

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

A Report on the Quality of Education in

**Capel Seion Primary School
Capel Seion
Aberystwyth
Ceredigion
SY23 4ED**

School Number: 6672301

Date of Inspection: 19 May 2008

by

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Capel Seion Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Capel Seion Primary School took place between 19/05/08 and 21/05/08. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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. Capel Seion Primary School is a community primary school that is maintained by Ceredigion Unitary Authority (UA). It is located some four miles to the east of the town of Aberystwyth. It serves the village and the surrounding rural area.
2. There are 18 pupils between 4-11 years of age on roll. Pupils are admitted to the school on a full-time basis at the beginning of the term following their fourth birthday. The number of pupils on roll has remained fairly constant over recent years.
3. The school is of the view that its natural catchment area is neither prosperous nor economically disadvantaged. Eleven per cent of pupils are entitled to receive free school meals; this figure is lower than national and county averages.
4. Pupils are accepted from across the full range of ability. There are four (22%) pupils identified by the school as having additional learning needs (ALN). This percentage is higher than the national and county averages. No pupil has a statement of special educational needs (SEN).
5. Welsh is the main medium of the life and work of the school and also the main language spoken in the homes of 50% of the pupils. The school has been designated a category 'A' school by the UA, which means that Welsh is the main medium of teaching, but with the aim of ensuring that pupils are fluent in both Welsh and English by the time they transfer to the secondary school.
6. The school has received the Basic Skills Agency's Quality Mark accreditation for the second time.
7. The current headteacher was appointed to her post in September 1972. The school was last inspected in May 2002. During the inspection, a supply teacher taught one class.

The school's priorities and targets

8. The school's main aim is to create a warm family atmosphere where each child is respected as an individual.
9. The school's main priorities and targets for 2008 include:
 - to continue to raise standards further;
 - to continue to prepare for the Foundation Phase;
 - to prepare for the introduction of curriculum 2008;
 - to review the assessment process;
 - to develop the provision for personal and social education (PSE) and
 - to increase the supply of learning resources.

Summary

10. This is a school that succeeds in creating a caring and supporting environment for its pupils that effectively promotes their learning and their development. Since the last inspection, the school has maintained the very good standards and improved standards further in many of the subjects inspected.
11. The self-evaluation report written by the headteacher, the governing body and the teachers prior to the inspection, is clear and concise. The inspection team agreed with the school's judgements in five of the seven key questions, awarding a lower grade in two key questions where shortcomings were identified.

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 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
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

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	78%	0%	0%	0%

13. The school satisfies the Welsh Assembly Government's (WAG) targets for 2010, for the quality of teaching assessed by Estyn to be Grade 3 or better in 98% of classes. The figures are also higher than the national figures published in the Chief Inspectors latest Annual Report for 2006-07, which states that standards are Grade 1 or Grade 2 overall in 80% of the lessons inspected. These figures are also higher than the 10% judged to be a Grade 1.

The early years

14. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The range and nature of the practical learning experiences provided for the children across the areas of learning are limited.

Grades for standards in subjects inspected

15. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	N/a	Grade 1
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

16. Overall, the education provided by the school satisfies the range and needs of pupils effectively. Pupils, including those with ALN, make good progress in their learning.
17. Over the years, results of baseline assessments show that children's attainment on entry to the school is good. They make constant progress and achieve good standards in the key skills of listening, speaking, reading, early writing and numeracy skills and in using information and communications technology skills (ICT).
18. In both key stages, there are good features in pupils' standards and progress in using their key literacy, numeracy and ICT skills across the curriculum. Pupils use these skills appropriately in undertaking a wide range of tasks and the best work is of a good standard. Even so, pupils do not develop and extend their skills progressively in their work across the curriculum.
19. Pupils' standards of bilingual competence show outstanding progress. By the end of key stage 2, pupils, almost without exception, are competent in both English and Welsh.
20. In National Curriculum (NC) assessments in 2007, each pupil in both key stages succeeded in attaining the expected levels and there is no significant difference between the performance of boys and girls. During the last three years, the number of pupils assessed at the end of both key stages has been lower than five in most years and as a result national and county comparisons are not always valid. Overall, however, the school's performance exceeds the county and national performance.
21. Pupils make outstanding progress in their personal and social skills. They are full of motivation and work productively in lessons concentrating on their tasks over extended periods. They make good progress towards achieving their potential.
22. In the best practice, pupils make good progress in their ability to work independently and to take responsibility for their own work. In key stage 2, for example, older pupils can confidently organise their own work, solve problems and make decisions. Overall, pupils do not develop the skills of working independently sufficiently. Pupils show good development in their creative skills across the school.
23. Pupils' spiritual, moral, social and cultural development is good. They show respect for the environment, adults and their peers. They have a good

awareness of equal opportunity issues; they are aware of those less fortunate than themselves and respect other cultural and social traditions.

24. At an appropriate level, pupils are aware of their individual targets. Older pupils can discuss the particular strengths and weaknesses in their work and know well what they need to do next in order to improve the quality of their work.
25. Pupils' behaviour is outstanding. This is obvious during the collective worship sessions, at meal times and in the way they move around the school in an orderly way. They have a clear understanding of what is expected of them.
26. Attendance levels are very good. The school's attendance percentage over the three terms prior to the inspection was 98%, which is higher than national and local percentages. Pupils attend school regularly and are punctual in the morning. Registration procedures conform to current requirements.
27. Pupils' knowledge of community life in their area is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good awareness of the world of work in their area.

Quality of education and training

Grades for teaching

28. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

29. The school satisfies WAG targets for 2010, that the quality of teaching assessed by Estyn is Grade 2 or better in 80% of classes. These figures also correspond to the national findings as reported in the Chief Inspector's Annual Report for 2006-17, that states that the quality of teaching was Grade 1 or Grade 2 overall, in 80% of lessons inspected. However, they are lower than the 14% judged to be a Grade 1.
30. The good features in the teaching include high expectations with regard to the development of the basic skills, thorough direct teaching and effective interaction between teachers and pupils. Where there are shortcomings in the teaching, there are long presentations at the beginning of lessons and the tasks provided do not always match the age range and learning needs of pupils.
31. Good features in the assessment procedures outweigh the shortcomings. The school has an extensive range of procedures for assessing and recording pupils' progress. Even so, teachers do not always use the information gained sufficiently to plan further teaching and learning. In the best practice, the annual reports on pupils' progress are of a good quality and include useful information for parents on their children's progress in each subject.
32. The curriculum satisfies the requirements of the NC and religious education and reflects the main aims of the school. Pupils' learning is enriched effectively by a variety of educational visits and partnerships with the community and other agencies. Nevertheless, some important shortcomings were identified relating to aspects of the planning of the extended curriculum for pupils.
33. A good feature of the provision is the emphasis on developing pupils' basic skills and the school has gained the Basic Skills Quality mark for the second time.

Nevertheless, there is insufficient planning to ensure that pupils' literacy, numeracy and ICT skills are progressively developed in their work across the curriculum.

34. Pupils' spiritual, moral, social and cultural development is promoted successfully. Collective worship sessions contribute well to pupils' spiritual development and their understanding of moral issues. Pupils receive good opportunities to undertake responsibilities at the school.
35. This school has a very strong Welsh ethos. The planning and provision to promote pupils' bilingual skills is an outstanding feature. The school also places appropriate emphasis on developing pupils' understanding of Welsh culture and the heritage of Wales.
36. Partnerships with parents are very good. Parents are very supportive of the school and express high levels of satisfaction with the education their children receive. They contribute generously towards improving the supply of resources at the school. Partnerships with the community and with other schools and agencies are also good.
37. There are good features in the quality of the pastoral care, support and guidance offered to pupils. This is an inclusive school that gives good attention to pupils' well-being. There are clear policies and procedures relating to health and safety, including fire prevention and first aid. Supervision during break times is good and risk assessments are undertaken before trips and visits. There is an appropriate policy for child protection and staff are aware of the guidance in the policy. A healthy lifestyle and good eating habits are promoted appropriately.
38. There are good features in the provision for pupils with ALN and it fully conforms to the requirements of the Code of Practice. Teachers and staff know pupils very well and this is a strength of the school. Pupils with ALN are fully included in the life and work of the school and make good progress.

Leadership and management

39. The school is well lead from day-to-day by an experienced headteacher. The staff, governors and parents are aware of her strong values and these are well reflected in the work of the school. The school succeeds in achieving its main priorities, which are to ensure high standards in pupils' basic skills and to develop their personal and social skills.
40. The school development plan (SDP) sets realistic objectives and targets based on the school's needs. The budget is managed carefully and spending corresponds closely to the school's targets. The school makes good progress towards achieving its main targets.
41. The headteacher, staff and governors are committed to improving standards and a constructive monitoring programme has been drawn up that provides useful information on the quality of the provision. Nevertheless, the monitoring of pupils' standards of achievement is not a consistent feature in the programme.
42. The governing body is very supportive of the school and makes a full contribution to its life and work. Members have a good awareness of the school's current needs and contribute effectively to the strategic planning process. Even so, the role of monitoring the quality of provision and pupils' standards of achievement has not been sufficiently developed. Overall, appropriate attention is paid to statutory

requirements in school documentation. However, the content of the latest governors' report to parents does not meet current requirements.

43. Appropriate attention has been given to key issues identified in the previous report. The school has responded appropriately to the need to develop the self-evaluation procedures, and also to the need to structure the SDP giving more attention to raising standards. The need to ensure more practical experiences for the under-fives remains.
44. Resources are managed and used well. There are sufficient experienced teachers with the appropriate qualifications to fulfil the school's work. On the whole, there is a sufficient supply of learning resources; they are used effectively to facilitate the teaching and learning. The need to increase the supply of large learning equipment for the under fives remains.
45. Good features outweigh shortcomings in relation to the site and accommodation. Full use is made of the building and facilities. Nevertheless, space within the building is limited.
46. The headteacher and governing body regularly review and monitor spending, enabling the school to provide good value for money.

Recommendations

In order to develop further, the school needs to:

- R1 strengthen whole-school curriculum planning and assessment in order to extend pupils' learning experiences;
- R2 extend and structure further the practical experiences for children under five across the six areas of learning;
- R3 further develop the self-assessment procedures and increase the role of the governing body in the process;
- R4 ensure that the content of the governors' annual report to parents fully meets current requirements.

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

47. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
48. In the lessons observed, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	22%	78%	0%	0%	0%

49. The school satisfies WAG targets for 2010, for the quality of teaching assessed by Estyn to be Grade 3 or better in 98% of classes. The figures are also higher than the national figures published in the Chief Inspectors latest Annual Report for 2006-07, which state that standards are Grade 1 or Grade 2 overall in 80% of the lessons inspected. These figures are also higher than the 10% judged to be a Grade 1.

The early years

50. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The range and nature of the practical learning experiences provided for the children across the areas of learning are limited.

Grades for standards in subjects inspected

51. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	N/a	Grade 1
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 1
Design technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

52. In the subjects inspected, pupils make good progress in attaining their potential, and achieve the agreed learning goals. Pupils with ALN make good progress in line with their targets.
53. Over the years, the results of baseline assessments show that children's range of ability on entry to the school is good. Children's standards and progress in the key skills of listening, speaking, reading, early writing, numeracy and in using ICT are good.
54. In both key stages, there are good features in pupils' standards and progress in their literacy, numeracy and ICT skills across the curriculum. Nevertheless, they do not develop and improve their skills, especially their Welsh literacy skills and their numeracy skills, progressively across the curriculum.
55. In both key stages, pupils make appropriate use of their speaking and listening, reading and writing skills in Welsh across the curriculum. The majority of pupils speak clearly and confidently and use an extended vocabulary with understanding. They use their reading and writing skills appropriately to gather information and to record their work across the subjects. In both key stages, pupils make appropriate use of their numeracy skills in aspects of their work across the subjects.
56. Pupils make good progress in their use of their ICT skills. In key stage 2 especially, pupils use a range of software confidently for different purposes in other subjects such as English, history and science. Standards are good.
57. In key stage 2, pupils' skills in English across the curriculum are good.
58. In the NC assessments in 2007, each pupil in both key stages succeeded in attaining the expected levels. There is no significant difference between the performance of boys and girls. During the last three years, the number of pupils

assessed at the end of both key stages has been lower than five in most years and as a result national and county comparisons are not always valid. Overall, however, the school's performance exceeds the county and national performance.

59. A pleasing feature of school life is pupils' positive attitudes towards learning, their interest in their work and their ability to concentrate. There is a work ethos here and pupils respond enthusiastically in class.
60. Pupils demonstrate outstanding progress in developing their personal and social skills and in their ability to collaborate. Pupils of all ages work together effectively in pairs and in groups.
61. In the best practice, there is good progress in pupils' research and problem-solving skills. This is evident in aspects of their work in mathematics and information technology in both key stages. Pupils also show good development in their creative skills in subjects such as music and physical education.
62. In the best practice, pupils take responsibility for aspects of their learning, organising their own work effectively. In key stage 2, for example, older pupils can confidently organise their own work, solve problems and make decisions in subjects such as design and technology and in using their ICT skills. Overall, pupils do not develop the skills of working independently sufficiently.
63. The bilingual proficiency of the children under five and pupils in both key stages is very good and an outstanding feature. By the end of key stage 2, pupils, almost without exception, can communicate easily both orally and in writing in English and Welsh.
64. At an appropriate level, pupils are aware of their individual targets. Older pupils can discuss the particular strengths and weaknesses in their work and know well what they need to do next in order to improve the quality of their work. The practice of including the older pupils in the target-setting process contributes well to the development of their ability to evaluate their own work.
65. Pupils' spiritual, moral, social and cultural development is good. At an appropriate level, they show concern and empathy for others. They are aware of the importance of fairness, social justice and equal opportunities.
66. There is good progress in pupils' cultural development as they become involved in Urdd activities and as they learn about famous Welsh people in subjects such as art, music and history. Pupils are familiar with some other traditions and cultures through their studies across the curriculum.
67. Pupils have a variety of responsibilities in the life of the school, such as helping in the classroom and being monitors. Membership of the school council enables pupils to nurture valuable social skills and effectively promotes their knowledge of citizenship.
68. The older pupils' general knowledge of environmental and sustainability issues is good. At an appropriate level, all pupils demonstrate a sense of ownership of the school and its environment and a responsibility for them.
69. Pupils' behaviour is outstanding. They are polite with staff and welcoming to visitors. Pupils of all ages play together happily. They move from one activity to another in an orderly way and understand and respect the school's high expectations.

70. Pupils have a good knowledge of community life in their area and contribute to local events. Through visits and the contribution of visitors who come to the school, pupils have a good awareness of the world of work in their area. Their entrepreneurial skills, however, are limited.
71. Attendance levels are very good. The school's average attendance over the three terms prior to the inspection was 98%. This is higher than national and local percentages for pupils of primary school age. Pupils arrive at the school punctually and the daily timetable operates smoothly. Registration procedures conform to current requirements.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

73. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

74. The school satisfies WAG targets for 2010, that the quality of teaching assessed by Estyn is Grade 3 or better in 98% of classes. These figures also correspond to the national findings as reported in the Chief Inspector's Annual Report for 2006-17, that states that the quality of teaching was Grade 1 or Grade 2 overall in 80% of lessons inspected but are lower than the 14% judged to be a Grade 1.
75. Teachers have an appropriate knowledge of the NC, religious education and the Desirable Outcomes for Children's Learning. An effort is made to ensure further training on aspects of curricular planning and this is reflected in the process of planning and preparation of lessons. Teachers use a range of resources that are appropriate for the activities planned.
76. Teachers work together effectively to provide good support for pupils. They create a positive work ethos in their classes.
77. The teaching promotes pupils' bilingual development successfully and is an outstanding feature of the teachers' work. They use a variety of appropriate strategies to extend pupils' communication skills and take advantage of appropriate opportunities to develop the Cwricwlwm Cymreig (Welsh Curriculum) within subjects.
78. Teachers successfully challenge stereotypical images and opinions and all pupils are encouraged to contribute to the full range of activities provided. Pupils' progress is carefully monitored during lessons and good support is given to individuals and groups to complete their work.
79. Lessons are planned to ensure an appropriate range of activities. In the best practice, planning ensures that tasks are appropriately matched to the learning needs of pupils of mixed age and ability. The practice is not consistent across lessons.

80. The good features in the teaching observed include:
- lessons with clear objectives that are shared with pupils;
 - effective direct teaching and good questioning;
 - good use of individual work, pair work, group work and whole-class work; and
 - full sessions at the end of lessons that offer pupils an opportunity to share their work and to reinforce their understanding.
81. The most common shortcomings in the teaching include:
- long presentations at the beginning of lessons;
 - tasks that are not matched consistently enough to pupils' learning needs, especially the children under five;
 - over-use of worksheets; and
 - over-direction of the learning.
82. Good features outweigh shortcomings in the assessment and recording of pupils' progress. There are appropriate whole-school procedures and regular testing in the core subjects that provide useful information on pupils' achievements. The assessment and recording of pupils' progress in the foundation subjects is more informal in nature.
83. Procedures for assessment and recording satisfy statutory requirements. Baseline assessment is undertaken correctly and national assessments are reported to parents at the end of both key stages. Appropriate assessment, reporting and review are undertaken of the needs of pupils with ALN.
84. The school keeps a detailed record of assessment and test results to identify individual pupils' strengths and weaknesses. Even so, there is insufficient use of the information gathered when planning teaching and learning across all abilities. There are discussions within the cluster of schools about aspects of assessment, standardising and moderating of standards in order to illustrate the levels that should be achieved.
85. Pupils' work is marked regularly and regular oral feedback is given to pupils during lessons.
86. Improvement targets are set for pupils. Pupils are actively involved in the process and through discussing and reviewing their individual targets with their teachers, older pupils begin to understand the purpose of assessment. A record is kept of the targets and they are discussed in meetings with parents. Older pupils are given regular opportunities to assess their own work in order to nurture accuracy.
87. Annual reports to parents fulfil the statutory requirements and identify pupils' achievements and skills in each subject. In the best practice, they identify targets for improvement. This practice is not consistent across the school. Parents appreciate the opportunities they receive in meetings to receive information and to discuss their children's needs and progress.

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

Grade 3: Good features and no important shortcomings

88. The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. The good features are recognised but some important shortcomings are also identified in aspects of the planning of the extended curriculum for pupils.
89. The curriculum provided is balanced and flexible and satisfies the requirements of the NC and religious education and, overall, meets learners' needs and interests. It reflects the main aims of the school, as stated clearly in the school prospectus and policies. There are appropriate policies and schemes of work in place to promote continuity and progression in the learning across the key stages.
90. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The range and nature of the practical learning experiences provided for children across the areas of learning is limited.
91. The provision for pupils with ALN is good and based on regular individual support.
92. A good feature in the provision is the emphasis on developing pupils' basic skills and the school has gained the Basic Skills Quality mark for the second time. Teachers' planning identifies opportunities for pupils to develop their key skills. Even so, the provision does not always ensure that pupils' literacy, numeracy and ICT skills are progressively developed across the school.
93. Pupils' bilingual proficiency is very successfully developed and is an outstanding feature of the provision. The curricular provision, together with the school's daily activities, promotes pupils' bilingual skills very well. Pupils also receive appropriate opportunities to develop their linguistic skills by taking part in activities such as the Urdd Eisteddfod, concerts, services and residential visits.
94. The school offers an appropriate Cwricwlwm Cymreig, involving aspects of local and Welsh history and geography, the work of local artists and musicians, and Welsh authors. Pupils' awareness and understanding of other cultures is satisfactorily promoted through their curricular studies. Even so, these aspects of the curriculum are not planned purposefully enough to ensure continuity and progression in pupils' learning experiences.
95. Pupils are offered a range of good quality experiences to support aspects of their learning and their social development. They include visits to local places of worship and places of geographical and historical interest. Opportunities are provided to participate in sports, musical tuition and residential visits. Pupils' learning experiences are enhanced through taking part in after school activities such as the Urdd Club.
96. Teachers ensure that all aspects of school life are used to develop pupils' PSE and the school responds appropriately to national guidelines. Even so, whole school planning is not sufficiently purposeful.

97. There is appropriate provision for promoting healthy eating and lifestyles. Play equipment is provided for pupils during break times and there is a fruit shop available to them during the morning break. Even so, there is no specific planning for promoting pupils' health education.
98. Appropriate learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is promoted through collective worship sessions and associated religious education lessons. Science lessons are also used to reinforce the concept of the wonder of nature. Good opportunities are provided for pupils to undertake responsibilities at the school.
99. There is effective use of guest speakers, such as members of the police force, to promote pupils' respect for the attitudes and values of other people and to develop their sense of citizenship. Pupils are encouraged to think about others and to participate in community activities and events, and to raise money for local and national charities.
100. The school makes every effort to operate in a sustainable way and pupils are included in recycling plans. Through subjects, such as science, older pupils develop a good awareness of the important principles. Even so, whole-school planning to raise pupils' awareness and understanding of sustainable development and global citizenship is under-developed.
101. The school's partnerships with parents include very good features that enrich the life and work of the school. Parents are very supportive of the school and express high levels of satisfaction with the education their children receive in a caring environment. Many of them give freely of their time to support activities and to raise money for the school. The parents have accepted the constructive home/school agreement.
102. Partnerships with primary and secondary schools in the area are effective. Joint activities are arranged, such as curriculum planning, moderating work and staff training.
103. Visits are arranged to businesses linked with current class work. Advantage is also taken of the expertise of workers in the community, such as the police, to discuss their work with pupils. Even so, there is no clear strategy for further developing pupils' understanding of the world of work. Pupils' entrepreneurial skills are limited.
104. The school succeeds in setting the foundations for lifelong learning and community regeneration through aspects such as developing pupils to be confident learners, promoting bilingual skills, developing pupils' collaborative and problem-solving skills, and the focus on the importance of community links.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
106. The school is a caring and inclusive community and all staff know their pupils very well. The school operates effective systems of care and support that permeate all aspects of its work.
107. There are sound partnerships with parents and carers and a good working relationship between the school and outside support agencies. Parents are happy with the level of consultation they have with the school. They also appreciate the guidance they receive on curricular matters in order to understand and support their children's work.
108. Transfer arrangements between schools and induction arrangements for those about to start at the school are good. Pupils settle in quickly to an inclusive community and are happy in the school. They have a positive relationship with peers and teachers within a caring ethos.
109. There are appropriate procedures in place to encourage good attendance and punctuality, to ensure that there are sufficient explanations for absence, and to follow up situations when there is a need.
110. Staff are aware of the procedures for pupils' health and well-being. Arrangements for dealing with accidents and emergencies are soundly established. Staff have received training in first aid procedures. Pupils are supervised well during break times and risk assessments are undertaken carefully before school trips and visits. There are suitable procedures in place for dealing with appeals and complaints.
111. There are appropriate policies and procedures relating to child protection, and responsibilities have been allocated to specific individuals as well as to a named governor. Staff and governors have received training in this area.
112. The school encourages and enables pupils to be healthy through promoting regular exercise and a healthy diet. Promoting a healthy lifestyle permeates aspects of the curriculum and is evident in the daily routines. The school has not committed itself to the Local Education Authority's Healthy Schools scheme.
113. Sound policies and procedures have been implemented to ensure good behaviour. Good behaviour is praised and rewarded and there are clear strategies for responding to bad behaviour, including racial discrimination, bullying and all types of harassment, should it arise.
114. The provision for pupils with ALN is good and conforms to the requirements of the current Code of Practice. There is considered support for pupils with ALN and they make good progress commensurate with their age and ability.
115. Teachers identify additional learning needs early and good quality support is provided. Individual educational plans are prepared through discussion between the ALN co-ordinator and the class teachers. Pupils' progress is monitored closely by the ALN co-ordinator.
116. The designated governor for ALN has a good understanding of the school's provision and ensures that the appropriate budget is spent on their needs.

117. Although there is no clear structure for developing PSE, it is appropriately included in aspects of the provision and in a number of lessons. Daily arrangements encourage pupils to take responsibility for their own actions and to respect the opinions of other people.
118. The school council works effectively. The opportunity to be a member of the school council is appreciated by pupils and it appropriately promotes their understanding of citizenship. It also offers good opportunities for pupils to contribute towards school decisions that affect them.
119. The school is a friendly community and its policies and practices promote equal opportunities and diversity well. The school's racial equality policy satisfies current requirements and governors are regularly informed of the latest developments. Equal opportunities are promoted in several aspects of the school's life such as sports, class activities and the individual attention offered to each pupil.
120. Pupils are taught to appreciate and respect diversity. The provision for support and guidance recognises pupils' varied backgrounds and needs. Pupils learn of the importance and the need for respect and tolerance through their curricular work and collective worship.
121. The school has a Disability Equality Scheme and an action plan that outline the curriculum provided, provides information on the overall provision and identifies plans to improve the provision further.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

119. The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. Good features are recognised but also important shortcomings have been identified. Specifically, the content of the governing body's annual report to parents does not fully meet statutory requirements and aspects of curriculum planning are insufficiently developed. As a result, the grade awarded to this question is lower than the grades awarded to key questions 1 and 7.
120. The school is well led from day-to-day by an experienced headteacher. Her leadership ensures that the school's core values are successfully promoted. Her commitment to the development and well-being of each pupil and to improving standards is known to staff, governors and parents and these are reflected clearly in the work of the school. High priority is given to raising pupils' standards of achievement in the core subjects and to developing their personal and social skills.
121. Appropriate consideration is given to some local and national priorities. The school has gained the Basic Skills Agency's Quality Mark. The good collaboration with schools in the area contributes towards curricular planning, promoting appropriate continuity in the educational provision and enhancing the professional development of staff. Even so, there is insufficient planning to ensure that aspects of the provision, such as the PSE programme, and promoting sustainable development and global citizenship, are consistently developed and planned.

122. The headteacher and staff analyse the school's performance data and use the information to set appropriate targets for pupils. The targets are realistic and attainable and based on the likely performance of each pupil. Pupils achieve their targets.
123. Teachers fulfil their curricular and management responsibilities effectively. They undertake their monitoring and evaluating responsibilities conscientiously and support each other well. Even so, there is insufficient attention to consistently evaluating pupils' standards of achievement.
124. The policy and procedures for managing and appraising teachers' performance is in place. They include staff evaluation with a specific focus that contributes effectively to further professional development.
125. The SDP sets appropriate targets in a range of issues and the priorities identified in the plan are current. There are effective processes in place for setting targets and good progress is made in addressing the main targets set. Improvements are evident in areas such as extending information technology resources and developing assessment methods.
126. The governing body has a good understanding of their roles and responsibilities and contribute fully to the strategic planning processes. They provide very good support for the headteacher and staff.
127. Members visit the school regularly to discuss aspects of the provision. They use this information effectively to make appropriate decisions. Governors are aware of their monitoring and evaluating responsibilities but they do not have specific strategies for undertaking this work.
128. The governing body meets regularly and fulfils its management and legal responsibilities. Overall, appropriate attention is paid to statutory requirements in preparing and implementing whole-school policies. However, the content of the governors' annual report to parents does not fully meet statutory requirements.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
130. The headteacher, staff and governors are committed to developing the school further. Appropriate self-evaluation arrangements are in place and during the previous year the rolling programme of evaluations was modified to include more regular periods of evaluation. By following the county self-evaluation framework, staff have a clear system for identifying the school's strengths and those areas that need improvement.
131. Subject development responsibility has been shared amongst the teaching staff and subject leaders are well informed about their areas of responsibility. Appropriate attention is given to evaluating the quality of planning, the teaching and the sufficiency of learning resources. In the best practice, there is good attention to pupils' standards of achievement. This is not a consistent feature across the programme.

132. The headteacher and teachers regularly discuss and share information on matters relating to the school's performance. Results of teachers' assessments at the end of both key stages are analysed according to county and national outcomes and improvement targets are set as a result of this analysis. Results of tests and targets are discussed with the governors, and the governing body has a good knowledge of how the school compares with schools both locally and nationally.
133. The SDP is an effective planning document that includes appropriate priorities and steps for action in order to improve. The action plans include appropriate targets, the expected outcomes, timescales and agreed costings. The budget is closely linked with the school's main priorities. There is a close link between the self-evaluation process and the main targets in the SDP. Progress made in addressing the targets is evaluated through discussion amongst the staff and in meetings of the governing body.
134. The self-evaluation report, produced prior to the inspection, is a concise document that identifies the strengths of the provision as well as the priorities for moving the school forward. The analysis is based on appropriate evidence and this evidence was available to inspectors. The inspection team agreed with the school's judgements in five of the seven key questions. In each case where there was a difference, the inspection team awarded a lower grade than that awarded by the school. Although good features were identified in these questions, some important shortcomings were also identified.
135. Through discussions, staff and governors have contributed towards the school's self-evaluation report. Appropriate systems have been established to enable parents and the pupils themselves to express an opinion, and to offer written suggestions on the quality of the provision through completing questionnaires. Good consideration is given to their opinions and comments.
136. Appropriate attention has been given to key issues identified in the report on the previous inspection. The school has responded appropriately to the need to develop self-evaluation procedures, and to the need to structure the SDP giving more attention to standards of achievement. The need to ensure more practical experiences for the under-fives remains.

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 agree with the school's judgement in its self-evaluation report.
138. The school has a sufficient supply of teaching staff and the teacher/pupil ratio is very favourable. Teachers have the appropriate qualifications and a good range of subject expertise. The supply teachers and peripatetic teachers that visit the school make a good contribution to the school's curriculum. Good use is made of their expertise to teach subjects, such as music and design and technology, across the key stages.
139. Statutory requirements in relation to remodelling the workforce are met and resources are managed efficiently. An appropriate system has been introduced for rearranging teachers' time so that they have time for planning, preparation and

assessment, which is proving to be a success. The provision contributes well to the curriculum and to pupils' learning.

140. Teachers and staff take advantage of opportunities for in-service training in order to extend their expertise. This has a positive effect on their professional development as well as the contribution it makes to the educational provision. Effective use is made of the specialist services provided by the UA.
141. The cook makes an important contribution and the caretaker ensures that the school is kept clean and tidy.
142. On the whole, there is a sufficient supply of learning resources across the curriculum and they are appropriate for pupils' learning needs. They are used effectively to facilitate the learning. Even so, there is a lack of large equipment for the under fives, and also gymnastics equipment for all pupils. The school recently invested further in ICT resources. This is a good development. Appropriate use is made of the local environment and places of educational interest to enrich pupils' experiences.
143. Good features outweigh shortcomings in relation to the site and accommodation. There is a playground, a green area and fairly recently, a school garden. Full use is made of the building and facilities. Even so, space is limited in the building. In addition, there is a lack of space for some aspects of the provision for children under five, a lack of a suitable area for the staff to meet, there is no hall and very limited facilities for storing materials. Due to the lack of space within the building, the school takes advantage of the facilities at a nearby sports hall for physical education lessons for pupils.
144. The building is kept in a good condition and there is immediate attention to any health and safety issues that arise. There are appropriate displays across the school. The building offers appropriate access for pupils or adults who have physical disabilities.
145. The school's budget is managed efficiently. Spending decisions at the school are appropriately linked with the plans for development. Emphasis is placed on ensuring a good supply of staff and on improving the quality of ICT materials. Effective use is made of very substantial contributions from the Parents and Teachers' Association. The headteacher and governing body regularly review and monitor spending. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

146. In key stage 2, pupils' listening skills are outstanding. They listen attentively to their teacher and fellow pupils and concentrate for extended periods. They memorise what they have heard particularly well.
147. Pupils in key stage 2 write in a broad range of styles for different audiences, including stories, poetry, scripts, diaries and reports. They have a strong grasp of register and the features of the different forms of writing.

148. Pupils display great interest in writing stories and use images and comparisons effectively. The best writers produce extended pieces of writing that have been skilfully planned and structured. They show enjoyment in writing poems and stories on different topics. The standard of these pieces of writing is outstanding. Pupils' spelling and punctuation skills are very good.

Good features

149. Pupils' speaking skills are good. They readily offer original comments and their own opinions on the topic in question. The speaking skills of some individuals are outstanding. They respond meaningfully to questions offering extended comments.

150. Reading skills are good across the key stage with individuals attaining high standards. They read fluently, using intonation and expression when reading aloud. They display a good appreciation of the literature presented to them showing a mature ability to discuss the style and books of different authors such as Charles Dickens. They are proficient in using reference books and dictionaries.

Mathematics

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

151. In key stage 2, pupils have an outstanding ability in counting mentally, interpreting facts and coming to correct conclusions. They discuss and explain their methods of working extremely effectively. They show confidence and quick thinking in finding answers to complicated mental mathematical problems.

152. In key stage 2, pupils have a very good understanding of number processes and in their paper work they use their mathematical knowledge skilfully to solve problems.

Good features

153. Pupils in key stage 1 can recall numerical facts quickly and correctly. They read, write and arrange numbers with good accuracy and have a sound understanding of place value. They can count aloud in different sized steps and their mental mathematics is good.

154. In key stage 1, pupils recognise numbers that come before or after specific numbers. They recognise the biggest or smallest number correctly from a range of numbers given to them between zero and 20.

155. They recognise shapes according to their mathematical names and can describe their main features accurately. They use standard units to measure length precisely and correctly. They recognise time correctly, using measurements of one quarter and one half hour on analogue clocks. They recognise coins and use them correctly to make a total. Using good multiplication skills, they can find the cost of a number of items.

156. Pupils develop good data handling skills. They can create block graphs clearly to record information.

157. In key stage 2, pupils develop a good understanding of place value and they use the decimal point correctly to identify number values. They explain the properties of two and three-dimensional shapes well using the appropriate mathematical terms.
158. Pupils measure correctly and record their findings in units as small as millimetres. They recognise different types of angles correctly, using the correct terminology to describe them.
159. They develop their data handling skills further by entering data on a computer and creating a range of graphs. They read and interpret a variety of graphs quickly and correctly. They use diagrams and graphs effectively to interpret the information and results from their investigations.

Shortcomings

160. There are no important shortcomings.

Information technology

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

161. In key stage 2, pupils make very effective use of a wide range of IT skills to support and improve their work in a range of tasks and across the curriculum.
162. Pupils in key stage 2 use their skills confidently and independently and can explain the choice of different programs for specific tasks in a very knowledgeable way.
163. Key stage 2 pupils can use terminology linked to information technology confidently and effectively when discussing their work.
164. Pupils' ability to use database programs for recording, enquiring and rearranging data is an outstanding feature.

Good features

165. In key stage 1, pupils become confident users of the computer. They develop a good understanding of the keyboard and use word processing programs effectively to present their work.
166. The majority of pupils can follow instructions on the screen correctly. They create a piece of written work independently, adapting the text according to need, and print it. They make good use of appropriate programs to reinforce their literacy and numeracy skills. By Y2, they can enter simple data to form graphs.
167. Pupils display good modelling skills through moving items around on the screen. They also use a turtle control program well, entering instructions correctly in order to create a series of shapes.
168. In key stage 2, almost every pupil shows good independent skills; they use the computer confidently. They use a digital camera appropriately and load suitable pictures on to the software to be used in research work or to create a book.
169. Pupils can load, save, recall and print their work well. They use their word processing skills confidently to record their work and to display final copies of written work. They use the correct processes to change format and colour, use a font and create a border. They can create files to keep their work. They use *PowerPoint* and *Publisher* programs correctly, confidently and effectively.

170. Pupils use the Internet well to research and study information to support their work; much good research work was seen on the Victorian Era. They use search engines very effectively to find information relating to their themes.

171. Pupils use spreadsheets correctly to record data gathered following their research work. They use e-mail appropriately to communicate and exchange information.

Shortcomings

172. 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

173. In both key stages, pupils design and make a range of products, making appropriate use of different materials, equipment and techniques. In creating their products, they develop their knowledge and understanding of the design process well.

174. Pupils in both key stages use their measuring, marking, cutting and shaping skills correctly and with increasing proficiency.

175. In both key stages, pupils undertake appropriate research into different products and create effective prototypes. They create a brief and, overall, respond correctly to the requirements of the task. They record the process on prepared worksheets and produce products that give the correct interpretation of their original plans.

176. The majority of pupils in both key stages evaluate their products sensibly. They record their opinion competently through completing appropriate worksheets. Key stage 2 pupils can identify well how their finished products can be refined.

177. Pupils in key stage 2 use their knowledge of other subjects, such as mathematics and science, well to create simple procedures that control different products such as creating fairground equipment. Pupils discuss and explain well how the procedures work.

178. In key stage 2, pupils work well together in small groups and respond sensibly to the ideas offered by others. They make decisions and justify them well.

Shortcomings

179. There are no important shortcomings.

Music

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

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

Good features

180. In both key stages, pupils know a variety of songs, including folk songs and hymns. They sing them tunefully and with expression, articulating the words clearly.

181. Pupils in key stage 1 know and describe different sounds well. They can differentiate correctly between long and short sounds and strong and quiet sounds.

As a response to a story, pupils can compose a musical sequence together. They evaluate and offer sensible comments on their compositions and their performances. The more able pupils use musical terms correctly.

182. Through a range of activities, pupils can repeat rhythm well. They can clap, tap and stamp rhythms correctly, discussing the meaning of straight and dotted rhythm well. They record their work correctly in the form of a graphic score.
183. They compose impromptu using a range of rhythms selecting and arranging the music in the form of a graphic score. They evaluate their work correctly on a worksheet.
184. In key stage 2, pupils develop a sound grasp of musical elements through composing pieces to create specific effects and ethos, and performing and evaluating their work.
185. Pupils listen to a good range of music and discuss different musical elements well, using the correct terms, such as tempo and pitch, with understanding. They are familiar with the work of a number of famous composers and the more able pupils can describe and discuss the features of their work well.
186. Pupils work together effectively and confidently to compose interesting outcomes as a response to different stimuli. They experiment well with different sources and record their compositions in graphic score format. They work together well in pairs and within groups. They discuss their compositions knowledgeably, making appropriate comments.
187. Pupils regularly experiment with instruments in order to create effective compositions. They carefully explain what they are trying to depict and convey. They suggest ways in which to improve their work well. They respond correctly to musical descriptive vocabulary when performing impromptu and in recording aspects of their work.

Shortcomings

188. 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

189. Only games lessons were seen during the inspection.

Good features

190. In both key stages, pupils work hard in lessons and have a good knowledge of the benefits of regular exercise in order to ensure a healthy way of living.
191. Pupils in both key stages understand the importance of warming the body at the beginning of a period of exercise and of cooling down after exercise. They are fully aware of the importance of working safely.
192. In key stage 1, pupils use space well, moving purposefully around in response to instructions. The majority of pupils show good control of the skills of throwing and catching a ball and a beanbag. They control their movements effectively in order to support the techniques. They work together well in pairs. They can express a simple opinion on how to improve their performance.

193. In a hockey lesson, pupils in key stage 2 develop their ball handling skills well, showing effective hand and eye co-ordination. They respond quickly and correctly to specific instructions. During pair work, they show suitable body posture and succeed well in sending and catching a ball, whilst changing direction and creating different angles.

194. In a game-playing situation, the majority of pupils incorporate the skills and techniques learnt well. They understand the need for rules in order to play games fairly. They offer sensible comments when making suggestions on how they can improve their performance.

Shortcomings

195. There are no important shortcomings.

School's response to the inspection

We are pleased that the inspection confirms that the school has maintained the good and very good standards since the last inspection and we appreciate the comments on the school's strengths.

The report recognises that the school has many good and some outstanding features. It states that we successfully create a caring and supportive environment for the pupils which effectively promotes their learning and development and that it is an inclusive school which gives good attention to pupils' well-being.

The school's strong Welsh ethos with an emphasis on promoting bilingualism is also an outstanding feature of the school. It was good to note that the pupils' behaviour is judged to be very good.

We are also proud that the report recognises the close relationship that exists between the parents, governors, staff and pupils at the school. The skill and dedication of the teachers and the contribution of all staff to the life of the school is duly recognised

We shall be preparing an action plan in order to address the recommendations made in the report. This action plan will be sent to each parent and the governors' annual report will report on the progress made.

We would like to thank the inspection team for their courtesy and the professional way in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	Capel Seion Primary School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Capel Seion Aberystwyth Ceredigion
Postcode	SY23 4ED
Telephone number	01970 612347

Headteacher	Mrs J Lloyd Jones
Date of appointment	September 1972
Chair of governors	Mr H Williams
Registered inspector	Miss D Morris
Dates of inspection	19-21 May 2008

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	4	1	5	1	1	4	2	18

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	8.2:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	9
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	-	92.3%	96.9%
Autumn 2007	-	92.9%	97.2%
Spring 2008	-	89.2%	98.36%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	1
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:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	1
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

- The school was inspected over a period of six inspector days by a team of three inspectors. A nominee was also part of the inspection team.
- Pre-inspection meetings were held with the staff, parents and governing body to discuss the life and work of the school.
- Parents completed eight questionnaires, which were carefully analysed; the vast majority of responses were positive.
- Discussions were held with the headteacher and staff.
- School documentation was examined.
- Twelve lessons and parts of teaching sessions were inspected.
- Inspectors listened to pupils from across the whole ability range reading.
- Discussions were held with the pupils on their work and school life.
- Pupils' behaviour was observed during break times, lunchtime and at the beginning and end of the school sessions.
- Inspectors attended the daily acts of collective worship.
- Post-inspection meetings were held with the headteacher, staff and governing body to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 6 Subjects: English, design and technology, music
Mr Enir Morgan Team Inspector	Key Questions, 3, 4 and 7 Subjects: mathematics, information technology, physical education
Mrs Deris Williams Lay Inspector	Contributions to Key Questions 1, 2, 3, 4 and 7
Mrs Jane Lloyd-Jones Headteacher/nominee	Attending meetings and providing information

Acknowledgement

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

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