

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**FFYNNON GYNYDD VOLUNTARY CONTROLLED
PRIMARY SCHOOL
GLASBURY-ON-WYE
HEREFORD
HR3 5LX**

School Number: 666/3034

Date of Inspection: 29 – 30 May 2002

By

Ms L Thomas
Registered Inspector W151/78384

Under Estyn contract number: T/252/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Ffynnon Gynydd Voluntary Controlled Primary School serves the village of Ffynnon Gynydd and a wide surrounding area, including Glasbury and Talgarth in Powys. There are 53 pupils on roll aged 4–11 years. The school is oversubscribed and is full to capacity. There has been a steady rise in pupil numbers over recent years. At the time of the last inspection in October 1996, there were 31 pupils on roll. The school considers its catchment area to be neither prosperous nor economically disadvantaged. Four per cent of pupils are registered as being entitled to receive free school meals. The majority of pupils demonstrate good levels of linguistic and social competence on entry to school. The full range of ability is represented amongst the school's pupils. There are two mixed age classes: a nursery, reception, Years 1 and 2 class and a Years 3, 4, 5 and 6 class. There are seven pupils on the school's register of special educational needs (SEN), one at Stage 1, five at Stage 2 and one pupil who has a statement of special educational need.

The school's main aims are listed as:

- to ensure that the school is free of any form of intimidation so that the ethos is such that childhood is valued and celebrated;
- there should be very high expectations of all pupils, leading to the highest possible levels of achievement.

2. MAIN FINDINGS

The main findings of the report

The educational provision for the under fives has some weaknesses but there is evidence that the weaknesses can soon be put right. At present, some of the activities are not well matched to the children's needs and there are insufficient resources in the classroom for appropriate practical activities. Assessments made of the children on entering school indicate that most are of above average ability in relation to their linguistic, mathematical and social competence.

Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Insufficient evidence
Creative development	Satisfactory

In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the different subjects of the NC and religious education are as follows:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Satisfactory	Good
Geography	Good	Good
Art	Satisfactory	Unsatisfactory
Music	Good	Good
Physical education	Insufficient	Evidence
Religious education	Good	Good

- A total of 22 lessons or part lessons were seen. Standards were at least satisfactory in all the lessons and were good in 50 per cent of them.
- The results of NC assessments cannot be published due to the very small size of the individual year cohorts but all the pupils who sat the tests achieved the appropriate level for their age group and most exceeded this.
- Provision for pupils with SEN is satisfactory with good aspects. All pupils make satisfactory progress towards their learning targets.
- The standards pupils attain in applying the key skills across the curriculum are good in speaking, listening, reading and the use of information and communication technology (ICT). They are satisfactory in writing and numeracy.
- The spiritual and cultural development of pupils is good and their social and moral development is very good. Pupils display very good attitudes towards each other and their work. The school has been very successful in creating a family atmosphere in which respect for others is effectively developed. A very good feature of the school is the way in which older pupils care for the younger ones. Relationships in the school are good and pupils respond very positively to their spiritual, moral, social and cultural provision.
- The overall quality of behaviour in the school is very good and pupils' attitudes to learning are very positive. The school generally provides equality of opportunity and is socially inclusive.
- Pupils' attendance is very good and is regularly over 95%. Staff and parents work together effectively to maintain attendance levels.
- The quality of teaching was satisfactory or better in all lessons. The teaching was of good quality in 32% of the lessons observed. Teachers have satisfactory and, at times, good

knowledge of most of the subjects they teach. There are some weaknesses, however, in their expertise in the teaching of design and technology and art.

- The good teaching observed is characterised by a range of teaching strategies enabling pupils to work individually and in small and large groups. Teacher expectations are suitably high and tasks differentiated to pose appropriate challenges and to stimulate further learning. The main shortcomings in the lessons judged to be satisfactory are unclear lesson objectives, over long introductions leading to a slow pace of learning, low expectations of pupils' capabilities and insufficient challenges within the tasks set.
- The quality of assessment and reporting is satisfactory overall with some good aspects. Teachers know their pupils well and their assessments of their abilities are usually accurate. However, the assessment information gained from observation, marking, discussion and test results is not always used effectively to match tasks to pupils' abilities in their day to day work in the classroom. Annual reports to parents are of good quality and are detailed, informative and individualised.
- The curriculum includes all the subjects of the NC and religious education and meets statutory requirements. A variety of visits to places of interest near the school and further afield, as well as a range of extra-curricular activities, serve effectively to extend and enhance the curriculum. However, in the absence of schemes of work to guide the work in some subjects, continuity and progression in pupils' learning are not always assured.
- The quality of the arrangements for pupils' support, guidance and welfare is very good. The school provides a family environment in which pupils feel safe and secure and which is free from intimidation, bad language and anti-social behaviour. Arrangements for the supervision of pupils are good.
- Provision for the seven pupils on the school's register of SEN is satisfactory. The tasks set for the pupils are mainly focussed on spelling activities and all make satisfactory progress towards the targets set. Provision for the pupil with a statement of SEN is very good. The full-time care provided for him is of very good quality and ensures that the child participates as far as possible in school activities.
- The partnerships with parents, local community, schools in the area and a range of external agencies are good. The school and its pupils participate fully in community life. Parents enjoy a close relationship with the school and formal occasions such as the Governors' Annual Meeting and parents' evenings are exceptionally well attended. In the pre-inspection parents' meeting and in the questionnaires returned, parents expressed a very high level of satisfaction with the school.
- The school has established satisfactory partnerships with the world of work and makes satisfactory arrangements, within staffing and other constraints, to provide the pupils with a number of experiences associated with the world of work.
- The quality of self-evaluation and planning for improvement within the school is satisfactory. The teachers strive hard to maintain high standards. However, aspects of self-evaluation that draw on first-hand evidence of the quality of teaching, pupils' learning and standards achieved by all pupils are underdeveloped.

- The leadership of the school by the head teacher and governors is satisfactory with good aspects. The head teacher administers and manages the school effectively and efficiently. With the full support of the other staff, she has created a very good team spirit from which a caring ethos is combined with a strong work ethic. Staff share subject responsibilities and they manage resources effectively. Curriculum documentation that takes account of the requirements of Curriculum 2000 is not, however, in place for all subjects and this impedes continuity and progression in the work across the school.
- The governing body supports the school well and members are generally well informed about the life and work of the school. The school does not, however, comply fully with statutory requirements in relation to the information provided in the School Prospectus and the Governors' Report to Parents.
- The budget is regularly monitored and is linked appropriately to priorities identified in the School Development Plan (SDP). The school maintains a substantial surplus to cover unforeseen events such as a drop in pupil numbers. As the school is oversubscribed, it is unlikely that in the foreseeable future there will be a reduction in pupil numbers to necessitate the budget being reduced with detrimental effect. The present surplus far exceeds the recommendations made by the National Assembly for Wales.
- The management of staffing, accommodation and resources is good overall. There is a good proportion of teachers and support assistants to pupils. There is adequate space within the school for most activities but the lack of a school hall is a disadvantage. The old school building is showing signs of wear in places and is in need of some re-decoration. Space and resources to meet the needs of children under five are limited in scope and quality. The outdoor accommodation provides very good facilities for outdoor play.
- Staff and pupils take pride in the building, keeping it clean and ensuring that it is a welcoming place for those who work there and for visitors. Display, however, is not of good quality and does not reflect pupils' work and achievements sufficiently.
- Resources are generally well managed and are easily accessible to staff and pupils.
- Three key issues from the last inspection have not been successfully resolved.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards achieved were at least satisfactory in all lessons observed and in 50% they were good.

- The results of the NC assessments cannot be published due to the very small size of the individual year groups but all the pupils who sat the tests achieved the appropriate level for their age group and most exceeded this.

- The educational provision for the under-fives has some weaknesses, but there is evidence that the weaknesses can soon be put right. Standards achieved are good in personal and social development and in the fine motor skills of physical development. No judgement can be made regarding the development of robust skills as inclement weather conditions restricted outdoor play and no indoor lessons were seen. Standards of achievement are satisfactory in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and creative development.
- In KS1 and KS2, standards of achievement are good overall in English. Good standards are achieved in speaking, listening and reading, and satisfactory standards are achieved in writing.
- In both key stages, standards of achievement are good in mathematics, science, Welsh second language, information technology, geography, music and religious education. Standards in history are good in KS2 and are satisfactory in KS1.
- Standards in art are satisfactory in KS1 but are unsatisfactory in KS2. In design and technology, standards of achievement are satisfactory within a limited context only. The programme of work is not continuous and progressive and, as a result, standards in relation to NC requirements are unsatisfactory.
- No judgement has been made about overall standards in physical education as no lessons were seen taught by teachers at the school.
- Pupils with SEN make satisfactory progress towards the targets set in their individual educational plans (IEPs).

3.2 Standards achieved in key skills across the curriculum

Standards in key skills across the curriculum range from good in speaking, listening, reading and the use of ICT to satisfactory in writing and numeracy.

- The under-fives listen attentively and respond appropriately in all areas of learning. They achieve good standards in the use of ICT. They are making satisfactory progress in applying their developing numeracy and literacy skills across the curriculum.
- Throughout the school pupils listen carefully for most of the time in most lessons and in whole-school assemblies. They carry out instructions effectively and listen politely to the views of others.
- In both key stages pupils speak clearly and confidently when answering questions, but usually briefly. They have insufficient opportunities to hypothesise, explain or report in different areas of the curriculum. When such opportunities are given, for example in a food technology lesson, they engage very effectively in exploratory discussion of the processes involved.
- Pupils make good progress in reading and usually cope well with the demands of worksheets related to their work in different subjects. Their use of books for research and

investigation is less well developed in subjects such as geography and history because of an over-reliance on worksheets.

- An over-reliance on worksheets also means that pupils' skills of writing in a range of styles appropriate to different subjects are underdeveloped.
- In KS1, pupils have insufficient opportunity to apply their numeracy skills to their work in other areas of the curriculum. In KS2, pupils use their mathematical skills effectively in science investigations. They use a protractor accurately to measure angles when conducting experiments with light beams.
- In both key stages, pupils' confident and enthusiastic use of ICT enhances their learning in all areas of the curriculum. For example, KS1 pupils' understanding of directions in geography is reinforced using the up/down/left/right keys on the computer to move a character around a maze. KS2 pupils use the computer in science investigations to make a graph of sound units while a saxophone or clarinet is played.
- Teachers' planning for key skills is incidental rather than systematic and opportunities for pupils to develop them are therefore underdeveloped.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The spiritual and cultural development of pupils is good and their moral and social development is very good.

- The aims of the school in developing pupils' spiritual, moral, social and cultural awareness are fulfilled in many aspects of its day-to-day life. The school has successfully created a family atmosphere and this ethos pervades all its work and play.
- Assemblies in class and as a school make a positive contribution to pupils' spiritual, moral, social and cultural development and help build a strong sense of community. The youngest as well as the older pupils participate and their individual talents and achievements are recognised and celebrated. Prayers at the start of the school day encourage pupils to reflect on the day ahead.
- Pupils develop a good understanding of, and respect for, people's values and beliefs through lessons in religious education and in other ways.
- The school promotes very good moral values. It is a very caring community in which all pupils are valued and respected. Pupils develop a good understanding of the difference between right and wrong and are frequently reminded of the importance of being kind to one another and to consider the feelings of others.
- A very good feature of the school is the way in which older pupils care for the younger ones. Without exception, pupils also demonstrate a caring and inclusive attitude to fellow

pupils with special educational needs. Older pupils take responsibility for serving at lunchtime and show initiative in their playground games, inviting other pupils to come and join them in games they devise.

- Pupils' cultural development is promoted through a very wide range of visits and visitors, which supports work in all areas of the curriculum. For example, they visit Big Pit in connection with their work in history/geography and have enjoyed art workshops with visiting artists.
- Pupils are developing a good knowledge of the culture and heritage of Wales. Their understanding of the multi-cultural nature of our society is developed, to some extent, through themes such as 'celebrations,' where they study traditions such as the Hindu festival of Divali and the Chinese New Year but this aspect is underdeveloped generally..
- Pupils' response to the school's provision for spiritual, moral, social and cultural development is good.

4.2 Behaviour and attitudes

The overall quality of behaviour in the school is very good and pupils' attitudes to learning are very positive.

- Pupils are polite, courteous and respectful to teachers, visitors and each other. In both classroom and playground pupils are helpful and supportive of one another and very willing to assist in all aspects of school life.
- These attitudes persist during lessons where concentration, diligence and curiosity are strong features and learning is enhanced.
- The school's expectations are high and procedures for promoting good behaviour are very effective.
- The caring and supportive nature of the school community effectively eliminates bullying and social discrimination.

4.3 Attendance

Overall attendance in school is regularly above 95%, which is very good.

- The school makes very good progress towards meeting targets for attendance and there are no unauthorised absences.
- A few pupils take holidays during term time but the very large majority of absence is due to sickness.
- Pupils are punctual in arriving at school and in reconvening for lessons after breaks.

- Registration is promptly and efficiently taken each morning and afternoon. An administration assistant collates attendance statistics that are regularly reviewed by the head-teacher. An Education Welfare Officer is available should circumstances require. Procedures fully meet statutory requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in all lessons. In 32 per cent of lessons the teaching was good. This is based on observations of 22 lessons or part lessons.

- Teachers give willingly of their time to provide extra support for pupils after school on two evenings each week and to extend the school day on another evening in order to provide additional time for swimming and other sporting activities. Such commitment serves to enhance the very special social and work ethic atmosphere prevailing in the school.
- All teachers have satisfactory knowledge of most of the subjects they teach and good knowledge is displayed in some subjects. There are some weaknesses in the teachers' subject expertise in design and technology and art.
- The quality of relationships between teachers and pupils in all lessons is good.
- Very good support is provided by a classroom assistant for the pupil with a statement of SEN as well as for some classroom activities.
- In the good lessons, the organisation and management of pupils are effective. Opportunities are created for pupils to work in groups and as individuals. Tasks set are well differentiated and pose suitable challenges to extend and stimulate further learning. In some lessons as, for example, in a food technology activity, good cross-curricular links are made within relevant contexts.
- The main shortcomings in the lessons judged to be satisfactory are unclear lesson objectives and over-long introductions leading to a slow pace and insufficient involvement by pupils. In some of these lessons, the demands made on pupils are insufficiently challenging and expectations are too low.
- The activities provided for nursery and reception children are not always appropriate. For example, they sometimes have to sit for too long during introductions that are more relevant for older pupils and they are sometimes given work-sheet tasks that are not well matched to their level of development and understanding.

5.2 Assessment, recording and reporting

The quality of assessment, record keeping and reporting is satisfactory overall with some good features.

- In the early years, the school's own baseline assessment when children first enter the school, and the Powys Baseline Assessment undertaken soon after entry to reception, give a good picture of children's personal and social, linguistic and mathematical development.
- Teachers know their pupils very well and their assessments of their abilities are usually accurate. However, the assessment information gained from observation, marking and discussion, as well as that gained from more formal tests, is not always used effectively to match tasks to pupils' abilities in their day-to-day work in the classroom. For example, some under-fives are expected to record their work before they have had enough practical experiences to understand thoroughly what they are doing. The work of some Year 4 pupils is insufficiently differentiated from that of Year 3 pupils.
- The arrangements for assessing and recording pupils' progress are satisfactory. Assessment notes are made in teachers' planning books and then transferred to record sheets in their Individual Record Folders. These provide a useful source of information about pupils' progress in all areas of the curriculum.
- Standardised tests of reading and spelling help identify those pupils who are not progressing as well as expected. Reading records, however, only list books and pages read and do not identify strengths and weaknesses in order to focus reading instruction more effectively.
- Summative assessments of pupils' attainment in relation to NC levels are made in all subjects at the end of every year. However, specific targets for improvement are not consistently set in order to help pupils focus on the next step forward in their learning.
- Pupils' work is marked regularly and usually indicates areas of strength and weakness. Much of the marking of pupils' work, particularly in KS1, is completed in the child's presence so that there is ample opportunity for discussion.
- Annual reports to parents are detailed, informative and individualised. They provide clear information about the pupil's progress and achievement in both core and foundation subjects. Parents have regular access to pupils' books and appreciate the formal and informal opportunities provided to discuss their children's work.
- A thorough analysis is made of pupils' NC assessment results in order to set quantitative targets for achievement. Some qualitative analysis is also made; for example, mental mathematics was identified as a target area for improvement in teaching and learning. However, such analysis is not usually made in order to set clear learning targets for individual pupils.

5.3 Curriculum

The school provides a relevant curriculum that includes all the subjects of the NC and religious education. However, in the absence of schemes of work to guide the curriculum in some subjects, continuity and progression are not always assured.

- The curriculum for the early years takes account of the desirable learning outcomes for the age group but some tasks are not always matched successfully to the children's needs.
- The arrangements that enable visits to be made to places of interest where pupils are able to study various techniques in art, craft and design and technology reinforce and enrich the school's provision. Similarly, regular visits by a local artist and football and cricket coaches serve well to enhance and extend the pupils' learning experiences.
- Pupils benefit from participation in extra-curricular activities, such as competing in Urdd activities and inter-school contests.
- The school takes regular advantage of opportunities to develop the Cwricwlwm Cymreig in its themes.
- A two-day holiday workshop has been successfully organised over the last two summer holidays. During this time, professional artists and craftsmen have shared their skills with pupils, teachers and parents. The workshop has provided valuable learning experiences as well as social benefits by enabling pupils to come together during the long summer break to meet staff and friends.
- Homework is mainly set for older pupils to reinforce work in English and mathematics. During the long summer vacation individual booklets are compiled with homework tasks to ensure that all pupils keep abreast of their school work. Parents appreciate this element of the school's provision.
- There is no whole school planning for the development of key skills.
- The provision is socially inclusive. A pupil with severe physical difficulties is fully included in class activities and all pupils participate on equal terms in all aspects of the curriculum.
- Suitable emphasis is given to personal and social education throughout the school's curriculum. The development of moral values and high standards of behaviour are successfully promoted throughout the school.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare offered by the school is very good.

- The school provides a very welcoming and caring environment where all pupils feel happy and secure in a family atmosphere.
- Staff know their pupils very well and have high levels of concern for their safety and well-being.
- Arrangements for the supervision of pupils at playtimes and lunchtime are good.
- The governor responsible for health and safety reviews the accident book annually. Medicines are given when necessary.
- Personal and social education is a priority of the school and informs all aspects of its work. Sex education is taught as part of personal and social education. The school nurse visits and talks to Year 6 boys and girls separately about sex and other health and hygiene matters.
- Staff and pupils are aware of the anti-bullying policy that any words or actions that cause a child distress are regarded as an act of bullying and are unacceptable. The school aims and succeeds in having an environment free from intimidation, bad language or anti-social behaviour.
- The head teacher is the designated person responsible for child protection and relevant procedures are in place.
- The school has effective procedures for easing the transition between home and school and from primary to secondary education.
- A Powys draft Racial Equality Policy is under discussion and the school's own policy is planned to be in place from September 2002.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is satisfactory and is very good for the child with a statement of SEN. Standards of achievement are satisfactory and all pupils make satisfactory progress towards the targets set.

- The school has a clear policy for SEN that sets out appropriate action.
- Satisfactory arrangements for identifying the needs and monitoring the progress of pupils with SEN are in place.
- Seven pupils are identified as having SEN, including one with a statement of SEN who receives full-time care support.

- All SEN pupils are fully integrated into the life of the school and have access to the same curriculum as other pupils.
- The head is the SEN co-ordinator (SENCO) and the part-time teacher provides support on a withdrawal and in-class basis for the six pupils who are on Stages 1 or 2 of the Code of Practice. Tasks set for pupils in need of additional support are mainly focussed on spelling activities. Satisfactory progress is made by pupils as a result of this support.
- Pupils' individual educational plans (IEPs) are appropriate and contain achievable targets. Each pupil makes satisfactory progress in relation to the targets set.
- The full-time care provided for the pupil with a statement of SEN is of very good quality and ensures that the child participates as far as possible in classroom activities. The child's statement includes disapplication of the NC.

5.6 Partnership with parents and community, schools and other institutions

The partnerships with parents and community, schools and other institutions are, overall, of good quality, but the information provided to parents in the school's prospectus does not fully meet statutory requirements.

- The prospectus and personalised information for new pupils provide a clear description of the curriculum and pastoral arrangements. However, certain items required by statute are omitted.
- The Annual Report of the Governors provides a useful summary of school activities and progress but similarly omits some items required by statute.
- Parents enjoy a very close relationship with the school, such that it functions like a large family.
- Formal occasions, such as the Governors' Annual Meeting and parent evenings are exceptionally well attended with almost all parents present. In the pre-inspection parents' meeting and in the questionnaires returned, parents expressed a very high level of satisfaction with the school.
- There are many mutually beneficial links with the community, particularly through the church. The school provides entertainment for senior citizens, collects for charity and makes educational visits locally and further afield. Members of the community visit and support school activities.
- There are good links with other schools. Pupils enjoy sports events and other competitions with neighbouring primary schools. There are visits to the receiving secondary school for Y6 pupils. Curriculum links are also developed through a project in English, and secondary school teachers and 6th Form students visit Ffynnon Gynydd to ease the transition from one school to the other.

- There is an established link with an initial teacher training institute and pupils benefit from the variety in teaching styles and experience that students provide.

5.7 Partnership with industry

There is a satisfactory partnership with industry.

- Pupils learn incidentally of the differing requirements of various jobs through stories, studies in history and geography, and visits to the work place. Although these inform classroom activities, the relevance of curriculum learning to employment is not systematically explored.
- The head teacher has built up an extensive directory of places to visit that explore industry. These are both local, and further afield when on residential courses, and the school does not feel the need to use professional advisory services, such as the Education Business Partnership to increase this further.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation procedures and its planning for improvement are satisfactory.

- The school's self-evaluation statement identifies strengths and weaknesses and outlines actions to be taken to address some of the shortcomings. However, the impact on standards of the actions taken, for example the increase in the contributions of external providers for art and games, is not evaluated in sufficient depth.
- Staff are keen to improve standards of pupils' work and set suitably challenging targets for NC tests. However, aspects of self-evaluation that draw on first-hand evidence of the quality of teaching, pupils' learning and standards achieved are underdeveloped.
- The school development plan is drawn up by the head teacher in consultation with local education authority advisers. The governing body then discuss it and make further suggestions when necessary. It sets out key issues for improvement, strategies for achieving them, intended outcomes, personnel, time-scales and monitoring procedures. However, procedures for evaluating the extent to which targets for improvement are achieved are not securely in place.
- The professional development of staff is linked appropriately to priorities identified in the school development plan, for example, to improve the teaching of investigative science.
- The quality of teaching and performance is monitored through the results of statutory and non-statutory tests, but there is no systematic programme of staff appraisal to improve the quality of teaching.

6.2 Leadership and efficiency

The quality of the leadership and management of the school are satisfactory with good aspects.

- The school has clear aims and values and seeks to provide equal opportunities for all as is generally reflected in its day-to-day work.
- The head administers and manages the school effectively and efficiently. She is committed to improving quality and standards. With the full support of the other teachers and support staff, she has created a very good team spirit from which a caring ethos is combined with a strong work ethic.
- The school receives six hours of secretarial help weekly and the routine administration and organisation systems are good.
- Staff share subject responsibilities and they manage resources effectively. Curriculum documentation that takes account of the requirements of Curriculum 2000 is not, however, in place for all subjects.
- The governing body supports the school well and members are generally well informed about the life and work of the school. The school does not, however, comply fully with statutory requirements in relation to the information provided in the School Prospectus and the Governors' Annual Report to Parents.
- The budget is regularly monitored and is linked appropriately to priorities identified in the SDP. The school maintains a substantial surplus to cover unforeseen events such as a drop in pupil numbers. As the school is oversubscribed, it is unlikely that there will be a reduction in pupil numbers in the foreseeable future to necessitate the budget being reduced with detrimental effect. The present surplus far exceeds the recommendations made by the National Assembly for Wales.

6.3 Staffing, accommodation and learning resources

The management of staffing, accommodation and resources is good overall.

- The school is well staffed and teachers and support staff work very well as a team; this has a positive and beneficial effect on the quality of pupils' learning and the standards achieved.
- In general, satisfactory arrangements are made for the continuing professional development of staff. Both full-time teachers are involved in in-service training that provides additional insight and qualifications for the development of their teaching expertise. Visits to other schools to gain a wider view of different settings and ways of teaching are not organised as part of the staff's professional development programme.
- There is adequate space within the school for most activities. There is no school hall and this is a disadvantage for the progressive development of gymnastic and dance skills. In addition, the KS2 classroom has to be re-arranged for school dinners. The old school

building is showing some signs of wear, mainly in the deterioration of the window frames that are in need of being painted.

- Space and practical resources for appropriate indoor activities to meet the needs of children under five are limited in scope and quality.
- The outdoor accommodation provides very good facilities for outdoor play and practical learning experiences for the under fives. The school garden is well tended by a member of the governing body, staff and pupils. There is easy access to the common land adjoining the school and pupils play football and other games there during break times.
- Staff and pupils take pride in the building, keeping it clean and ensuring that it is a welcoming place for those who work there as well as visitors. Where pupils work is displayed, it is effectively mounted and serves well to celebrate pupils' achievements. However, the display contains more adult images than pupils' own work.
- Resources are managed well and are easily accessible to staff and pupils. They are used well to support the curriculum.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives (4-5 years) has some weaknesses, but there is evidence that these weaknesses can soon be put right. Standards achieved in the early years are good in personal and social development and in the fine motor skills aspect of physical development. They are satisfactory in the other four areas of learning. The children make generally satisfactory progress across all the areas of learning.

No judgement could be made regarding children's large-scale physical development because inclement weather restricted opportunities for outdoor play and no physical education lessons were observed.

Standards in language, literacy and communication skills are satisfactory.

- Children listen carefully to the teacher and follow instructions well. They also participate enthusiastically in action songs and rhymes.
- When playing together in pairs and small groups they express their opinions, make plans and talk about their intentions.
- All children enjoy listening to stories. In discussion with the teacher they can recall details of the story and retell the main events, broadly in the order in which they occurred.

- More experienced readers can read simple texts fluently and with understanding. Other recognise some common words and know that they can look at the beginning of a word to help them when they get stuck.
- Nursery children can trace over their names and hold a pencil correctly with adult help. Reception children make satisfactory progress from overwriting letters and words to simple copying of short sentences reporting on their experiences. They form their letters legibly but not always correctly.
- The children make good progress in their acquisition of basic words and phrases in Welsh. They remember the words for a range of rhymes and songs in Welsh and sing them with obvious enjoyment.

Standards in personal and social development are good.

- Children are confident and form good relationships with one another and with adults. They demonstrate a caring attitude in many ways.
- Children show good concentration when they listen to recordings of favourite stories and when engaged in other tasks that interest them.
- They work harmoniously together, taking turns, sharing equipment and taking responsibility for putting it away at the end of the session.

Standards in mathematical development are satisfactory.

- When given the opportunity to apply their developing mathematical understanding in a practical context such as making gingerbread men, nursery children show a good understanding of mathematical concepts such as 'less' and 'more' and can count on one and take away one.
- In the same practical context, reception children count, add and subtract the number of gingerbread men from 1 to 10 with accuracy and confidence.
- Most nursery children recognise and can recreate a pattern when they thread beads on string.
- Reception children recognise numbers to 10 and can write them. The more experienced children use an abacus correctly to help them add and record their sums.

Standards in the development of knowledge and understanding of the world are satisfactory.

- Children are developing a basic understanding of the seasons and their features such as leaves falling in the autumn.
- They are also beginning to develop an awareness of other cultures and religions through their exploration of Divali and the Chinese New Year.

- Visits made to places of historical interest such as the Judge's Lodgings help them to develop an awareness of ways in which things were different long ago.
- They are beginning to understand where food comes from; for example, that eggs come from chickens and that chips are made from potatoes.

Standards in physical development with regard to manipulative skills are good.

- Nursery children enjoy using equipment such as glue sticks and, with help, manage to use them effectively. They handle other small equipment and objects with increasing control.
- Reception children handle small pieces of collage material and tools such as scissors with dexterity. They manipulate playdough very well; rolling, cutting and shaping it.

Standards in creative development are satisfactory.

Music and dance were not observed during the inspection, therefore no judgements can be made about these aspects of creative development.

- Children enjoy participating with the KS1 pupils in imaginative drama sessions such as the re-enactment of familiar stories. They respond enthusiastically to suggestions for imitative movements.
- They decorate crowns to celebrate the Queen's Golden Jubilee.

Shortcomings

- Some reception children struggle to gain meaning from the texts they are given to read. Nursery children and some reception children sometimes copy letters and words mechanically and without real understanding.
- Some reception children experience difficulty in selecting the appropriate number of counters and then counting and adding them accurately to complete sums on worksheets.
- The provision for some aspects of knowledge and understanding of the world is inappropriate. The under-fives do not understand the content of work on Christian and Jewish religions, which they learn about alongside KS1 pupils.
- As a result of the work being very teacher directed during some creative activities, pupils are not confident in using their own ideas to create designs and in being to select materials to create the best effect in their finished products.

English

Standards of achievement are good overall in both key stages. They are very good in listening, good in speaking and reading and satisfactory in writing.

Good features

- Pupils in both key stages make good progress in developing skills in reading. They learn to handle books confidently and enjoy reading. When given appropriate opportunities, they also use their reading skills to research work in other subjects. Older pupils develop preferences for the work of certain authors and are able to give reasons for their choices.
- Pupils throughout the school make good progress in developing effective speaking and listening skills. They listen attentively to their teachers and to each other and remain focussed even when teacher expositions go on for a long time. When given suitable opportunities, they answer questions thoughtfully and with a good range of vocabulary.
- They use ICT effectively to write and present their work.
- Suitable emphasis is given throughout the school on learning to spell and on understanding texts. Pupils make good progress in the development of these skills.
- Examples of writing for a range of purposes are seen from all pupils, although this is more evident in KS2 than in KS1. All are of satisfactory quality and there are some examples of good writing. Some older pupils are able to adapt their writing well to suit different contexts and audiences.

Shortcomings

- Older pupils do not use their reading skills consistently to research work in subjects such as history and geography.
- As opportunities for pupils to talk at length for a variety of purposes are limited in most lessons, pupils' skills of developing rational arguments and offering extended answers are not well developed.
- The range of writing in KS1 is narrow and, as a result, pupils are inexperienced in adapting their writing to suit different situations and readers.
- In KS2, there are few examples of poetry writing by children and, as a result, pupils are not confident in using imagery to enhance their written work.

Mathematics

Standards of achievement are good in both key stages.

Good features

- KS1 pupils make good progress in their understanding of number bonds and number patterns. By the end of the key stage pupils rapidly recall number bonds to 10. They have a good knowledge of mathematical terminology such as plus, add, subtract and minus.

- They count reliably in 2s, 5s and 10s and know that even numbers can be divided between 2 and that odd ones cannot.
- They recognise numbers to 100 and their place in a sequence of numbers. They understand place value to 100.
- They can describe a range of 2D and 3D shapes, including cones, cylinders and prisms and can explain some of their properties.
- Pupils in lower KS2 competently extract and interpret information presented in a variety of graphical forms such as bar charts, pie charts and line graphs, produced from the class computer database.
- Upper KS2 pupils understand the principles for measuring the perimeter of a shape. They also know the formula for measuring area but a few of them work out the area in metres instead of square metres. By Year 6, however, most pupils understand the difference between area and perimeter and know strategies for calculating the area of a shape.
- By the end of KS2, pupils use their understanding of place value to multiply and divide whole numbers to 1000.
- They can add and subtract decimals to two places and have a good understanding of the relationships between fractions, percentages and decimals.
- Pupils present information in a clear and organised way.

Shortcomings

- KS1 pupils' ability to apply their mathematical knowledge and understanding to practical tasks and real life problems is under developed.
- In KS2, some pupils lack confidence in developing their own strategies for solving problems. This is particularly evident in relation to more able pupils.

Science

Standards of achievement are good in both key stages.

Good features

- In their work on 'Sound and Light' many KS1 pupils have a good understanding of many aspects of the work, for example, that sound is caused by vibrations and travels in waves. They also know that sounds are heard when they enter the ears and understand that a sound is louder when you are close to its source and quieter when you are further away from it.

- At the teacher's direction they conduct simple investigations with string and yoghurt pots to illustrate how sound travels.
- Through their study of life processes and living things they have learned the difference between things that are living or not living. Year 2 pupils know that living things grow and can sort them into groups using features such as feathers, scales and fur.
- KS1 pupils have a good understanding of the way diet affects our health. For example, they know of foods that are good for our teeth and those that are not.
- Younger KS2 pupils can name a wide range of sources of light and most of their drawings of them are clear and neatly labelled. They understand that light travels in straight lines and that it cannot pass through some objects, which causes shadows.
- In their investigation of the angle at which a light is reflected from a mirror, using a light box, older KS2 pupils offer logical explanations for their observations.
- By the end of KS2, pupils have a good understanding of aspects of physical processes such as electricity. They can suggest ways in which circuits can be altered; for example, to increase the brightness of a light bulb.

Shortcomings

- In both key stages pupils do not offer their own ideas of how to find things out through scientific investigations.
- Year 2 pupils have insecure recall of some aspects of their work on life processes and living things.

Welsh second language

Standards of achievement are good in both key stages. An Athrawes Bro takes two weekly lessons with both classes.

Good features

- Pupils respond positively and with enjoyment to opportunities to learn and use Welsh as a second language.
- Their learning is effectively reinforced and extended through the good use of incidental Welsh by the teachers throughout the school day.
- Pupils' pronunciation and intonation are developing well as they move through the school.
- Key Stage 1 pupils, using cuddly toys with the Athrawes Bro, respond eagerly and confidently to basic questions about the various toys that emerge from a bag.

- A range of songs, known by heart, also contribute to their developing vocabulary.
- Reading and writing skills are developing satisfactorily through listening to stories and repeating sentences from the book read by the teacher. They write correctly one word answers when filling in worksheets.
- Pupils in Years 3 and 4 are able to supply some simple details about themselves. They are able to express preferences and dislikes and respond to questions on the weather. They can describe objects and persons in simple terms.
- Years 5 and 6 pupils are beginning to use the present and past tenses as they ask and answer questions of each other and to adults.
- They read and write text with understanding. Some examples of writing about activities they have undertaken in their leisure display a good range of vocabulary and a sound grasp of basic grammatical conventions. These are of good quality.

Shortcomings

There are no significant shortcomings.

Design and technology

Only two activities, involving very small groups of KS2 pupils, were observed during the inspection in design and technology. Standards of achievement were good in one and satisfactory in the other. Photographic evidence of previous activities undertaken indicates that the school relies on outside expertise during residential visits and the summer holiday workshop to deliver much of the programme of work. As a result, although worthwhile activities are undertaken, the skills of designing, making and evaluating are not progressively and continuously developed through the key stages. Within the very narrow range of work covered, standards of achievement are satisfactory but in relation to NC requirements, standards are unsatisfactory.

Good features

- Key Stage 1 pupils have designed and moulded and plaques of their own faces, using self-hardening clay. These are of a satisfactory standard.
- During a food technology activity, three Year 4 pupils displayed good understanding that personal hygiene is essential when preparing food. They were also aware of safety issues in relation to the use of the oven and were able to manipulate tools such as knives and scissors safely. Good cross-curricular links were developed and pupils were able to weigh the ingredients accurately and talk about the different textures when mixed together. They also understood the effect that heat has on the different ingredients.
- A group of Year 3 pupils made pencil tidy holders as gifts for Father's Day. There was no design element to the work but pupils displayed satisfactory manual dexterity during the construction of the items. The finished products were of a satisfactory standard.

- A Golden Jubilee collage has been made by KS2 pupils using design ideas gleaned from the internet. Different squares, depicting important events, using various fabrics and other materials have been created. The finished product is of a satisfactory standard.
- Photographic evidence shows that during residential and other visits over the course of the school year, pupils have made and decorated Celtic pots, made their own sandwiches and designed and made nets and scented paper.

Shortcomings

- Across the school, pupils are not confident in using their own ideas and in making decisions in the process of designing and making.

Information technology

Standards of achievement are good in both key stages.

Good features

- At the end of KS1, with support, pupils are able to store and retrieve work. They are confident in the use of computer software that they use effectively to reinforce work in language and number work.
- Word processing is undertaken throughout the school and pupils produce good outcomes. Pupils in KS2 confidently select appropriate fonts, print and print size to produce best copies of their work.
- All pupils have their own e-mail address and older pupils use this effectively to communicate with others, including a local artist and, in the case of one pupil, to make contact with a Canadian citizen looking for contacts to trace her family history in the area of the school.
- Pupils in KS2 investigate certain topics associated with their class work using the internet and CD-ROMs.
- They make use of various simulation programs to extend their problem-solving skills and a music program to produce notation when composing their own tunes.
- Older pupils create a database and select appropriate graph types to display information in mathematics
- They compose music and control scientific experiments. Although not seen in use, older pupils talk confidently and knowledgeably about the benefits and the ways they use a digital camera and microscope as well as a scanner.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in KS1 know that William Morgan translated the Bible into Welsh and understand that he lived a long time ago. They remember some of the key events of his life and work.
- They are developing an understanding of ways in which life in the past was different from life today. For example, they know that kitchens have changed over the centuries and that people used to cook over fires a very long time ago.
- Pupils in KS2 make good progress in their knowledge and understanding of key differences between the past and the present. They respond thoughtfully to questions about entries from the log of Ffynnon Gynydd school and draw conclusions about what life must have been like for school children in Victorian times.
- They understand some of the characteristics of past societies and develop a satisfactory understanding of chronology through timelines of key events in the periods they are studying.
- Visits to places of historical interest such as the Judge's Lodgings help to develop pupils' sense of the past in both key stages. Their participation in a 'Victorian Christmas' is a good example of this.
- Using the internet, pupils have made contact with a Canadian lady anxious to trace her family tree in the area. Older pupils have looked up information in the school's log book and talked to local residents about life in the area when they were younger. Their findings have been relayed by e-mail to Canada.

Shortcomings

- In both key stages, pupils lack confidence in the skills of historical interpretation and enquiry.
- More able pupils are underachieving and are capable of coping with more demanding tasks than are presently planned for them.

Geography

Standards of achievement are good in both key stages.

Good features

- KS1 pupils understand some of the features of hot places and what sorts of clothing it would be appropriate to wear there.
- They can identify individual features on a plan of the school and its surroundings. They understand how to follow directions using the plan. They correctly use terms such as forwards and backwards, left and right to follow a route around the school.
- By the end of KS1, pupils also know the points of the compass.
- They use ICT effectively to assist their work in geography.
- Pupils make good progress during KS2. They compare their homes in Wales with homes in St. Lucia and show a good understanding of what the locality of St. Lucia is like. They identify similarities and differences in the two places such as volcano and hill, peninsula and valley.
- By the end of KS2, pupils talk knowledgeably about their locality. They explain changes that have occurred over time to the landscape, transport and the built environment. They understand how these changes have affected the lives and activities of people who live there such as patterns of work and the jobs available in the area.
- They record and present their findings in a variety of ways.

Shortcomings

- KS1 pupils lack confidence in the skills of observing, collecting and recording information in the field.

Art

Standards of achievement in relation to NC requirements are just satisfactory in KS1 but are unsatisfactory in KS2. The school relies on the expertise of local artists and that of permanent staff during residential and other visits to provide a variety of experiences for pupils. Such experiences are valuable and beneficial but they do not provide a continuous and progressive curriculum.

There is very little art work by pupils displayed around the school.

Good features

- Self-portraits drawn by KS1 pupils in pencil and observational sketches made of kitchen utensils are of a satisfactory standard.
- Animal masks made by the pupils display satisfactory standards in designing, making and evaluating.
- Observational sketches made by some KS2 pupils during visits to Trefecca and other places are of a good standard.

Shortcomings

- Pupils' acquisition of knowledge, skills and understanding is limited by the lack of variety in the opportunities provided.
- In the one art lesson seen, pupils had limited choices to select a variety of materials. The images they created were generally satisfactory in relation to copying a picture. Pupils' work, however, lacked originality and imagination and all produced a similar copy.
- Older pupils' ability to evaluate their own and the work of others is underdeveloped.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils sing tunefully and with good expression and control. They sing appropriately, loudly and softly, to the mood and rhythm of the tunes.
- In both key stages, pupils have acquired a broad repertoire of songs and hymns in English and Welsh.
- In KS1, pupils are confident in handling and playing percussion instruments and are developing an understanding of different kinds of sounds.
- In KS2, pupils sing tunefully and rhythmically, sometimes in a two and three part round.
- They learn to listen to and appreciate music in a suitably wide range of styles. In one lesson, working in groups, pupils perceptively and knowledgeably identified the different planets, images conveyed and the mood of the music from excerpts out of Gustav Holst's Planet music. They are also able to identify instruments from the orchestra playing in the recording.

- Pupils benefit from additional tuition by a peripatetic music teacher who visits the school weekly. A group of pupils played the clarinet and recorders confidently and with good expertise during a morning assembly.
- ICT is used effectively to develop composition skills and to enable pupils to learn simple musical notation. Some abler pupils read musical scores confidently.

Shortcomings

There are no significant shortcomings.

Physical education

No judgement can be made about the overall standard of work in physical education because no lessons taught by teachers at the school were observed during the inspection.

Opportunities to develop the full range of NC physical education activities on a regular basis are necessarily limited because of the absence of suitable space and apparatus. As much physical education as possible takes place outside, weather permitting. In poor weather, benches and mats are taken into the largest classroom for gymnastics lessons and half the class at a time participate so that there is sufficient space for everyone.

Good features

- Pupils benefit from the expertise of specialist coaches who visit the school to offer cricket and football training. Pupils derived much enjoyment and benefit from a mixed coaching session by a cricket coach during the inspection.
- Pupils of all ages swim every week in the summer term and for half the autumn term. They benefit from lessons with a professional swimming instructor. Most pupils become proficient in front crawl, back crawl and breast stroke towards the end of Year 4.
- School teams participate in football and cricket competitions against other local schools.
- Year 5/6 pupils, through residential visits to outdoor pursuits centres, undertake outdoor and adventurous activities.

Religious education

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 are developing an understanding of some of the similarities and differences between religions.

- Older KS1 pupils know that Jewish people worship in a synagogue and Christian people worship in a church or chapel. They know that the special book for Jewish people is the Torah Scrolls and for Christians it is the Bible. They also know that the holy day for Jews is Saturday (the Sabbath) and that for Christians it is Sunday.
- They have learned about the patron saints of Wales and England and remember some of the key events in their lives.
- KS2 pupils build on their understanding by studying a wider range of religions. They identify the key beliefs that distinguish faiths such as Christianity and Buddhism, as well as Judaism.
- By the end of KS2, they demonstrate an awareness of sources of authority for believers, places of worship, symbols, sacred books, rules of behaviour and dress, celebrations and festivals.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The five key issues identified in the previous inspection that was held in October 1996 were as follows:

- i. maintain the good standards achieved across the school;
- ii. raise standards in science, design and technology, art, physical education and religious education;
- iii. keep an accurate audit of all pupils' experiences in ICT across the curriculum;
- iv. finalise and implement the draft schemes of work in science (KS2), design and technology, information technology, history, geography, music, physical education and religious education;
- v. increase opportunities for pupils to develop cultural awareness of Wales and the wider world.

The school's response to the key issues is as follows:

i/ii Good standards have been maintained in English, mathematics, Welsh second language, music and ICT. The school has succeeded in raising standards in science and religious education but standards in history at KS1 remain just satisfactory. Standards have not improved in design and technology and art.

iii. Pupils' experiences in ICT across the curriculum are now recorded.

- iv. Schemes of work in most subjects remain to be done. The available documents are brief and lacking in detail on content and how the work is to be continuously and progressively developed across the key stages.
- v. Opportunities for pupils to develop cultural awareness of Wales and the wider world have been satisfactorily addressed.

8.2 Key issues for action

There is need to:

- raise standards in art, design and technology and in the other subjects and aspects where shortcomings have been identified;
- improve the overall quality of teaching by ensuring that there are clear objectives to lessons; that planning is sufficiently detailed to ensure the work matches all pupils' needs; that lessons proceed at an appropriate pace; and that the work set challenges and motivates pupils.
- provide curriculum documentation in line with Curriculum 2000 to ensure that the work is developed continuously and progressively across subjects and phases;
- improve the provision for the under fives to ensure that the curriculum provided for them is based more closely on the Desirable Learning Outcomes for the age group;
- improve the quality of display around the school by celebrating pupils' achievements in various subjects and providing exemplars for others to strive towards;
- ensure that the School Prospectus and the Governors' Report to Parents meet statutory requirements;
- review the amount of surplus money carried forward in the school's budget.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Ffynnon Gynydd Church in Wales
School type	Primary
Age -range of pupils	4-11
Address of school	Ffynnon Gynydd Glasbury on Wye Hereford
Post-Code	HR3 5LX
Telephone Number	01497 847346

Headteacher	Mrs Helen Davies
Date of appointment	September 1994
Chair of Governors/ Appropriate Authority	Mr C Bradfield
Registered Inspector	Ms L Thomas
Dates of inspection	29-30 May 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	6	8	4	11	5	6	9	53

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.7

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil:adult (fte) ratio in nursery classes	:1
Pupil:adult (fte) ratio in special classes	:1
Average class size, excluding nursery and special classes	26.5
Teacher (fte) : class ratio	1.4:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1		92	95	94
Term 2		93	96	95
Term 3		93	97	95

Percentage of pupils entitled to free school meals	4
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001	Number of pupils in Y2: 8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100	In Wales:	80

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001	Number of pupils in Y6: 3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

D. Evidence base of the inspection

The inspection was undertaken by a team of three inspectors over a period of two days.

- pre-inspection meetings were held with the head teacher, staff, parents and governing body;
- 37 parents attended the pre-inspection meeting and 34 questionnaire responses were analysed and summarised;
- all documentation, including the school development plan, policy documents and teachers' planning was analysed and discussed;
- pupils were observed as they arrived and departed from school and during the midday and other breaks;
- inspectors spoke to pupils individually and in groups about their knowledge and understanding of the work covered;
- 22 lessons or part-lessons were observed;
- a range of pupils' written and other work was examined from both classes and a sample of pupils were heard reading;
- discussions were held with staff;
- budget figures were examined;
- attendance records and pupils' records were inspected.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas Registered Inspector	English, Welsh second language, information technology, design and technology, art, music	Context; main findings; standards of achievement in subjects and areas of learning; teaching; curriculum; leadership and efficiency; staffing, accommodation and resources; progress since the last inspection; key issues.
Mrs S James Team Inspector	Mathematics, science, history, geography, physical education, religious education.	Early years; standards achieved in key skills across the curriculum; pupils' spiritual, moral, cultural, and social development; support and guidance; assessment, recording and reporting; quality of self evaluation and planning for improvement.
Dr M H L Snow		Behaviour and attitudes; partnership with parents and community, schools and other institutions; partnership with industry.