

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

A Report on the Quality of Education in

**Ffynnonbedr Primary School
Peterwell Terrace
Lampeter
SA48 7BX**

School Number: 6672329

Date of Inspection: 11/03/08

by

**Phil Mostert
16774**

Date of Publication: 16/05/08

Under Estyn contract number: 1111207

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ffynnonbedr 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 Ffynnonbedr Primary School took place between 11/03/08 and 13/03/08. An independent team of inspectors, led by Phil Mostert 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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Under 5s	25
English	34
Welsh second language	36
Science	37
Information technology	38
Design technology	40
School's response to the inspection	42
Appendices	43
1 Basic information about the school	43
2 School data and indicators	44
3 National Curriculum assessments results	45
4 Evidence base of the inspection	47
5 Composition and responsibilities of the inspection team	48

Context

The nature of the provider

1. Ysgol Ffynnonbedr is a community school for children and pupils aged 3 to 11 years old located on a large site on the outskirts of the market town of Lampeter. The school is housed in a new building opened in September 2007. It provides education for 362 pupils, including 30 part time, nursery age children. Around half the pupils come from the surrounding rural villages. Between 2004 and 2007, pupil numbers remained fairly constant but numbers have increased by around 60 recently.
2. The school has two streams. In the A stream, pupils are taught mainly through the medium of Welsh. In the B stream much of the teaching is through the medium of English. In the A stream there are 127 pupils and 136 in the B stream. According to the school, around 48% of the pupils speak Welsh as a first language or to a corresponding standard. The school provides additional support for 51 pupils (namely 19% of the school's population) who are learning English as an additional language.
3. According to the school, the area is neither economically privileged nor underprivileged and, in general, the pupils are neither advantaged nor disadvantaged. Around 23% of pupils are from homes where Welsh is spoken and 14% from non-white ethnic background groups. Nineteen per cent (19%) of pupils are entitled to free school meals. Seventy three pupils over five years old (22%) have additional learning needs (ALN), this percentage is slightly higher than the national average; 18 pupils have a statement of special educational needs (SEN).
4. The current headteacher was appointed in September 1994. The school was previously inspected in January 2002.
5. The school received a standard inspection this time.

The school's priorities and targets

6. The current priorities in the School Development Plan (SDP) include:
 - preparing for the Foundation Phase and the 2008 Curriculum;
 - trialling a strategy for developing bilingualism;
 - developing the learning and teaching by promoting pupil self assessment and the voice of the learner;
 - ensuring that the Performance Management system, self evaluation and the SDP are closely linked;
 - ensuring that the new school thrives by monitoring the situation carefully;
 - the school's quantitative targets.

Summary

7. Ysgol Ffynnonbedr is a very happy school. It has some outstanding features and a substantial number of good features. The headteacher, with the skilful assistance of his deputy, very dedicated members of staff and a supportive governing body have maintained good standards over the past few years.
8. The findings of the inspection team correspond to the evaluations made by the school in six out of the seven Key Questions. Key Question 6 was awarded a lower grade.

Table of the grades awarded

9. The inspection team judged the school's work as follows:

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

Standards

10. The school received a standard inspection this time where the inspection team looked at the standards of work of children under five years of age, Welsh as a second language, English, science, design and technology and information technology (IT).
11. The standards of achievement in the subjects inspected are as follows:

Children under five

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Key Stage 1 and 2

SUBJECTS	KS1	KS2
Welsh second language	Grade 3	Grade 3
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 2
IT	Grade 1	Grade 1

12. Standards in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	39%	45%	16%	0%	0%

13. The pupils' standards of achievement in the lessons were higher than the Welsh Assembly Government's [WAG] target for the whole of Wales by 2010 when 98% of lessons are expected to be a grade 3 or above.
14. Every pupil is given full access to a broad and balanced curriculum and equal opportunities to experience all the school's activities.
15. The general standard of the educational provision for children under five years of age is appropriate to their needs. The children make very good progress towards The Desirable Outcomes for Children's Learning.
16. Children in the early years make very good progress in their early speaking, listening, reading, writing, numeracy and information and communication (ICT) skills. Their ability to solve problems and creative skills are also very good.
17. At Key Stage 1 and 2, the pupils in both the A and B streams make good progress in their key skills in English. Pupils in the A stream make good progress in their key skills in Welsh. The ability of all the pupils to solve problems is also good. Their ICT and creative skills are very good.
18. The bilingual skills [Welsh and English] of pupils in the A stream are good but those of the majority of pupils in the B stream are not good enough at the end of Key Stage 2. A substantial number of pupils in the B stream at the end of both key stages are unable to respond in Welsh beyond the limitations of familiar patterns.
19. At Key Stage 1 in 2007, according to teacher assessments, the pupils' attainments are higher than those in similar schools in Welsh, mathematics and science and lower in English.
20. At Key Stage 2 in 2007, according to teacher assessments, the score for Welsh and mathematics are slightly below the median, and English and science are slightly above. There was a significant number of pupils with ALN in the cohort and there were also a number of pupils from abroad who did not speak English fluently.

21. The attainment of girls is consistently higher than that of boys. Last year, there was a difference of around 10% in their performances at Key Stage 1; at Key Stage 2, it was above that.
22. Pupils with ALN make good progress in achieving the targets set for them. The school complies very well with the requirements of the Code of Practice for SEN [special educational needs]. The pupils who follow English as an additional language also make good progress.
23. The pupils display very positive attitudes towards their work; they display a high level of commitment and an interest in the wide range of educational and extra curricular activities provided for them. They are able to concentrate well and apply themselves to tasks for extended periods.
24. The behaviour of pupils of all ages is an outstanding feature of the school. Pupils are courteous and welcoming to adults, keen to learn and they respect the points of view and ideas of others.
25. The pupils' spiritual and cultural development is good and their moral and social development is very good.
26. Over the past three terms, the school's percentage attendance was 92%. The target set by the WAG for primary schools in Wales is 95% and the school's own target is quite close to this. Unauthorised absence is low.
27. The pupils possess very good awareness of equal opportunity issues and global citizenship. They have good knowledge of the world's different religions and beliefs and the customs of other cultures.
28. The pupils develop an increasing understanding of the nature of the world of work and the area's industries.

The quality of the education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	58%	13%	0%	0%

30. The above percentages are higher than the statistics for the whole of Wales for 2006 – 2007 (Her Majesty's Chief Inspector's Annual Report) where grades 1 and 2 were allocated in 80% of lessons, and a grade 1 in 14%.
31. The quality of the curricular planning documents is good. In the lessons where the team judges the quality of teaching to merit a grade 1 or 2, teachers ask questions skilfully, challenge pupils of different abilities and foster creativity, independence and originality.

32. The team judged that 13% of lessons merited a grade 3. In these lessons, despite the fact that there were good features, the teachers' presentations were too long, or the tasks were not clear enough and were not sufficiently challenging for boys.
33. The teachers possess a good understanding of National Curriculum (NC) subjects. It was not possible to judge their understanding of religious education requirements as this was a standard inspection. The teachers use a good range of presentation methods and educational resources but not enough is done in some classes to ensure that pupils take an active role in the learning activities.
34. The quality of assessment, recording and presenting reports is good but the system is onerous for teachers. Pupils are encouraged to assess their own work when they complete units of work. The targets are not sufficiently clear for all pupils and, as a result, the steps they need to take in order to improve their performance are not clear enough in every instance.
35. Despite the fact that teachers mark work positively and sensitively, in some classes, insufficient responsibility is placed on the pupils to improve their own work.
36. The *Cwricwlwm Cymreig* and an appropriate emphasis on the culture of Wales in general is a prominent feature in every aspect of the school's life.
37. On the whole, the education provided satisfies the needs of pupils and their range, including those pupils who are of ethnic origin.
38. The work completed on the 'Healthy School Plan' and the personal and social education (PSE) provision pays good attention to encouraging pupils to live healthy lives.
39. The school uses the buildings out of school hours to enrich the curriculum. There are after school clubs, including the Chinese Club and various sports clubs. There are outstanding opportunities to participate in local, regional and national performances.
40. One of the school's strengths is its prominent role in the area's social life. The pupils receive a wealth of experiences through a variety of extra curricular activities.
41. The staff provide a homely, safe and very caring environment and ethos. The pupils' relationships with all who work at the school are very good.
42. The partnerships with parents and the community are good. The parents contribute large sums of money to the school and are industrious in trying to establish the school garden. The information provided for parents in letter and report form and through formal parents' meetings is very good.

43. There are good links with the secondary school.
44. Outstanding attention is paid to the pupils' safety and welfare and the staff and the governing body possess good awareness of health and safety requirements. A number of members of staff possess a first aid qualification.

Leadership and management

45. The headteacher and the Management Team lead the school effectively. It is obvious from the pre-inspection meetings and the questionnaires that the parents and governors think highly of the school. Members of staff work together very well and there is a strong team awareness.
46. The headteacher's and the Management Team's leadership have had a positive impact on expectations across the school. This includes the quality of planning and pupils' standards of work.
47. The headteacher manages the staff well and every member of staff has a detailed job description.
48. The SDP contains a substantial list of aspects that need to be addressed over a period of three years but it does not pay sufficient attention to matters that are likely to raise standards.
49. The governing body is very supportive and plays a valuable role in the school's life. A number of its members have visited the school to observe lessons recently.
50. The staff's dedication to work is very good; they are industrious and co-operate well to fulfil the expectations placed upon them.
51. There are some shortcomings in the quality of self evaluation and planning for improvement. Despite the fact that there is a self-critical culture in the school and that teachers visit each other's classes, with one exception, insufficient emphasis is placed on looking at the quality of work and forming an opinion about subject standards when self evaluating.
52. A number of statements made in the concise self evaluation report produced before the inspection are descriptive rather than evaluative. The report contains references to some aspects that could be further developed.
53. The school pays good attention to the WAG's priorities, such as sustainability, global citizenship, health education and fitness.
54. The teachers' qualifications are appropriate for the ages they teach. The teachers have attended a good number of courses to develop their skills in various areas and this has had a positive impact on standards in the large majority of cases.

55. The school makes good use of teachers' planning, preparation and assessment periods by utilising the expertise of other teachers to enrich the education. The nursery and classroom assistants employed make a significant contribution to the progress made by children in their care.
56. This new school is located in a convenient and safe spot on the town's outskirts. Very good attention is paid to cleanliness.
57. The school has a wealth of resources and many of these are of good quality. The resources are managed efficiently and the school provides good value for money.
58. Any disabled pupil can gain access to the building and to the site.
59. Since the last inspection, the school has not paid sufficient attention to every key issue. The difference in girls' and boys' performance remains and the large number of priorities in the SDP continue.
60. The school has a policy for promoting good behaviour with supporting sanctions, should they be required. The pupils' behaviour in class and when playing independently is very good; this again is an outstanding feature. Pupils are respectful, courteous and friendly towards staff and visitors. This also has a positive impact on the teaching and learning. During the past year, there was one temporary exclusion.
61. Pupils and parents believe that there is no problem with bullying. There are effective procedures to ensure the welfare of each individual and pupils approach adults confidently to seek support.

Recommendations

In order to improve in the areas inspected, the school needs to:

- R1. continue to maintain the good and very good standards and concentrate on raising the standard of boys' performance at Key Stages 1 and 2;
- R2. raise standards in Welsh second language;[*]
- R3. develop the self assessment system further by paying more detailed attention to the quality of work and reach a consensus on subject standards;
- R4. continue with the efforts to give learners a more active role and placing more responsibility on them for improving their own work (*).

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.

(*) An element of this is contained in the current SDP.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

62. The findings of the inspection team coincide with the grade the school awarded itself in its self evaluation report.
63. In 2007, the assessment results place the school in the second quartile (similar schools as regards the numbers of pupils entitled to free school meals) but some assessments at Key Stage 1 and 2 in 2005 and 2006 were lower. Two factors have an unfavourable impact on the school's results, namely the substantial percentage of pupils with ALN, and also the number of pupils from abroad who are not fluent in English.
64. The standards of achievement in the subjects inspected are as follows:

Children under five

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

Key Stage 1 and 2

SUBJECTS	KS1	KS2
Welsh second language	Grade 3	Grade 3
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 1	Grade 2
IT	Grade 1	Grade 1

65. Standards in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	39%	45%	16%	0%	0%

66. The pupils' standards of achievement in the lessons were higher than the WAG's target for the whole of Wales by 2010 when 98% of lessons are expected to be a grade 3 or above. The new building has contributed towards the raising of standards and some of the teaching strategies implemented recently are starting to have a positive impact on standards.

67. The general standard of the educational provision for children under five years is appropriate to their needs. The children make very good progress towards The Desirable Outcomes for Children's Learning.
68. Children in the early years make very good progress in their early speaking, listening, reading, writing, numeracy and ICT skills. Their ability to solve problems and their creative skills are also very good. They also work together well on tasks.
69. At Key Stage 1 and 2, the pupils in both the A and B streams make good progress in their key skills in English. Pupils in the A stream make good progress in their key skills in Welsh. The ability of all the pupils to solve problems is also good. Their ICT and creative skills are very good.
70. The bilingual skills of pupils in the A stream are good but the development of bilingual skills amongst the majority of pupils in the B stream is not good enough at the end of Key Stage 2. A substantial number of pupils in the B stream, at the end of both key stages, are unable to respond in Welsh beyond the limitations of familiar patterns.
71. The moral and social development of pupils is very good. Their spiritual and cultural development is good.
72. At Key Stage 1 in 2007, according to teacher assessments, around 79% of pupils attained level 2 in English. This figure is below the median (similar schools as regards the percentage of pupils entitled to free school meals) whilst over 92% reached level 2 in Welsh, mathematics and science at the end of the key stage. The core subject indicator (CSI) is above the Welsh median and that of the county of Ceredigion for similar schools.
73. At Key Stage 2 in 2007, according to teacher assessments, almost 79% of pupils attained level 4 or above across the subjects. This result places the school in the second quartile. The score for Welsh and mathematics places the school slightly below the median and the score for English and science slightly above it. In that year, a number of pupils in the cohort had ALN and there were also a number of pupils from abroad who were not fluent in English.
74. The attainment of girls is consistently higher than that of boys. Last year, there was a difference of around 10% in their performances at Key Stage 1; at Key Stage 2, it was greater than that.
75. Pupils with ALN make good progress in achieving the targets set for them. The school complies very well with the requirements of the Code of Practice for SEN. The pupils who follow English as an additional language also make good progress.
76. The pupils display very positive attitudes towards their work; they display a high level of motivation and interest in the wide range of educational and extra curricular activities provided for them. They are able to concentrate well and apply themselves to tasks for extended periods.

77. The pupils develop an increasing understanding of the nature of the world of work and the area's industries. The school reinforces their understanding by arranging appropriate visits and visitors.
78. Across the key stages, pupils make constant progress in their learning. More able and talented pupils are extended well, particularly in ICT. The large majority of pupils reach their potential but they do not develop their independence as learners sufficiently.
79. The behaviour of pupils of all ages is an outstanding feature of the school. They are courteous and welcoming to adults, eager to learn and they respect each other's points of view and ideas. Pupils of all ages play together happily during break time. Unusually, there was cause to expel one pupil temporarily during the past year. The pupil was not of ethnic origin. The appropriate procedures were followed.
80. Over the past three terms, the school's percentage attendance was 92%. The target set by the WAG for primary schools in Wales is 95% and the school's own target is quite close to this. Unauthorised absence is low. The large majority of children are punctual to school. The attendance percentages are lowered slightly by pupils going on holiday during term time.
81. The pupils possess very good awareness of equal opportunity issues and global citizenship. They have good knowledge of the world's different religions and beliefs and the customs of other cultures.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team coincide with the grade the school awarded itself in its self evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	58%	13%	0%	0%

84. The above percentages are higher than the statistics for the whole of Wales for 2006 – 2007 (Her Majesty's Chief Inspector's Annual Report) where grades 1 and 2 were allocated in 80% of lessons, and a grade 1 in 14%. They are also higher than the WAG's target by 2010 when 80% of lessons are expected to be grade 2 or above.

85. Where the teaching merits a grade 1 the following are to be seen:

- able pupils are very well challenged;
- all the pupils are engaged very quickly and are stimulated;
- all the pupils are encouraged to ask good questions and to share their ideas;
- there is constant emphasis on problem solving;
- teachers are successful in mentally extending the pupils;
- creativity, originality and independence are nurtured.

86. Where the teaching merits a grade 2:

- there is a good pace to lessons and teaching is lively;
- the work is thoroughly planned and prepared;
- criteria for success are visually displayed;
- teachers make effective use of different resources;
- appropriate tasks that correspond to the needs of each individual are set;
- there are opportunities to reflect upon the content of lessons and they are effectively concluded;
- teaching methods are varied effectively.

87. Where the teaching has been awarded a grade 3, although there are good features, some of the following shortcomings are also present:

- presentations are too long;
- pupils do not focus on the outcomes sufficiently;
- the tasks are not sufficiently challenging for some of the boys.

88. Teachers have a good understanding of NC subjects. It was not possible for the inspection team to form any judgement on religious education. The teachers use a very good range of presentation methods and teaching materials.
89. Learning objectives are shared with pupils in every class and this has a positive impact on the learning.
90. The quality of the assessment, recording and presenting of reports is good across the curriculum, including children under five, despite the fact that the system is onerous for teachers. When they complete units of work, pupils are encouraged to assess their own progress. The targets are not clear enough for every pupil and, as a result, the steps they need to take in order to achieve the targets are not sufficiently clear.
91. Teachers make effective use of pupil data in setting targets and analysing assessment results in the core subjects in order to consider the performance of different cohorts of pupils, such as boys and girls, pupils with ALN and pupils from ethnic origin.
92. Despite the fact that teachers mark work positively and sensitively, pupils in every class are not given enough responsibility for improving their own work. On the whole, assessment does contribute towards planning and improving learning.
93. The school has subject portfolios in language and science that promote joint understanding amongst staff and ensure consistency in assessment. The vast majority of the assessments made in the current portfolios are correct. Working in conjunction with other schools has been a means of ensuring that assessments are correct.
94. Two open evenings for parents are arranged annually so that they can discuss the pupils' progress; the parents praise these meetings. The large majority of reports to parents include appropriate comments and the parents derive benefit from them.

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

Grade 1: Good with outstanding features

95. The findings of the inspection team coincide with the grade the school awarded itself in its self evaluation report.
96. The school offers a wide range of experiences and provides equal access to a curriculum based on stimulating and relevant activities. Through the careful consideration given to the pupils' wide ranging backgrounds, the school ensures that every pupil is outstandingly catered for. The provision complies fully with legal requirements.
97. The general standard of the educational provision for children under five years of age is appropriate to their needs. The children make very good progress towards The Desirable Outcomes for Children's Learning. The experiences they are given are particularly rich. The schemes of work for Key Stages 1 and 2 ensure breadth, balance, progression and continuity.
98. The school has good arrangements for developing pupils' basic skills and key skills and it has received the accreditation of the Basic Skills' Agency four times. The reading strategy for second language pupils includes the use of reading buddies from first language classes; this is effective practice.
99. A wide range of extra curricular activities, including *Urdd* (Welsh League of Youth) activities, Dragon Sports' Clubs (including football, rugby, netball and cricket), the Gymnastics and Dance Club, the Orchestra, the Choir, bowling and gardening and visits to open air activities promote and enrich the pupils' experiences in an outstanding manner. All these activities supplement and expand the curriculum very effectively.
100. The pupils' spiritual, moral, cultural and social development are given good attention within the school's curriculum in general and in acts of worship of a very high standard which make an effective contribution to pupils' understanding of the relevant issues and encourage them to respect others.
101. The provision for pupils' PSE is effective and meets the requirements. The Circle Time sessions enable pupils to discuss emotions and feelings, the importance of friends and to develop an awareness of how to behave towards others in different situations. The school uses a range of visitors to reinforce the principles, such as helping others who are less fortunate. This is further developed by collections for charities such as Christian Aid and Children in Need.
102. The links with the parents are good and the pre inspection questionnaires show a very high level of satisfaction with the provision and the relationship between them. The parents responded well to the Home – School agreement. The Parent Teacher Association is industrious in raising substantial sums to support the school's work and to promote social activities.

103. The local community and the school are very supportive of each other. A number of visitors come into the school to enrich the pupils' education. There are appropriate links and co-operation with the other primary schools in the area. The school has a range of links with local businesses and they are used very effectively to promote work related education and to enrich the pupils' learning experiences. Through appropriate visits to shops and businesses, the pupils develop a more in-depth understanding of the world of work.
104. The school promotes the *Cwricwlwm Cymreig* effectively. The thematic work and numerous activities such as the pupils' international day and the international evening for parents and their children enrich the pupils' awareness of Welsh and global cultures. The school has a Chinese club and parents come into the school to talk to children about culture in different parts of the world. This aspect has a prominent place in the school and is an outstanding feature.
105. The clear equal opportunities policy and the school's inclusive ethos reflect the commitment to equal access for all. The school is successful in supporting a wide range of pupils from extremely varied backgrounds in a very special way. Every pupil is included in each aspect of the school's life, such as sports, music and other social activities. The pupils are aware of the need to show respect towards others whatever their race or background. Their awareness of global citizenship is well promoted within curricular subjects and during Circle Time.
106. The pupils display outstanding awareness and understanding of sustainable development locally and globally. This is achieved through visits, thematic work and using the school's recycling system. The Eco Committee is industrious and the school has been awarded the silver Eco School award. The pupils care for an organic garden and they have organised an energy saving exhibition in Lampeter. The pupils are able to discuss in detail the need for recycling and the ways in which the school succeeds in saving energy and avoiding waste. The school operates in a sustainable manner on a day to day basis.
107. Y6 pupils manage the fruit shop successfully but enterprise is not given regular attention in every class.

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

Grade 1: Good with outstanding features

108. The findings of the inspection team coincide with the grade the school awarded itself in its self evaluation report.
109. The quality of the care, support and guidance offered to pupils is outstanding. The pupils are very happy in the school and they have a good relationship with one another and with all the staff. The ethos is caring, warm and homely and pupils feels strongly that they are appreciated and supported.
110. The provision for ALN is very effectively planned and managed. The provision has a number of outstanding features. One of these is the robust system that helps the school to recognise special needs early and then to track them in detail throughout the support period. Individual pupils' files are organised and comprehensive and record the Co-ordinator's dedication and care. The school complies very well with the requirements of the SEN Code of Practice.
111. All the staff take great pride in their success in making the school a happy destination for the pupils regardless of their ability, race or background. This is supported by views expressed in the parental questionnaires and it is an outstanding feature of the school's provision.
112. A substantial number of boys compared to girls are given additional support, a ratio of nearly 5:3. An additional grant of £14,000 has been allocated to the school through the 'Raise' grant in order to address some pupils' underachievement and many of them are making clear progress.
113. The most able pupils are well challenged in the vast majority of lessons. They are outstandingly challenged in the ICT area throughout the school.
114. The induction arrangements for nursery pupils are outstanding and the pupils settle down quickly at the school. There is an outstanding provision also for newcomers, including pupils who are not fluent in either Welsh or English. Fifty one (51) pupils receive support to learn English as an additional language and a good number of these pupils soon make good progress.
115. The Home/School agreements have been completed appropriately.
116. A good formal and informal relationship has been established with the secondary school and the transition arrangements help the pupils to face the change of school confidently.
117. The school has drawn up a comprehensive PSE programme for specific lessons and PSE is also taught across the curriculum, for example in the morning act of worship.

118. The School Council is beginning to undertake decisions about improving the school's environment. However, there are inconsistencies in the manner of selecting pupils as School Council representatives.
119. Nineteen per cent (19%) of pupils are from foreign ethnic backgrounds and the school rejoices in their contributions to the multicultural aspects of the curriculum. Very effective use is made of local links to encourage positive attitudes amongst all the pupils. The school has taken advantage of European links through the Comenius programme.
120. The school responds fully to the statutory requirements for registering pupils' attendance. Despite the fact that every effort is made to encourage punctuality, there are still some instances of lack of punctuality. The habit of a minority of parents in choosing to go on holiday during the school term has a detrimental effect on attendance.
121. Ancillary staff supervise the pupils carefully during break and lunch times. There are locks to prevent access to strangers.
122. A good number of staff have been given advanced training in first aid.
123. Every member of staff is familiar with the school's arrangements for child protection and care and the arrangements for implementing them are robust; internal training has been arranged for all the staff in this field. There are effective procedures in place to ensure every pupil's health, safety and welfare and the teaching staff keep a careful eye on them. As is required, a member of staff has been designated to supervise this aspect and there is a governor designated to be responsible for this area.
124. Pupils with ALN make good progress in achieving the targets set for them. A formal audit of the (IEPs) Individual Education Plans is held twice annually and targets and support are verified and adapted. Targets and strategies are continually verified with significant numbers in the different ALN categories changing on a continuous basis.
125. The good support of the ALN Co-ordinator, the teachers and the support staff promote the progress of pupils with ALN. The teachers recognise the pupils with ALN early through screening. The ancillary team's contribution towards raising the standards of pupils with ALN is significant. The pupils are very successfully integrated into the normal class activities.
126. The school is effectively supported by services such as the speech therapy and psychology services.
127. Every pupil with ALN has an appropriate IEP that provides good guidance for teachers as to how to meet the needs of every pupil. The plans are reviewed and amended every six months.

128. The school has a policy for promoting good behaviour with sanctions to support its implementation if necessary. The pupils' behaviour in class and when playing independently is very good; this again is an outstanding feature. The pupils show staff and visitors respect, courtesy and friendliness. This also has a positive impact on the teaching and learning. During the year there was one temporary exclusion.
129. The pupils and parents are of the view that there is no problem with bullying. There are effective arrangements to ensure the welfare of every individual and the pupils approach adults confidently for assistance. The school has a procedure to ensure that no unacceptable or oppressive behaviour affects the teaching or learning.
130. The pupils are very aware of the religious, cultural and economic differences that exist in different parts of the world. Racial differences are celebrated sensitively and the school acts positively to avoid any racial discrimination.
131. The work done on the Healthy School Plan and the PSE provision pay good attention to encouraging pupils to live healthy lives. The physical education lessons also place appropriate emphasis on personal fitness.
132. The school offers good support and guidance to ensure that there is no prejudice based on social, educational or linguistic background.
133. Every pupil has full access to all aspects of the school's life and work. There is good support for pupils with ALN. Every pupil is treated as an individual and inclusion is a clear feature of this school.
134. There is an appropriate accessibility plan that explains the provision available for any disabled pupil. The school has an Equal Opportunities for Disabled Pupils Plan as well.

Leadership and management

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team coincide with the school's grade 2 judgement in its self evaluation report.
136. The headteacher and the Management Team lead the school effectively and offer clear direction. An ethos has been established that is typified by the staff and pupils' industrious attitude and also by the very good relationships that exist within the school. It is clear from the pre-inspection meetings and the questionnaires that parents and the governors alike hold the school in high esteem. The staff work very well together and there is a strong team spirit.
137. The leadership of the headteacher and members of the Management Team has a positive influence on expectations throughout the school; this includes the quality of the planning and pupils' standards of work. A range of appropriate managerial and curricular policies have been drawn up. These concentrate on creating the conditions for every individual to develop and thrive and the large majority of them have had a good effect on the school's work and ethos.
138. The staff's dedication to work is very good; they co-operate well to fulfil the expectations placed on them. The contribution of every member of staff is appreciated and the Management Team considers their views carefully in drawing up policies and in making key decisions.
139. The teachers have followed a good range of courses to develop their expertise and, in general, this has had a positive impact on standards in the areas inspected.
140. Performance management systems make a good contribution towards noting the staff's professional requirements. The staff are constantly urged to raise standards. The headteacher manages his staff well and each member of staff has a detailed job description.
141. The agreed values that exist ensure equal opportunity for everyone and this is well reflected in the school's day to day work.
142. Despite the fact that the SDP contains a substantial list of aspects that need attention over the next three years, insufficient attention is paid to matters that are likely to raise standards. Good attention is paid to pupil numbers and the school budget but matters relevant to those are to be found in separate documents.
143. The governing body is very supportive and plays a valuable part in the school's life. A number of its members have visited the school to observe lessons recently. There are six sub-panels attending to various issues, including one to keep an eye on curricular developments.

144. The meetings of the governing body challenge staff to be accountable for their own work and the progress the school is making. Despite the fact that in the past the governing body has kept too much money in reserve, by now it is managing the budget efficiently.
145. The national agreement on remodelling the workforce is effectively implemented. The school takes good advantage of the teachers' planning, preparation and assessment time to enrich the teaching.
146. Good consideration is given to the WAG's priorities and the school's targets are appropriate.

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

Grade 3: Good features outweigh shortcomings

147. The inspection team's findings do not correspond to the grade that the school awarded itself in its self evaluation report. The team awarded a lower grade. Despite the fact that a climate of self evaluation exists, the process does not concentrate sufficiently on evaluating standards achieved by pupils and what needs to be done in order to improve.
148. The headteacher and staff display a commitment to raising standards and a number of methods are used within the self evaluation system, including subject co-ordinators visiting lessons and the co-ordinators and the headteacher observing pupils' work. The school has drawn up a formal self evaluation programme over four years which lists subjects to receive attention, but the reports do not coincide with the dates noted.
149. The reports that are completed are comprehensive but over descriptive. They concentrate on Estyn's seven inspection questions without focussing in sufficient detail on subject requirements and standards. The school does not form an opinion on standards in the different subjects and targets noted are very general. There is no system for monitoring the targets to ensure that they are met.
150. The school is aware of its position in the national quartiles and analyses the data carefully as regards comparing the performance of boys and girls, pupils with ALN and pupils from ethnic background.
151. The self evaluation report drawn up by the school before the inspection offers descriptive comments that note strengths and areas to be developed. A substantial number of sources of evidence are noted.
152. Members of the governing body participate in the process through the curriculum sub-committee. They also receive informal monitoring reports from the headteacher and some members have also visited lessons. Up to now, the co-ordinators have not presented formal reports to the governing body and its members do not play a sufficiently active role in discussing pupils' standards of achievement. The school is seeking the views of staff, parents, governors, the School Council and pupils by distributing questionnaires to them.
153. There is a link between the outcomes of the self evaluation and the priorities noted in the SDP. However, the priorities noted in the SDP are too numerous to offer the school a clear direction for development.
154. Since the last inspection, the school has not paid sufficient attention to every key issue. A clear improvement has been seen in co-ordinating between pupils in the Reception Class and Y1. Standards have improved in the Nursery and Reception classes and in English and design and technology at Key Stage 1.

However, there has been a slight deterioration in standards in science and design and technology at Key Stage 2. The difference in girls' and boys' performance remains and the large number of priorities in the SDP continue. Despite the fact that co-ordinators now visit classes, their reports do not concentrate on subject standards.

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

Grade 1: Good with outstanding features

155. The findings of the inspection team coincide with the school's grade 1 judgement in its self evaluation report. This grade is higher than the grades awarded to key questions 1 and 5. This section is awarded a grade 1 because the provision as regards staffing, the building and the learning resources are truly outstanding. The outcome of using these resources is obvious in the provision for under fives and it is starting to have an impact on subject standards, such as ICT, in the rest of the school.
156. The school's staffing levels are good and ensure a very favourable pupil:adult ratio that is very nearly 10:1, and a reasonable pupil:teacher ratio of 18:1. An appropriate number of appropriately qualified and experienced teachers are employed to enable the school to present a broad and balanced curriculum. There is a co-ordinator for every subject and they co-operate effectively with their fellow teachers to ensure a cohesive curriculum.
157. Outstanding support for learning and teaching is offered throughout the school by a large team (more than 16) of enthusiastic and dedicated classroom assistants. There is an assistant available in every class for extended periods and a good understanding exists between them and the teachers. This is an outstanding aspect of the provision.
158. Good use is made of General Teaching Council funding in order to develop staff expertise.
159. Arrangements to provide planning, preparation and assessment time are well implemented and there is an ideal room set aside for this purpose. The provision is appreciated by the teachers. Some senior assistants take charge of classes during teacher absence and the arrangements work smoothly.
160. The administrative officers and other ancillary staff make a valuable contribution to the school's life and work. Their contribution gives teachers freedom to concentrate on raising standards. There are attractive and stimulating displays throughout the school. They are used very appropriately to celebrate the school's successes and frequently to enrich the learning and teaching.
161. The building is brand new and the provision is outstanding. The building has been specifically designed to meet curricular needs and legislation regarding accessibility for the disabled. As the school shares the campus with the Secondary School, there are a wealth of resources available by arrangement – a swimming pool, a multi purpose playing field, a gymnasium and bowling area – for the school's use.
162. The school has a wide range of new and enticing learning resources. A substantial investment by the Unitary Authority has been made in the new resources and the parents' contributions are also notable. Outstanding use is made of the ICT room to reach very high standards in the subject.

163. There are wide open spaces around the school with a flat playing area partly grassed and partly surfaced with tarmac. A very well resourced playing area has been set aside for the youngest children and the use of the climbing course is supervised. A wild life garden is being planned with an input from businesses and volunteers.
164. The governing body considers its expenditure carefully and funds the school's priorities efficiently. It is noted that last year's underspend is earmarked for this year's expenditure on the new site. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

165. The general quality of the educational provision for children under five is appropriate for their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.
166. The children's standards of achievement are as follows:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

The Nursery Class

Language, Literacy and Communication Skills

Outstanding features

167. There is continuous and purposeful interaction between every child and the teacher and the other adults. This promotes and develops the children's outstanding standards in speaking and listening. As a result of the school's efforts to nurture bilingualism, the children without exception are starting to respond to a wide range of everyday commands. They ask simple questions independently in Welsh and are starting to speak Welsh to one another.
168. During role play exercises in the open air, children speak at length about what is around them, about other children's activities and they give visitors clear instructions about procedures for using the stage and the equipment that is available.

Good features

169. All the children enjoy sharing books with adults. They use books correctly and with respect. In discussion, they can name their favourite book, arrange events in the correct sequence and retell well known stories confidently. A number of the pupils recognise letters in a word and the most able can read simple words.
170. The children make regular use of the materials in the writing area. They are very eager to develop their 'mark making' skills and they 'write' at length in their role play. The children are developing a good awareness of the fact that written symbols have sounds and meaning and the most able children can write letters and form them correctly. Almost invariably they recognise their own names and are able to write them.

171. The children respond enthusiastically to new linguistic experiences. Although the majority are from homes where English is spoken as the first language, they have outstanding understanding of basic instructions in Welsh and they are starting to use the language naturally in play activities.

Shortcomings

172. There are no important shortcomings

Personal and social development

Outstanding features

173. The children's ability to concentrate and remain on task in the class is an outstanding feature. They socialise particularly well with their peers in informal situations. They have settled into the school's routine very happily and understand that there is a time for listening, speaking and taking turns. When they make choices and decisions about play activities, they show good awareness of the needs of others and they are willing to compromise. They develop early awareness of anti racial elements.
174. They respond outstandingly to adults and visitors and chat with ease and share their experiences spontaneously. They display obvious confidence when they go to do a specific activity within a group and they respond well to the praise they receive at the end of the task. They are full of curiosity when they experiment and investigate their environment inside the school and out. They understand that there are rules to be followed in class and in the areas outside.
175. They follow established rules of hygiene independently and conscientiously. They are all happy and safe in their environment and they have outstanding relationships with staff and friends. All the children make outstanding progress in learning to take turns and waiting patiently. They can explain to a visitor how the system works, for example you must wait in the audience before you can perform on the stage they have in the outside space.

Shortcomings

176. There are no important shortcomings.

Mathematical development

Outstanding Features

177. The children recognise a very good range of numbers and are able to match number and symbol. Their understanding of number is developing in an outstanding manner through stimulating activities such as counting the circles on tree trunks in the woods. All the time, they use real life situations from the rich area outside their class and when they undertake the postman's role. The children benefit from this and they gain further depth of understanding. They concentrate on this type of work in an outstanding manner.

178. The children use money in their role play and their understanding of its purpose and value is developing in an outstanding manner. They match, classify and arrange according to colour, shape and size confidently and correctly and some of the pupils are able to use two criteria. They recognise, recreate and continue different patterns. In the stimulating environment outside, when they use sand and water, they use comparative language well. In discussion, the children know the terms 'more than', 'less than', 'full' and 'empty' and give answers that are detailed and correct to relevant questions.

Shortcomings

179. There are no important shortcomings

Knowledge and understanding of the world

Outstanding features

180. The children's knowledge and understanding of people's lives and customs in other countries are outstanding. They are able to describe the weather in cold and hot countries and compare them with the weather in Wales. They use the correct vocabulary when they describe the features of different countries and they are able to name some animals that live there. They understand that the farm is some animals' home and that others live in the jungle and they are able to describe the differences between town and country in some detail.
181. From the beginning, the children make outstanding use of the interactive whiteboard and the computer and control the mouse skilfully when they move objects on screen. They have an increasing understanding of time and the sequence of the day's events and activities. They carry out role play for a purpose, dressing up in appropriate clothes and taking every activity seriously. By doing this, they develop further understanding of different people's work within the local community. In discussion, the children know that not everyone is the same and that every single one of us is very different.
182. They possess outstanding knowledge about a number of natural things to be seen outside, in the field and the wood. They search enthusiastically for different small animals and objects and describe them in detail to their friends and adults. All the children understand that live creatures should be treated with care and concern, and that it is necessary to look after their environment. Through simple cooking activities, they become aware of where different foods come from and their possible use.

Shortcomings

183. There are no important shortcomings

Physical development

Outstanding features

184. The children have outstanding understanding of the purpose of warming up and the effect of exercise on their bodies. They jump, crawl and jump from heights confidently displaying different methods of combining the movements. They have particularly good at maintaining balance. They understand the need for sufficient space to work safely and they are able to experiment with changing direction and speed.
185. They develop outstanding steering and pushing skills as they complete tasks on bicycles in the outside area. The children's large movement skills are developing in an outstanding manner as they push, pull and pedal wheeled vehicles with increasing confidence and ability.
186. The children's fine manual skills are developing in an outstanding manner by their use of pencils, paint brushes and small items such as glue and scissors. They hold books appropriately and use a wide variety of small implements very skilfully.

Shortcomings

187. There are no important shortcomings.

Creative development

Outstanding features

188. The children display outstanding creative standards as they participate in a number of motivating activities in the class. They join other pupils very confidently in singing a number of nursery rhymes and songs. They are able to recall the words, they maintain the pitch as they clap rhythms correctly. By playing games that involve listening to a tape, they learn to differentiate between sounds, without visual clues.
189. All the children display outstanding continuity and independence in their creative work and they are beginning to experiment with a wide range of materials. They use a range of materials very effectively to make a huge model of a bird. By working with an artist, they observe her work carefully and then use Celtic patterns to create very effective daffodils.

Good features

190. They use the local environment to make wood bark rubbings and prints with leaves. They are able to discuss the processes confidently. They create puppets and use them to role play and to express their feelings to the accompaniment of different types of music.

191. The majority use a paintbrush confidently and with good control and make good choices of colour and medium as they create attractive pictures. They use equipment confidently to cut, fold, mark and create in 2D and 3D. They use the interactive whiteboard to create pictures and patterns, making independent and effective choices.

Shortcomings

192. There are no important shortcomings.

The Reception Class

Language, Literacy and Communication Skills

Outstanding Features

193. The children concentrate carefully as they listen to adults and to the other children and they respond to them clearly and intelligibly. They ask appropriate questions, listen to the answers carefully and then respond in a sensible manner. When they participate in imaginative play, they express views clearly and give and follow instructions confidently. They respond enthusiastically to numerous situations that enable them to express their views and investigate meaning.
194. The children make outstanding progress in their recognition of letter sounds. They show a great interest in books and enjoy their content. They have a clear understanding of the connections and differences between oral language, print and pictures. The majority of the children read their own work and that of others aloud fluently, with increasing understanding and independence and their reading skills are very good. They can name the title of a book, describe the author and the illustrator's role and discuss the content of the book maturely.

Good features

195. The majority of the children are beginning to write in a conventional method, using words, clauses and short sentences that are linked to familiar patterns. They write in different forms and for different purposes. They make good progress in spelling more complex words. The children further develop their writing skills through appropriate and structured use of ICT.

Shortcomings

196. There are no important shortcomings.

Personal and Social Development

Outstanding features

197. The behaviour of all the children is outstanding and they co-operate effectively in all aspects of their work and play. They share equipment and help each other and make outstanding progress in developing respect for rules. They are very supportive of each other and they display a caring and sensitive attitude. They are aware of the importance of listening carefully. They have outstanding attitudes towards their work and they respond enthusiastically to new habits and learning experiences.
198. They concentrate for extended periods and persevere in an outstanding manner on tasks. They are developing their ability to relate to adults outside the classroom. They derive great benefit from singing carols in local homes for the aged, and chat to residents and develop an understanding of the needs of the elderly. They are familiar with different stories from the Bible and compare them with events in their own lives. They participate in celebrations such as Thanksgiving and Father's Day. All this makes them think of others in a very mature way.

Good features

199. They are eager to share their feelings and achievements with known adults and with their friends informally during Circle Time sessions. They accept responsibility for choosing resources and putting them away and they know the safety rules inside the school and outside in the safe open air area and they adhere to them.
200. By discussing healthy foods and participating in a range of physical activities regularly, the children understand that exercise and the right kind of food and drink are important to maintain healthy bodies. They understand that they need to care for their bodies and that cleanliness is all important in their everyday lives.

Shortcomings

201. There are no important shortcomings.

Mathematical Development

Outstanding features

202. A large number of reception age pupils have an outstanding understanding of number. They are particularly able when they count orally in different steps, in recognising number patterns and discussing even and odd numbers. They are able to create their own sums using different equipment to display thorough understanding of addition and subtraction.

203. They understand terms such as 'more', 'less', 'longer' and 'shorter' and explain the differences outstandingly. They can arrange themselves or objects in a line correctly locating their position as first, second, third or last and their understanding of the features of 2D and 3D shapes is sound. They use different patterns to solve problems and create some quite complicated examples independently. Through observations and detailed records, they are able to create a weather graph and explain it clearly and correctly. They are then able to explain how they would adapt the concept to other aspects such as healthy foods.
204. The children use the computer and the interactive whiteboard outstandingly to play games, create simple logos, to experiment and develop their understanding further; they do this completely independently.

Shortcomings

205. There are no important shortcomings.

Knowledge and Understanding of the World

Outstanding features

206. Through involvement in play activities in the wood and by the small river nearby, the children become aware of an outstanding range of features in the local environment. They develop an outstanding awareness of how plants grow and how to care for them. They are able to discuss protecting the environment and how this should be done. When they grow watercress seeds and make sandwiches to eat out of them, they develop an understanding of where some foods originate and how they are produced. They are able to name healthy foods and explain why eating some foods can damage their teeth and bodies.
207. The children use technological toys dextrously and feed instructions into them independently. The children can use computers outstandingly. They have very sound understanding of the seasons and their features and an outstanding awareness of the order of their day in school. They repeat past events in the correct sequence and they possess a very good grasp of the difference between weekdays and weekends and have a good idea of the months of the year.
208. The children develop an outstanding awareness of health and safety. A number of visitors come into school to discuss their work and the children role play to develop their understanding of people and their jobs. They know that it is necessary to wear appropriate clothing for different events and they take decisions and solve relevant problems by themselves.

Shortcomings

209. There are no important shortcomings.

Physical Development

Outstanding features

210. The use the children make of the adventure equipment in the outside area during lesson time and during school playtimes develops their physical skills and confidence in moving in an outstanding manner. They run, jump, climb and slide and balance in an increasingly confident manner and they become aware of spatial relationships such as 'above', 'under', 'behind' and 'in front of'. They develop particularly good skills in catching and throwing balls; they kick balls confidently and they dribble the ball effectively.
211. They possess outstanding understanding of the purpose of warming up and resting and their effects on their muscles and heart. The quality of their movements when they dance are very high. They maintain interesting shapes with strength and purpose and their balance is very well controlled. They do folk dancing and follow instructions successfully. They self evaluate and are aware of how they can improve their movements.
212. They are able to use a variety of writing and painting equipment very effectively and they display particular confidence in cutting out and gluing different materials. They also make outstanding progress in skills such as folding, moulding, pasting and building for a variety of purposes. They use big wooden blocks and sheets of wood very skilfully to build large objects.

Shortcomings

213. There are no important shortcomings.

Creative Development

Outstanding features

214. They children really enjoy singing a very wide range of songs and a number are sufficiently confident to sing to an audience on their own. They know that they are able to sing in a 'low' and 'high' pitch and that there are instruments that can do the same. They understand that there is a variety of untuned instruments and that different movements such as swinging and beating are required in order to play them. The children are able to describe the variety of sounds that they are able to create with instruments.
215. The children's ability to use paint is outstanding. They develop confidence in mixing colours to express their ideas, representing what they have seen. For example, when they print with fruit, they know how to make the purple colour when they print blue on top of red. They are able to explain the process to an adult confidently.

Good features

216. The children are constantly developing their creativity and using their decision making skills well, selecting colours and different materials to produce very striking work on Guy Fawkes. They investigate what the result will be when they blow paint, print bubbles and create a collage with materials of their choice.
217. They observe in detail and sketch with pastels and create tiles of a good quality. When they work with an artist, they produce 3D dragons to display in Oriel Myrddin gallery in Carmarthen.

Shortcomings

218. There are no important shortcomings.

English

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

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

The following comments refer to pupils in the B stream at Key Stage 1 and to pupils in both streams at Key Stage 2. English is not taught formally to pupils in the A stream at Key Stage 1.

Good features

219. All Key Stage 1 pupils listen to instructions and stories and respond well; they are eager to participate in discussions. They express views confidently, asking questions and offering sensible replies. The most able pupils respond enthusiastically and at length.
220. Key Stage 1 pupils use a number of appropriate strategies to help them to read. The least able can decode words successfully. The best readers read fluently and meaningfully. They refer enthusiastically to main characters and events and they are able to discuss an author's work. They possess good awareness of the difference between fact and fiction.
221. The writing standards of Key Stage 1 pupils are good. They use pre - prepared vocabularies and writing frames to produce varied pieces. By Y2, they compose interesting stories, letters and dialogue using elementary punctuation and they spell to an appropriate standard. A good number of the pupils write quite extended pieces using a range of sentence patterns and a wide vocabulary. The most able pupils write independently and in an interesting manner about different factual and creative subjects.
222. At Key Stage 2, the pupils listen intently to presentations and to each other's contributions. The majority of the pupils speak confidently and they are successful in expressing views when they respond to different experiences and visual and aural stimuli. The quality of the language is good on the whole. By Y6, the most able pupils can develop their ideas using ambitious vocabulary and offering extended comments when they defend a point of view in formal and informal situations. They describe their experiences and ideas clearly to a group, the whole class or adults.
223. Reading standards are good at Key Stage 2. Pupils read a range of books appropriate to their ability and the majority read correctly with good understanding. They are able to discuss a favourite author intelligently. The pupils of average or lower ability are successful in interpreting texts that are simpler in content and expression. By Y6, most of the pupils read more challenging books sensibly, varying their voices very effectively. They are able to justify their points of view maturely and discuss the styles of different authors. The pupils' ability to gather information from different sources is good. Their ability to skim and scan when reading to discover specific information is good.

224. Y3 and Y4 pupils are able to write for different purposes and audiences. The best show progression, develop ideas appropriately and use suitable words to convey meaning and mood. The spelling is fairly correct and the pupils make regular use of appropriate punctuation. The less able pupils are successful in producing written work of a good standard within the frameworks they are given. Most of the pupils in Y5 and Y6 write at length, in a wide variety of forms, for different purposes and audiences. They write in a lively fashion and use adjectives and similes to enrich the work. Their spelling and punctuation are generally correct. The most able pupils in Y6 write extended pieces of a high standard in response to varied stimuli. They understand the need to vary the tone and form of the language according to the different tasks and they paragraph well.

Shortcomings

225. A minority of the pupils at both key stages settle for short and superficial oral responses, conveying just information without developing ideas at any length or adapting the tone for different situations.
226. Pupils at Key Stage 2 do not draft and redraft independently.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

227. The majority of the children make good progress and show good listening skills and enthusiasm in responding appropriately to simple greetings and questions.
228. The majority of Key Stage 1 pupils respond to comments and simple instructions appropriately. They make good progress as they become accustomed to the sound and patterns of the language. They develop an understanding of occasional instructions used by the teachers and their peers regularly across the school.
229. Key Stage 1 pupils have the confidence to role play in an imaginary situation repeating simple sentence patterns.
230. In Y3 and Y4, the children in the bilingual stream are given an immersion period, learning through the medium of Welsh for a half term, and this had a strong influence on their standards of listening and understanding the spoken language.
231. In Y5 and Y6, a small number are able to discuss at length. The pupils chat with ease and the most able can discuss varying subjects using a good vocabulary.
232. The majority of the older pupils can read simple texts and a small number can answer questions arising out of the text.
233. The pupils can use a number of different resources successfully to help them to present a situation such as forecasting the weather or playing a simple role to imitate a situation.
234. Many of the pupils who arrive late from foreign countries make good progress and a small number are able to use simple patterns to talk about subjects such as favourite foods and the weather.

Shortcomings

235. A substantial number of pupils at both key stages are unable to respond beyond the limitations of familiar patterns. There are simple syntactic errors in the oral responses of Key Stage 1 and 2 pupils.
236. Not enough Key Stage 2 pupils are able to read confidently and fluently.
237. The written work is restricted to familiar patterns.

Science

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

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

Good features

238. Key Stage 1 pupils have a good understanding about a variety of aspects including living things, parts of the body and plants which flower. They are able to describe the parts of the flower and explain their purpose.
239. Most Key Stage 1 pupils are able to inquire skilfully into different questions such as, 'What provides natural light?' or 'Where does paper come from?'. They are able to discover, 'What would be the best material for making an umbrella?' and 'Where would ice melt fastest?'.
240. Key Stage 1 pupils' knowledge of sound, magnets, light and electrical circuits is good and they are able to adapt the knowledge skilfully. The pupils also have good knowledge of aspects of science in the school grounds and in the woodlands nearby.
241. Pupils in Y3 and Y4 are able to use investigative and inquiry skills well to study a wide variety of different concepts relevant to different aspects of science.
242. The knowledge of pupils in Y3 and Y4 of healthy eating and of plants and how they grow is good. They pay good attention to conducting a fair test and measuring carefully before drawing a tables and graphs to show their results in an organised and clear way.
243. Most pupils in Y5 and Y6 understand the factors that need to be changed, to be measured and to be kept constant in an experiment. They are able to speak enthusiastically about the work and describe the process with a good degree of clarity.
244. Pupils in Y5 and Y6 conduct a number of full investigations independently. They understand well the essentials of healthy living and the effect of exercise on the heart. They understand scientific words appropriate to their development and use them confidently.
245. Through good use of books, sensors and varied computer web sites, Key Stage 2 pupils reinforce their inquiry skills.

Shortcomings

246. When they investigate, Key Stage 2 pupils do not measure three times with sufficient care to verify accuracy and they discover the mean before coming to conclusions.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

247. The outstanding features of the work at Key Stages 1 and 2 include:

- the depth and breadth of the pupils' knowledge throughout the school;
- the way the pupils use their skills as a cross curricular tool to raise their standards in other subjects;
- the pupils' independence as they work for long periods without teacher intervention;
- the response of pupils of different abilities, particularly that of able pupils to challenging work.

248. Pupils of all ages are very willing to use the whiteboard interactively to convey their ideas to the rest of the class.

249. The pupils make outstanding use of criteria for success to measure their progress. They discuss improvements and use the interactive whiteboard to display their ideas.

250. By Y6, the pupils display outstanding independent skills as they use a wide range of computer programs. They can create and use data banks by changing and adding to the number of areas to display a wide range of graphs and tables and to analyse and interpret data.

251. The most able pupils can create an animated film and discuss the benefits and drawbacks of the medium. They make appropriate use of notes and storyboards to facilitate their work and to give it a direction. They are able to rough-edit video and sound clips in advance when they create a video presentation.

252. Pupils in Y5 and Y6 use challenging software skilfully and very confidently. The preparatory work before moving on is an outstanding feature of the work.

Good features

253. At Key Stage 1, the pupils save and load their work without assistance. They are developing appropriate independent working skills and they use appropriate software for the task with skill and confidence.

254. At Key Stage 2, pupils in Y3 and Y4 are confident in finding and saving their work in appropriate folders. They are aware of other methods of saving their work when the usual method is not convenient.

- 255. Most pupils in Y3 and Y4 show good progress in coping with software that is very challenging for them.
- 256. The older pupils at Key Stage 2, combine image, text and sound confidently to create presentations aimed at a specific audience. The most able can include hyperlinks to direct the user to a specific website.
- 257. When a problem arises, most Key Stage 2 pupils can use the convenient reference cards as a first step, before they approach adults for help. This helps them to develop their independence and confidence.
- 258. Pupils in Y5 and Y6 are able to use advanced technology to create a video link to discuss their work with another school at the other end of the county. They can also use an electronic voting tool to answer multi choice questions, to compare their responses and to analyse graphs of their results.

Shortcomings

- 259. Only a minority of Key Stage 2 pupils use the Welsh information technology terms.

Design technology

Key Stage 1: Grade 1: Good with outstanding features

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

Outstanding features

260. Outstanding features in the work of Key Stage 1 pupils include:

- the detailed attention every one of them pays to the designing, making and evaluating process;
- the high quality finished product;
- the way in which almost every pupil responds to challenging tasks.

261. Pupils at Key Stage 1 are able to apply their knowledge and skills with a wide variety of materials very effectively. The pupils' finished work reflects their original plans and the products are finished well.

262. The pupils are very aware of the need to be careful when working for health and safety reasons.

Good features

263. At Key Stage 1, every pupil uses a wide variety of drawings and words to record the steps they take when they create hats. They speak very confidently, using appropriate vocabulary to describe different techniques and processes.

264. At Key Stage 1, every pupil is able to discuss their finished products confidently, such as when they explain the processes involved in making a variety of puppets or creating a card with moving parts. They are very willing to offer suggestions for improvement.

265. Pupils in Y1 and Y2 have a very good grasp of the processes in question and they are able to design and make products of a high standard in response to specific tasks. Y2 pupils are able to discuss the merits of varied methods of creating a card with a moving element and discuss methods of creating different houses and puppets.

266. At Key Stage 2, the pupils are able to talk about their experiences in a wide variety of contexts, such as when describing a thumb pot, tasty sandwiches, biscuits, creating an electrical game, a Tudor house or making a container for writing equipment. All the pupils investigate products enthusiastically and with a high degree of thoroughness.

267. Pupils in Y3 and Y4, produce more than one idea before they select their final idea. Their investigative work is of a high standard.

268. Pupils in Y5 respond very creatively to their tasks such as when they create a large toy or a healthy drink. They produce a good variety of original ideas and the finished product is of a good quality. The pupils also evaluate the work appropriately.
269. Pupils in Y6 are able to explain how they use ICT to investigate and to design a container for writing equipment. They evaluate their work skilfully and they use mathematical and creative skills well to fulfil the task. The quality of the finished product is good as is the case in the electrical games they produce.

Shortcomings

270. Pupils in Y6 do not carry out sufficient detailed measurement as they plan.

School's response to the inspection

We as a school would like to thank the inspection team for the courteous and professional manner in which they conducted the inspection. We receive the report with pride in the school's standards in all aspects. We shall implement the recommendations as part of the process of evaluating the school and we look forward to further success in our new building.

Appendix 1

Basic information about the school

Name of school	Ffynnonbedr Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Peterwell Terrace Lampeter Ceredigion
Postcode	SA48 7BX
Telephone number	(01570) 422965

Headteacher	Mr Huw Jenkins
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mr Ivor Williams
Registered inspector	Mr Phil Mostert
Dates of inspection	11-13 March 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	31	28	44	41	46	44	44	44	322

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	5	16.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.9:1
Pupil: adult (fte) ratio in nursery classes	10.5:1
Pupil: adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	22:4
Teacher (fte): class ratio	1:1.16

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	90.7	92.7	91.7%
Summer 2007	92.5	91.6	92.1%
Autumn 2007	91.6	93.6	92.6%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	1 temporarily

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2					39	
Percentage of pupils at each level									
			D	W	1	2	3	4	
Welsh	Teacher assessment	School			5	95	0		
		National	0.1	1	10.1	63.5	25.1	0	
Welsh: reading	Teacher assessment	School			5	75	20		
		National	0.1	2.3	15.4	59.1	22.9	0	
Welsh: writing	Teacher Assessment	School			20	80	0		
		National	0.1	2.6	19.1	66.2	11.8	0	
Welsh: oracy	Teacher assessment	School			5	95	0		
		National	0.1	1.1	10.6	63.6	24.4	0	
English:	Teacher assessment	School			21.1	78.9	0		
		National	0.4	3.4	13.1	62.7	20.4	0	
English: reading	Teacher assessment	School			10.5	63.2	26.3		
		National	0.4	3.8	13.9	54.9	26.8	0	
English: writing	Teacher assessment	School		5.3	15.8	78.9	0		
		National	0.4	4.9	14.4	68.4	11.8	0	
English : speaking and listening	Teacher assessment	School			15.8	84.2	0		
		National	0.4	3.4	13.1	62.7	20.4	0	
Mathematics	Teacher assessment	School			7.7	64.1	28.2		
		National	0.3	2	10.4	63.9	23.2	0	
Science	Teacher assessment	School			7.7	92.3	0		
		National	0.3	1.6	8.6	65.5	23.9	0.1	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	87.18%	In Wales	80.6%
---------------	--------	----------	-------

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of key stage 2:**

National Curriculum Assessment Results 2007			Number of pupils in Y6							38
Percentage of pupils at each level										
			D	W	1	2	3	4	5	
Welsh	Teacher assessment	School			0	5.3	21.1	52.6	21.1	
		National	0.7	1	0.9	3.9	17.8	50.2	25.3	
English	Teacher assessment	School			0	2.6	13.2	36.8	47.4	
		National	0.3	0.5	0.6	3.9	15.9	48.2	30.4	
Mathematics	Teacher Assessment	School			0	2.6	18.4	44.7	34.2	
		National	0.3	0.5	0.5	3.2	14.4	47.5	33.4	
Science	Teacher Assessment	School			0	0	13.2	42.1	44.7	
		National	0.3	0.5	0.3	1.8	11.5	51.8	33.8	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	78.95%	In Wales	74.2%

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

Appendix 4

Evidence base of the inspection

The school was inspected by a team of five inspectors who were at the school for a total of 14 days. During that period:

- the inspectors attended 38 lessons or part lessons, dividing the time fairly equally between the classes, and keeping separate records for the different age groups;
- discussions about their work were held with pupils, the headteacher, the deputy, the teaching staff, the nursery assistants and the classroom assistants;
- the pupils were questioned in detail about their knowledge and understanding of the curriculum;
- inspectors listened to a wide range of pupils reading in Welsh and in English;
- samples of pupils' work completed during the current term and during previous terms were inspected;
- a large sample of the school's documentation, including its policies and long, mid and short term schemes of work were studied;
- the SDP was scrutinised in detail;
- attendance registers and pupils' assessment records were studied;
- detailed attention was paid to the school budget;
- inspectors attended collective worship sessions on three mornings;
- members of the inspection team attended a parents' meeting with 30 parents present and 49 parental questionnaires were analysed;
- Two formal meetings were held with the Governing Body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key questions 1, 2 and 5 Science and design and technology
Marian Donovan Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Gwenan Williams Team Inspector	Key questions 3 and 6 English and children under five years
Gwyn Roberts Team Inspector	Key Questions 4 and 7 Welsh as a second language and information technology
Meirwen Watts Peer Assessor	
The headteacher was the school's nominee	

Contractor: Cwmni Cynnal
Technology Unit
Bridge Street
Llangefni
LL77 7HL

Acknowledgement

The inspectors wish to thank the school's governors, the headteacher, staff, pupils and parents for their willing co-operation during the inspection.