
77. Appropriate standardised tests such as those of National Foundation for Educational Research (NFER) for English and mathematics as well as Profion Abertawe and Single Word Spelling Tests are administered at the beginning and end of each year in both key stages, and the results kept in teacher assessment files. These are used effectively to support the NC levels predicted by teachers' assessments, and to identify pupils with additional learning needs. They are not presently used to inform both medium and short-term planning for the curriculum.
78. Pupils are encouraged to evaluate their learning at the end of each term, to make their own comments about how they feel they have progressed, and, together with the teacher, set general targets for progress in the coming term. However, this process is insufficiently developed and established to inform the on-going formative assessment throughout the term. Opportunities for pupils to evaluate each other's work are limited.
79. The marking policy is clear and thorough about school procedures in formative assessment of pupils' work. Books are marked regularly and comments made are generally positive. Only in a few instances are comments sufficiently focussed to provide clear guidelines how a pupil may improve.
80. Collections of work have been put together in some core and foundation subjects. These are used regularly to help teachers to make secure judgements about the levels of pupils' work.
81. Parents are invited to open evenings twice a year, to discuss their children's progress and find these occasions sufficiently informative. The annual reports meet statutory requirements and are issued in the summer term, which gives adequate information about pupils' achievement in core and foundation subjects and in PSE. Results of teachers' assessment in the core subjects are reported at the end of each key stage. Appropriate opportunities are given for both parents and pupils to respond with their own comments.

### **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**

82. The inspection team agreed with the judgement given by the school in the self-evaluation report.
83. Curricular provision across the school is broad and balanced, and provides interesting and varied experiences which meet pupils' aspirations. Policies and schemes of work for NC subjects and religious education in both key stages and areas of learning for the under-fives meet statutory requirements.
84. In the early years, termly planning draws the six areas of learning together in appropriate themes, and provides opportunities for pupils to learn through a wide range of practical experiences.
85. Provision for meeting the needs of pupils with SEN in withdrawn groups is good. Planning for differentiated work to support both pupils with SEN and the more able and talented in classes is less effective.
86. Individual lessons are planned to give a clear consideration of expected outcomes, and to provide for consolidation of learning at the end of a session, but insufficient attention is paid to ensuring progression and flexibility in learning, particularly in key stage 2.
87. Boys and girls are treated equally in every aspect of school life and have good opportunities to achieve accreditation.
88. The school has identified key skills sufficiently in the medium term planning, but they are not always included in the aims of the lessons in short-term planning. As a result, the provision for numeracy and ICT skills is inconsistent. Though the planning for bilingual skills is inconsistent, the provision for developing pupils' bilingual skills in lessons is good overall. Basic skills are planned well in the curriculum.
89. The school provides homework for pupils which reinforces adequately the learning of the classroom and enhances pupils' understanding, but a few pupils felt that more homework was needed at the end of key stage 2 in preparation for secondary education.
90. The school has an appropriate PSE programme which follows ACCAC guidelines, which is integrated successfully into the curriculum. The under-fives and pupils in key stage 1 have appropriate circle time sessions, and a nurse visits the school to speak to Y6 pupils. Pupils develop good awareness of citizenship through the school council, whose members take their responsibility to represent their fellow pupils very seriously. By collecting for good causes such as *Calon Cymru*, Cancer Research, the Poppy Appeal and Children in Need, pupils become more aware of their responsibilities as citizens.
91. The school promotes bilingual skills and the learning about the culture, festivals and customs of Wales well. Provision for *Y Cwricwlwm Cymreig* is consistently good in history, geography, art and music. The school pays appropriate attention to other cultures and diversity in the world through its religious education curriculum, and in teaching pupils about customs and traditions in

Africa in geography lessons. Good links have been established with Austria, Denmark and Ireland through the 'Stepping Stones' scheme.

92. Provision for after-school clubs is good, with weekly drama clubs for key stage 1 and key stage 2 pupils. In addition, the Urdd club and *Clwb Hwyl* are held on alternate weeks.
93. There are good links with the community. A number of visitors come to school, including members of local clergy, to take assemblies.
94. Several pupils have appropriate opportunities to learn a musical instrument, and some compete in the Urdd Eisteddfod, and other Urdd activities. Pupils' curricular experiences benefit considerably from visits to Castell Henllys, local farms, the Power Station and to local towns and villages to record buildings.
95. School assemblies provide good moral and spiritual development for pupils. Though there are few opportunities for silent reflection by pupils, an outstanding feature of all assemblies is the natural and unselfconscious way in which a variety of pupils pray in an extempore way. This makes a significant contribution to the spiritual atmosphere of collective worship.
96. The personal and social development of pupils is good. Many pupils undertake responsibilities in monitoring and caring for others.
97. Partnership with parents is good. The school keeps parents informed of school events through regular letters, although on occasions these are given at short notice, and the Parent Teacher Association raises substantial sums of money annually. The home-school agreement is in place, and a member of the community, who is also a governor, comes in to school to help with reading. Parents help with football activities. Children from the local nursery have an annual Teddies' Party with the under-fives and key stage 1 pupils.
98. The school is aware of the advantages of reinstating formal partnerships with teacher training institutions. Partnership with cluster primary schools is well developed and supports curricular and monitoring initiatives, together with transition arrangements to secondary schools. Students on work experience come to school from two local comprehensive schools.
99. Pupils receive good experiences from the school's provision of effective links with the world of work. They have visited different farms and businesses within their locality and some pupils have ventured further afield, which helps to enrich their understanding of the world of work and also reinforces their curricular work. The school has received sponsorship from a number of businesses in the area, both large and small, which has enabled it to develop the play area in the school grounds effectively. The school has not undertaken training and development of staff through placement for teachers in industry.
100. The school has an appropriate policy for equal opportunities and strives to offer equal access and opportunity to each pupil and to include them in all aspects of the life of the school, whatever their gender or ability.
101. Pupils' awareness of sustainable development is promoted effectively in the daily life and work of the school. Pupils are encouraged to be economic in their use of paper, and to re-use paper where possible. They also recycle cardboard and tins in addition to paper. Pupils are urged to conserve energy and to treat people and property with fairness and respect.

102. Pupils' entrepreneurial skills are limited to arranging stalls for the school fair and they also have their own stall in the village show. Pupils are responsible for undertaking all the arrangements and pricing items themselves as well as running the stall on the day.
103. The school's provision takes good account of national priorities and initiatives. There are strategies in place to develop the healthy schools initiative where the school has already passed the first step. Arrangements have been finalised to start a daily breakfast club immediately after the summer holidays. The school council meets regularly and pupils take their responsibilities seriously.

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

<b>Grade 2: Good features and no important shortcomings</b>
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104. The inspection team agreed with the judgement given by the school in the self-evaluation report.
105. The personal support and guidance given to pupils is good and there are relevant policies in place to ensure the school is effective in its management of care arrangements. Teachers know their pupils well and there is an effective partnership with a range of outside agencies such as the speech therapist.
106. There is a good partnership with parents who are very supportive of the school. The school meets parents regularly to discuss any changes or plans and to obtain their view for consideration. Parents say that the school respects their opinion and responds promptly to any concerns brought to their attention. The vast majority of parents have signed the home-school agreement.
107. There are appropriate induction programmes in place for pupils who attend school for the first time. Younger children in the school settle in very quickly. Latecomers also receive good support. The programme for transferring to the secondary school is also effective. Pupils are confident in turning to adults for support. They have an appropriate voice on the affairs of the school through the recently formed school council.
108. The management and monitoring of attendance and behaviour are good. The school is pro-active in informing parents of the importance of regular attendance by their children and encouraging them not to take their holidays during term time. The school is aiming to maintain an attendance percentage of 96%. Pupils' behaviour is good. This is due to a clear and comprehensive policy about behaviour and bullying issues. Parents in the pre-inspection meeting confirm that any incidents of bullying which may arise are dealt with promptly and appropriately. There was however some low-level disruptive behaviour by a small minority of pupils from time to time, during teacher presentations.
109. There are clear policies and procedures with regard to health and safety. Pupils are supervised well during break times, lunchtime and when leaving the school. Careful risk assessments are undertaken before taking pupils on visits. All members of staff hold current first-aid qualifications. There are appropriate arrangements to care for children who are unwell, for the recording of accidents and for informing parents.

110. The school has good procedures for the protection of children. The headteacher is the person responsible and all members of staff understand well the process to follow should there be a need.
111. The school has effective measures for identifying pupils with additional learning needs at an early age. Concerns which may be expressed by the teacher lead to diagnostic tests, and the information which results is used to decide whether pupils need extra support. Parents are informed immediately and the school's arrangements are shared with them.
112. Provision for pupils with SEN is good. All pupils are integrated into mainstream classes, and are withdrawn for support by the part-time support teacher in literacy, individually or in small groups. The support teacher also delivers Popat sessions to the lower key stage 2 pupils once a week. The headteacher is also the special needs co-ordinator (SENCO) and manages the administration of provision effectively. At present, 39% of pupils are on the SEN register, two of whom have statements of SEN, and a further two are currently being assessed for statementing. No pupils have NC disapplication. All documentation complies with the SEN Code of Practice.
113. The support teacher ensures that pupils on the SEN register make good progress, through the provision of individual education plans (IEPs). These set short term targets, outline strategies for teaching and learning, list resources which are needed and set a date for review at the end of each term. Pupils with a statement of SEN have a formal review annually, to which representatives of outside agencies such as the educational psychologist and the speech and language therapist are invited. Parents are informed of the targets in their children's IEPs and can contribute to the review procedure. The link governor for SEN takes an active interest in the school's provision.
114. Pupils with a statement of SEN receive a high level of in class support from a learning support assistant. The school is aware of the need to develop a better level of differentiation of work to support SEN pupils in class, and also to plan work which will provide an appropriate level of challenge to more able pupils. At present individual pupils may change years for the teaching of some subjects.
115. Policies for sex education and equal opportunities are in place, and all staff are aware of them. The school promotes equal opportunities for all pupils, and pupils confirm that they feel that they are fairly treated by all staff. Boys and girls are treated equally, and have equal opportunities in sports activities. The school promotes good race relations and succeeds well in developing pupils' understanding of other cultures in the religious education curriculum and in assemblies. It is a happy and inclusive community where the importance of kindness and working together are significantly good features.
116. Although there are no pupils with physical disabilities on the school's roll at the moment, the school's policies and practices foster positive attitudes amongst the pupils on this issue. The school's building is currently not fully adapted for pupils with physical disabilities. The school encourages and supports pupils' understanding of different cultures, faiths and traditions.

## Leadership and management

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

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

117. The inspection team agreed with the judgement given by the school in the self-evaluation report.
118. The school's well-understood ethos, aims, targets and shared values ensure a good foundation for improvement and promotion of equality for all which are reflected well in its life and work.
119. The headteacher provides appropriate strategic direction for the future and subject leaders perform a wide range of curricular responsibilities well. They work together effectively to create an atmosphere which is positive, industrious and happy to ensure that all pupils, regardless of background, are fully included in all aspects of the school's life and work.
120. Co-ordinators play an increasingly effective role in tracking the standards being achieved in their subjects through monitoring pupils' work. There are good arrangements, linked appropriately to realistic targets set out in the SDP, for identifying individual and whole-school training and development needs of staff, improving standards and the quality of provision.
121. The school council helps to provide pupils with a strong sense of citizenship and responsibility.
122. The school takes appropriate account of WAG priorities and local partnerships with the local cluster group to benefit pupils' overall progress. Performance management procedures are followed appropriately by the headteacher and subject leaders to promote their professional development, but the school is aware that limited formal monitoring of teaching takes place to identify and share good practice, to improve teaching performance. The headteacher has a substantial teaching commitment, which enables other teachers to have appropriate time to use PPA time effectively.
123. The governing body has a close involvement in the life of the school and in agreeing priorities for the future. It ensures important statutory requirements are met and is well-informed about the school's performance and progress through regular reports from the headteacher and taking on a monitoring role of a subject. It recognises developing its role as important and, to this end, attends a wide range of relevant governor training courses provided by the LEA.
124. It is effective in supporting the well-being of the school by its prudent monitoring of the quality of its provision. It is increasingly involved and active in setting the school's strategic development.

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

**Grade 3: Good features outweigh shortcomings**

125. The inspection team disagreed with the Grade 2 judgement made by the school in the self-evaluation report. Good features such as the comprehensive SDP outweigh shortcomings in the development of the self-evaluation process.
126. The headteacher, governors and staff are committed to maintaining and improving standards and are well informed about the performance of the areas for which they are responsible. The school's new self-evaluation process, introduced this academic year, begins to draw appropriately on available evidence to evaluate the school's strengths and weaknesses and the areas which need improving, but this is insufficiently developed.
127. A culture of systematic self-evaluation is being established, but arrangements are not always comprehensive and based on first-hand evidence. The school's recently produced self-evaluation report enables the leadership to match its progress passably against a range of generic criteria. These criteria, however, are insufficiently related to specific features of supporting first-hand evidence and a detailed analysis of all aspects of school life. It is not clear in the self-evaluation report, how the school identifies and determines what has already been achieved and its priorities for further development.
128. The school is currently in the process of analysing detailed LEA data on pupils' performance in order to provide clear evidence for the next self-evaluation report to identify appropriate priorities and actions to bring about improvement.
129. The school has informal arrangements for gathering pupils' opinions through the school council and informative open meetings are held with parents to keep them updated about school initiatives and encourage an exchange of views. However, there are no formal, effective arrangements to take account of their views, as well as those of staff and representatives of the local community, in the self-evaluation report.
130. The SDP is comprehensive and contains details of the priorities and targets for the school year 2006/07, together with appropriately time-related and measurable criteria. School co-ordinators have high expectations and a good feature is they are all involved in the process of school review and the development and monitoring of whole-school priorities, as set out in the SDP.
131. The governing body and headteacher provide adequate resources to ensure objectives are met, as indicated in the SDP and they, alongside parents and the community, have been very effective in raising considerable funds to improve the fabric of the outside accommodation, such as play and climbing areas for pupils.
132. Some of the key issues identified in the last report have been addressed well. The school has been effective in improving standards in information technology and speaking skills, but there is limited extended writing in both languages. There was evidence of improvement in independent learning in both key stages, but there is still more scope to present more stimulating tasks to raise expectations in key stage 2. Arrangements for promoting good behaviour are understood by the

majority of pupils and parents and the governing body's annual report to parents conforms fully to the statutory requirements.

133. The inspection team agreed with the judgements made by the school in six out of the seven key questions. Where there was a difference of opinion in key question 6, the inspection team awarded a lower grade due to the early stage of development in the self-evaluation process.
134. The inspectors agree with the targets set by the school in its SDP, for example, identifying and raising standards in aspects of the school curriculum and in the monitoring of teaching and learning, but the self-evaluation process does not identify nor prioritise other important areas for improvement.

#### **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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135. The inspection team agreed with the judgement given by the school in the self-evaluation report. Generally the provision and use of resources are good.
136. There is a good ratio of teaching staff to pupils. Teachers are suitably qualified and deployed to teach every aspect of the curriculum and they attend a good range of training courses to develop their professional expertise and update their knowledge and skills.
137. Responsibilities for curricular subjects are fairly divided, though of necessity since Penllwyn is a small school, each member of staff carries many responsibilities. Teachers use their PPA time appropriately and find it valuable. The headteacher has the responsibility for a class and is also the SENCO.
138. Effective use is made of the part-time support teacher to work with pupils with SEN. The one LSA is deployed to support pupils with a statement of SEN and she is currently receiving appropriate additional training. There is little classroom support for the mixed-age class of under-fives and key stage 1 pupils, which is a significant shortcoming due to the wide range of pupils in one area.
139. The cook who prepares and serves dinners has a good influence on the day-to-day routines of school, and the cleaner makes sure that the school premises are clean and tidy.
140. The school has enough resources for every age and subject, and purchases are in line with school priorities. The quality of the resources is good on the whole and effective use is made of them in lessons. The library has enough fiction and reference books, apart for those for design and technology and physical education. The two interactive whiteboards, which have been placed in two classrooms, are used very effectively by staff and pupils, but the location of the third whiteboard in the hall does not enable learners in the cabin to have appropriate access to it. The physical education resources and large play-ground equipment for the under fives and key stage 1 pupils are stored in such a way as to make them inappropriately accessible to staff and pupils.
141. The internal accommodation is in good overall condition, but outdated features of the original construction, such as old blackboards, remain as well as some old furniture and artefacts. The classrooms in the main building and in the temporary cabin are of an adequate size for the number of pupils. The hall is used

purposefully for assembly, music lessons, gymnastics and for serving dinners. The well-used library is stored in a classroom, which is also used as a staff room.

142. A large outside play and games area includes a yard, which is marked appropriately for formal games, and a large playing field. There are two outstanding play areas with large equipment, one for the key stage 1 pupils and one for the key stage 2 pupils. Plants and seats make the outdoor environment attractive. However, a soft-play area, needed for the delivery of the foundation stage in 2008, has not yet been developed for the under-fives.
143. There are appropriate ramps for pupils with physical difficulties to access the main building, but the cabin has steps at both entrances. There are no longer toilet facilities adapted for such pupils. Pupils and staff normally have to climb through a restricted aperture in a wooden sliding screen to gain entrance to the nursery and key stage 1 class.
144. The headteacher and the governing body manage the school budget effectively and monitor spending regularly. The governors take appropriate responsibility for financial management of the school and, overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Welsh first language**

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

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

#### **Good features**

145. The majority of young pupils acquire language skills quickly. Those in key stage 1 demonstrate a good variety of language patterns and idioms, which they use confidently with the teacher and with each other. They reach consistently good and sometimes outstanding standards.
146. In class discussions in both key stages, pupils speak clearly and correctly when they respond to teachers' questions and ask questions of their own. They have a good vocabulary, and can speculate, for example, who are the owners of the articles, which emerge from the mysterious box. The sentence patterns, which they suggest for a letter to be written by the class, are correct and varied.
147. Key stage 1 pupils use a number of strategies to master reading skills. Most pupils can decipher and build up words confidently, both in reading aloud in class, and with their own reading books. The most able can retell the story and suggest how it will develop.
148. Pupils in key stage 1 develop good writing skills. They begin sentences in different ways, and use the correct form of the verb. Spelling improves accurately as they move through the key stage. There is a good variety of independent writing for different purposes and for different audiences.
149. Key stage 2, pupils' oral skills are good on the whole and most pupils can recall relevant vocabulary.
150. In key stage 2 the more able readers can read confidently and with expression. They have good decoding strategies and can make a sensible attempt at

unfamiliar words. They can retell the story, and predict how it will develop, and can talk about their favourite character. They have a good understanding of the conventions of books.

151. Pupils' writing skills in key stage 2 are generally good within certain parameters. They can write brief book reviews, plan and write a story, and compose a dialogue between two characters.
152. They demonstrate a good grasp of soft and hard mutations, and can ask and answer questions correctly. Spelling and punctuation are increasingly correct in the case of most pupils. They can devise interesting similes, and write short descriptions of people and places. Pupils are adept at using dictionaries.

### **Shortcomings**

153. Pupils' listening skills are not consistently developed across both key stages.
154. The writing of pupils in key stage 2 for a variety of purposes and audiences is limited and there are few examples of extended writing.
155. Higher reading skills are insufficiently developed in most pupils in key stage 2.

<b>English</b>
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### **Key Stage 2: Grade 3 - Good features outweigh shortcomings**

#### **Good features**

156. The majority of pupils in key stage 2 make good progress in speaking. Overall, the older pupils participate well in discussion with other children and adults, ask searching questions and express valid opinions. They communicate confidently in group discussions, develop a broad vocabulary and speak at length in different contexts.
157. Key stage 2 pupils read a variety of texts at a level appropriate to their ability. They discuss books and authors, such as 'Danny the Champion of the World' by Roald Dahl, expressing preferences and drawing attention to exciting events and the features of different characters. They can identify the title of the book, its illustrator and its author and make a reasoned prediction of the story from the cover picture. They distinguish between fact and fiction. More able pupils are able to use inference and deduction.
158. Early in key stage 2, pupils have a sound understanding of different genres in writing, such as poetry. They can identify the title of a book, its illustrator and its author and make a reasoned prediction of the story from the cover picture.
159. As they progress later on in key stage 2, pupils generally develop their understanding and recognition of adjectives by looking how they are used by an author to develop interest in sentences. A few pupils succeed in writing good and extended creative work and make use of adjectives and comparisons that give colour and expression to their writing.
160. Younger pupils in key stage 2 make good efforts to write with increasing understanding of the structure of simple sentences. Pupils are aware of the correct use of quotation marks and full stops and are able to use the dictionary appropriately.

161. By the end of key stage 2, pupils write well for different purposes. For example, when writing letters about a visit to Castell Henllys, pupils offer and write a range of interesting adverbs, express enjoyment and feelings in their descriptive accounts and prepare appropriate lists of characteristics to write a short autobiography of Roahl Dahl's life.

### **Shortcomings**

162. A small minority of key stage 2 pupils are more intent on calling out an inappropriate view than listening carefully to others.
163. Pupils in key stage 2 have a limited range of appropriate techniques to cope with reading unfamiliar words.
164. Key stage 2 pupils make insufficient use of planning, drafting and editing in their creative writing and word-processing, to improve and organise their work; in written work they are often over-reliant on worksheets.
165. A significant number of pupils in key stage 2 do not write at sufficient length in their English work. They are often unable to develop themes or ideas, within a reasonable time to a satisfactory conclusion, to write with fluency and confidence.

### **Information technology**

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

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

#### **Good features**

166. A very good feature in key stage 1 is the consistent and effective way pupils use information technology to support and enhance their work in the wider curriculum. They often work confidently, independently with little assistance and explain accurately what they are doing.
167. Pupils in key stage 1 use a paint program effectively to create symmetrical patterns, including those of colourful butterfly wings.
168. Key stage 1 pupils collect data about their friends' feelings and represent them effectively in appropriate graphical form on the computer.
169. Pupils in key stage 1 show good understanding of keyboard skills and how to use a mouse to access a range of software. They type confidently and use different fonts and colours effectively where appropriate.
170. Key stage 1 pupils create a variety of three-dimensional shapes on the computer. They fill in their various surfaces with different colours and label them using text.
171. Pupils in key stage 1 use a wide range of ICT-based models to try things out and explore features of real and imaginary situations. For example, they use a mouse to move items of clothing displayed on the screen to dress a teddy bear.
172. Groups of pupils in key stage 1 use an audio/picture program on the interactive whiteboard effectively to illustrate a scene, for example from the Easter story, which they describe with a sentence. They record their reading of the sentence then play it back confidently.
173. Pupils in key stage 1 use a programmable device well to enable them to learn to control events that produce a variety of outcomes in terms of direction and distance.

174. In key stage 2, younger pupils collate a database of features found in their houses, such as doors and chimneys, represent them in graphical form and interpret the results.
175. Older pupils in key stage 2 photograph activities, such as a visit to Castell Henllys on a digital camera, then download them into a computer to create a simple multi-media presentation which they narrate confidently.
176. Pupils in key stage 2 use a digital thermometer effectively in the curriculum to measure indoor and outdoor temperatures and that of boiling and freezing water.
177. Key stage 2 pupils use spreadsheets on the computer to ascertain the most advantageous way they would like to be paid pocket money.
178. Pupils in key stage 2 use the Internet confidently to research and collect data for some areas of the curriculum.
179. Pupils in key stage 2 produce good art work using computer software.

### **Shortcomings**

180. Pupils in key stage 2 have limited knowledge and skills in modelling work where they explore the effect of variables in simulations and outcomes of different decisions they make.
181. In key stage 2 pupils are not yet sufficiently proficient across a wide range of applications; they do not develop their word processing and graphic skills adequately in order to improve their presentation of work across the curriculum.
182. Apart from a significant minority of older pupils in key stage 2, pupils make limited use of data handling and other programs in their work in mathematics and science.
183. A significant number of pupils in key stage 2 are uncertain of basic editing techniques such as altering the style of the size of font, cutting and pasting, running a spell check and importing graphics.

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

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

### **Good features**

184. Key stage 1 pupils show an increasing knowledge of their local area, and of a foreign country such as Botswana. They begin to use correct geographical terms, and understand the purpose of a grid. They have a good grasp of how to use co-ordinates to locate places and objects on a map.
185. Pupils in key stage 1 can follow a journey around their village on a sketch map, and observe and photograph different kinds of buildings. When looking at a plan of Nia's classroom, they understand how to link the shape of an object as observed from above, with its real appearance.
186. In their study of Kabo's diary, key stage 1 pupils increase their understanding of village life in Botswana, and compare it with their life in Penllwyn.
187. Key stage 1 pupils can locate Cardiff on a map of Wales, and Wales on a map of Britain. They show an increasing understanding of main compass points.

188. Key stage 2 pupils can identify the individual countries on a map of the United Kingdom. They can identify some countries on a map of Europe, and link them with their respective flags. From their work with the Stepping Stones project, they show understanding of some of the differences between Britain and Austria, Ireland and Denmark.
189. Pupils in key stage 2 make good use of ICT to enhance their understanding of map work.
190. Key stage 2 pupils develop skills in using maps of different scales and atlases to interpret findings. They can measure distances correctly between cities across Europe.
191. Pupils in key stage 2 can interpret data from the 1891 census of their local area and compare it with that from the 1991 census. They can make a survey of buildings in nearby towns and villages, and compare the local grocer's shop with the supermarket.

### **Shortcomings**

192. Pupils' understanding of the processes in physical and human geography is limited in key stage 2.
193. Pupils in key stage 2 have limited knowledge of environmental issues, and the effect of social, economic and political aspects on peoples' values.

<b>Art</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**

194. Key stage 1 pupils record man-made objects such as a willow-pattern plate, and those from the natural world such as a butterfly well. They experiment confidently with a variety of materials and equipment, such as paint, crayons and different pencils.
195. Pupils in key stage 1 print a series of attractive patterns and create composite pictures with fruit and vegetable prints. They etch self-portraits carefully into polystyrene and make good mono-prints using paint. They use silk-screen printing techniques imaginatively to decorate fabric with attractive images.
196. In key stage 1, pupils use ICT software effectively to produce images of good quality, such as a butterfly with symmetrical wings.
197. They show good understanding of colour, shape, line and pattern in making whorled collages of small pebbles from the beach as a home for an imaginary sea creature.
198. In key stage 2, pupils are beginning to use sketchbooks to collect ideas and images which they can develop further in their art work.
199. Key stage 2 pupils study carefully the pictures of famous world artists such as Paul Klee and Turner, and succeed in experimenting thoughtfully with the styles and techniques in their own pictures. They can create a cityscape in the style of Klee, imitating his use of shape, line and colour. They transfer their understanding

of that style to use ICT skills appropriately to create a cityscape. Similarly they experiment well with paint in creating their own landscapes in the style of Turner.

200. Pupils in key stage 2 demonstrate a good understanding of colour, texture and line in producing Celtic patterns in different shades. They develop their knowledge of contrasting colour and symmetrical patterns effectively through creating individual paper collages of tiles.
201. Key stage 2 pupils succeed well in using different techniques to make jugs from clay. They make choices of patterns and colours in decorating and glazing them. They show good understanding of the properties of different materials in making three-dimensional junk models.

### **Shortcomings**

202. There are no important shortcomings, but in both key stages pupils' knowledge and appreciation of Welsh artists and those of other cultures are limited.

<b>Music</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**

203. Singing by pupils in both key stages is good. They recall and sing an expanding range of unison and part songs, with increasing control of breathing, dynamics pitch and duration. For example, they maintain their part well as members of a group in a part song and reach high and low notes, in tune.
204. Key stage 1 pupils sing and have a good recall of a wide range of songs learnt previously, including Welsh songs and begin to appreciate the effectiveness of appropriate dynamics by varying the tempo and sound.
205. Younger pupils in key stage 1 listen carefully and clap accurately, a variety of simple and complex rhythms. They progress well to reading and singing a variety of rhythms from a graphical representation. They demonstrate good control of posture, diction and pitch when singing syncopated notes and short musical phrases from tonic Sol-fa. They are aware of light and shade in performing, use silence to good effect and make good efforts to keep a consistent beat.
206. Pupils in key stage 2 use a wide a range of sound sources such as tuned and untuned percussion instruments to create a sound story. They record their compositions appropriately on Blob Grids. The originality, uniqueness and variety of their group compositions and constructive appraisal of their performances are often good.
207. Key stage 2 pupils perform accompaniments on a widening range of untuned and tuned percussion instruments using appropriate playing techniques and increasing dexterity and control of sound.
208. Pupils in key stage 2 have a good general musical knowledge, including identifying a range of wind instruments. They are able to explain the difference between them.
209. Interested pupils in the school are given opportunities for instrumental tuition in violin through the services of a peripatetic teacher. These pupils are progressing

well; their competence and growing ability to read music helps raise overall standards in the school.

### **Shortcomings**

210. There are no major shortcomings, but on occasions a few pupils are passive members of musical groups in lessons which limit their musical development.

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

The school was invited to provide a response to the inspection report but in this case, declined to do so.

## Appendix 1

### Basic information about the school

Name of school	Penllwyn Community Primary School
School type	Primary
Age-range of pupils	4 - 11
Address of school	Capel Bangor Aberystwyth Ceredigion
Postcode	SY23 3LP
Telephone number	01970 880277

Headteacher	Mrs Jane Christine Charlton
Date of appointment	September 1993
Chair of governors	Mr Fred Williams
Registered inspector	Mr Phillip Edwards
Dates of inspection	12 - 14 March 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	-	5	4	8	5	7	9	3	41

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1.16

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of School
Spring 2006	89	95
Summer 2006	88	94
Autumn 2006	99	96

Percentage of pupils entitled to free school meals	7.9%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results

##### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	3
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As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included

#### National Curriculum Assessment Results

##### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	3
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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

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

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

Ten questionnaires were completed by parents and analysed carefully; 88% of responses were positive.

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

School documentation and samples of pupils' work were examined.

Forty-five lessons or sessions were observed.

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

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

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

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the headteacher, staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 5 and 6 Contributions to Key Questions 2, 3, 4 and 7 English (KS2), information technology and music
Mrs Rhiannon Harris Team Inspector	Key Questions 2, 3, 4 and 7 Welsh, geography and art
Mrs Janice Davies Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Jane Christine Charlton Headteacher and Nominee	Contribution to team meetings

### *Acknowledgement*

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