

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOLS INSPECTIONS ACT 1996**

**Lledrod Community Primary School  
Lledrod  
Aberystwyth  
Ceredigion  
SY23 4TA**

**School Number: 667/2351**

**Date of Inspection: 19-21 May, 2003**

**By  
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Registered Inspector: WO83  
Under Estyn contract number T/ 221/02P**

## **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 particularly good.
2. Good: Good features and no major shortcomings.
3. Satisfactory: Good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## CONTENTS

<b>1. CONTEXT</b>	4	
The School and its Priorities	4	
<b>2. MAIN FINDINGS</b>		4
The Main Findings of the Report	4	
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>		6
3.1. Standards achieved in Subjects and Areas of Learning	6	
3.2. Standards achieved in Key Skills across the Curriculum	7	
<b>4. ETHOS OF THE SCHOOL</b>	7	
4.1. Pupils' Spiritual, Moral, Social and Cultural Development	7	
4.2. Behaviour and Attitudes	8	
4.3. Attendance	8	
<b>5. QUALITY OF EDUCATION</b>		8
5.1. Teaching	9	
5.2. Assessment, Recording and Reporting	9	
5.3. Curriculum	10	
5.4. Support, Guidance and Pupils' Welfare	10	
5.5. Provision for Pupils with Special Educational Needs (SEN)	11	
5.6. Partnership with Parents and Community, Schools and Other	11	
5.7. Partnership with industry	12	
<b>6. MANAGEMENT</b>	12	
6.1. Quality of Self-Evaluation and Planning for Improvement	12	
6.2. Leadership and Efficiency	12	
6.3. Staffing, Accommodation and Learning Resources	13	
<b>7. SUBJECTS AND AREAS OF LEARNING</b>		13
Standards achieved by Pupils	13	
Provision for the under-fives	13	
Welsh	15	
English	15	
Mathematics	16	
Science	17	
Design and technology	17	
Information technology	18	
History	19	
Geography	19	
Art	20	
Music	21	
Physical education	22	
Religious education	22	
<b>8. SCHOOL IMPROVEMENT</b>	23	
8.1. Progress Since the Last Inspection	23	
8.2. Key Issues for Action	24	
<b>APPENDIX</b>	25	
A Basic information about the school	25	
B School data and indicators	25	
C. Results of NC assessments and public examinations	26	

D. The evidence base of the inspection	26
E. Composition and responsibilities of the inspection team	26

## 1. CONTEXT

### The school and its priorities

The school is located in the small rural village of Lledrod, near Tregaron in the county of Ceredigion. There are 11 pupils, aged between 4 and 11 years, on the school roll and they represent the full ability range. The great majority of pupils come from the village and the surrounding areas. The area is described as being neither prosperous nor economically disadvantaged; 27% of pupils are registered as being entitled to receive free school meals. English is the main language spoken in the homes of 55% of pupils. By now, 63% of the pupils speak Welsh to a first language standard. One pupil is included on the special educational needs [SEN] register.

The school operates the Local Education Authority's [LEA] language policy and is listed as being in Category A. This means that Welsh is the main medium of the life and work of the school and seeks to ensure that all the pupils are totally bilingual by the time they transfer to the secondary sector.

The School Development Plan [SDP] includes the following priorities:

- to create a strategy to develop pupils' key skills across the curriculum;
- to monitor the National Curriculum (NC) subjects;
- to improve standards in science;
- to improve the school environment;

The school was previously inspected in January 1998.

## 2. MAIN FINDINGS

### The main findings of the report

The school is a close-knit and caring community. The relationships between teachers and pupils, between pupils and adults and between pupils and their peers are very good.

- The quality of provision for children under-five is appropriate and promotes the Desirable Outcomes for Children's Learning. Standards of achievement are as follows:

<b>Reception</b>	
Language, literacy and communication skills	Satisfactory
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Satisfactory
Creative development	Satisfactory
Physical development	Satisfactory

- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Satisfactory	Good
English	-	Satisfactory
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory

Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Satisfactory	Good

- Standards in key skills, namely literacy, numeracy and information communication and technology (ICT) across the curriculum are satisfactory. To date, there is no whole- school strategy to develop pupils' key skills across the subjects.
- It was judged that the quality of teaching was good in 67% of lessons and satisfactory in the remaining 33%. Individual lessons are carefully planned and good use is made of a range of teaching methods. Pupils are offered valuable and interesting experiences. The tasks provided are not always sufficiently challenging to extend the pupils, particularly the more able. There is room to develop classroom organisation further in order to provide specific teaching periods for pupils of different ages.
- The quality of provision for pupils with SEN is good. They are well supported by the teachers and the classroom assistant. The support they receive is both comprehensive and caring and succeeds in developing their self-confidence.
- The school provides a broad and balanced curriculum. It is enhanced by a good range of extra-curricular activities. Appropriate policies have been produced for all curriculum subjects but the schemes of work do not provide continuity and progression in the learning in all subjects. The planning of key skills across the curriculum has not been fully developed.
- The quality of the arrangements for assessing and recording pupils' work is satisfactory. Aspects of each core subject are assessed on a termly basis and the school is in the process of refining its procedures for assessing pupils' progress in the foundation subjects. Pupils' work is marked regularly and clear guidance is given to pupils on how to improve the standard of their work. The quality of the annual reports to parents is good.
- The quality of leadership and efficiency is good. The headteacher offers positive and caring leadership. The staff work well together and are highly committed to the school.
- The governing body is highly supportive of the work of the school and members undertake their duties conscientiously. The SDP identifies appropriate targets in a range of curricular and general areas and the budget is carefully managed so as to realise the targets set. The governing body keeps a close eye on expenditure in order to ensure value for money.
- The headteacher and teachers monitor pupils' work and they discuss the progress made on a regular basis, but the school's structure for self-evaluation in terms of developing whole-school procedures to monitor educational provision and standards of achievement is under-developed.
- The school's results in NC tests and assessments between 1999-2002 are above national averages. As there were fewer than five pupils to be assessed at the end of KS1 and KS2 in 2002, no summary of the information is included in this report.
- The school has made good progress in addressing the key issues identified in the previous report, but some issues remain to be considered further. Since the last inspection, standards have improved in music and design and technology in KS1, and greater use is made of information technology across the curriculum. The content of the governors' annual report to parents now conforms to statutory requirements. The need to plan tasks that are sufficiently challenging for the more able pupils remains to be addressed further. In addition, the need to ensure that there are suitable locks on the school gates also remains a key issue for attention.
- Pupils' spiritual, moral, social and cultural development is good. They show respect and courtesy to their teachers, other staff and visitors. The standard of behaviour is very good.
- Pupils are given good opportunities to take part in a range of extra-curricular activities, including Urdd and sporting activities. Pupils' self-confidence and team skills are developed by participating in a range of sports and competitive games with other neighbouring schools. The educational visits they make to support the curriculum enhance their experiences.

- There is a close relationship between staff and pupils, which contributes to the homely and secure environment found at the school. The quality of support, guidance and pupils' welfare is very good. The parents and the community are also fully supportive of all school activities and the quality of this partnership is also very good.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

Pupils' standards of achievements are good in 61% of lessons and satisfactory in the remaining 39%.

- The children under five achieve good standards in their mathematical, personal and social development. Their language, literacy and communication skills, their creative and physical development, and their knowledge and understanding of the world are all satisfactory.
- In KS1, standards in Welsh and science are satisfactory and good in mathematics. Standards in design and technology are good. Standards in information technology, history, geography, art, music, religious education and physical education are satisfactory.
- In KS2, standards in Welsh and mathematics are good. Standards in English and science are satisfactory. Standards in design and technology, history, geography and religious education are good. Standards in information technology, art, music and physical education are satisfactory.
- Boys and girls make similar progress in their work. Pupils with SEN make good progress.
- The school's results in NC tests and assessments between 1999-2002 compare well with national averages. In KS2, results in English, science and mathematics are above national averages. Results in Welsh compare favourably with national averages. In KS1, results in Welsh, science and mathematics compare very favourably with national averages.
- As there were fewer than five pupils to be assessed at the end of KS1 and KS2 in 2002, no summary of the information is included in this report.

#### **3.2 Standards achieved in key skills across the curriculum**

Standards in key skills across the curriculum are satisfactory. To date, there is no whole- school strategy to develop pupils' key skills across the subjects.

- The under-fives make satisfactory progress in their ability to apply their literacy, numeracy and ICT skills across the areas of learning.
- Standards in literacy across the curriculum are satisfactory. In both key stages, appropriate attention is given to literacy in all aspects of the work. Pupils listen well and the vast majority are eager to contribute during discussion sessions. More able pupils express their views confidently.
- Pupils read fluently and at a pace commensurate with their ability. The more able pupils read accurately and meaningfully. They read an increasing range of Welsh and English books and make satisfactory use of reference books to gather information in their work across the subjects. Pupils write in a range of different contexts and the vast majority express their ideas clearly.
- Numeracy standards across the curriculum are satisfactory. In both key stages, pupils make appropriate use of their numeracy skills in subjects such as design and technology and science. They use standard measurements in their investigative tasks and their data handling skills, when collecting and presenting information, are satisfactory.
- Standards in ICT across the curriculum are satisfactory. Pupils make satisfactory use of ICT to process and present information. In the best practice in KS2, pupils make good use of their skills to support their work across the subjects.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' spiritual, moral, social and cultural development is good.

- The school conforms to statutory requirements in relation to daily collective worship. The acts of collective worship exude a spiritual atmosphere, but pupils are given few opportunities to contribute.
- The school is a welcoming and caring community that emphasises principles such as respect for people and property.
- Pupils' social values and moral attitudes are promoted as they learn about other people's needs. They respond by collecting money towards local and national charitable causes.
- Pupils willingly undertake a range of responsibilities. Older pupils accept responsibility for their younger colleagues by engaging in appropriate practical activities with them.
- The school contributes well to local cultural life and provides opportunities for pupils to perform publicly in services, concerts and eisteddfodau.
- The visits to places of educational interest, and the visitors that are welcomed to the school enhance the pupils' curricular experiences. Their experiences are further enhanced by their contacts with children in other schools, both locally and nationally.
- Appropriate attention is given to other cultures and religions in the school curriculum. A policy on racial equality and equal opportunities has been produced, and pupils are aware of the need for racial harmony.

### **4.2 Behaviour and Attitudes**

The quality of pupils' behaviour and attitudes is very good.

- The school has good arrangements in place to ensure a high standard of behaviour. The atmosphere of responsibility towards each other and the familial friendliness found at the school is a major strength.
- Pupils take an interest in their work and they work well together.
- Clear policies are operated on anti bullying and equal opportunities. No instances of bullying were seen during the inspection.
- No pupil has been excluded during the last year.

### **4.3 Attendance**

Pupils' levels of attendance are good.

- Registration procedures fully conform to statutory requirements.
- Good parental co-operation ensures that there are very few unauthorised absences.
- Pupils come to school punctually and the school day is conducted according to the timetable.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

It was judged that the quality of teaching was good in 67% of lessons and satisfactory in the remaining 33%.

- Teachers prepare their lessons carefully and they have a secure grasp of the majority of the subjects that they teach. Their presentations are clear and their questioning is relevant. They make good use of a wide range of teaching methods and of appropriate resources in order to provide pupils with interesting experiences.
- There is a very good relationship between teachers and pupils. Pupils are encouraged to work together and the support which they receive is good.
- Although teachers strive well to vary the tasks set in order to provide for the age and ability range within the class, the tasks given to pupils are not always sufficiently challenging, particularly for the more able pupils. There are insufficient opportunities for the younger pupils to develop their own ideas and methods of working.
- Staff work closely together in order to provide a curriculum that is appropriate to the reception children at one end of the spectrum and for Y6 pupils at the other end. There is room to develop classroom organisation further in order to provide specific teaching periods for pupils of different ages.

## **5.2 Assessment, recording and reporting**

The quality of the arrangements for assessment, recording and reporting is satisfactory.

- The quality of the baseline assessments undertaken soon after the children are admitted to school is effective. Due attention is paid to the way forward in order to provide for further development in the aspects that are assessed. Inadequate attention is paid to the other three sections of the Desirable Outcomes in order to offer a complete picture of each child's development.
- The school conforms to statutory requirements in relation to SEN.
- Aspects of each core subject are assessed on a termly basis and national curriculum levels are appended to the work. A reason is noted for setting the work at a given level and targets are set for the next steps.
- A portfolio has been prepared for each pupil containing examples of work in the core subjects. This is a useful means of standardising and moderating assessments.
- The school is in the process of refining and developing its assessment procedures in order to provide a more effective method of recording and planning for the foundation subjects.
- Pupils' work is marked regularly and clear guidance is given to pupils as to how to improve the standard of their work.
- The quality of the annual reports to parents is good. Parents appreciate the opportunities they receive to discuss and view their children's work.

## **5.3 The Curriculum**

The school provides a broad and balanced curriculum that fulfils the requirements of the NC and religious education.

- The curriculum provided for the under-fives is appropriate to their needs and promotes the Desirable Outcomes in the six areas of learning. However, the tasks are not always sufficiently challenging for the more able children and some of the play experiences lack structure.
- Appropriate planning is undertaken for pupils with SEN.
- The quality of curriculum planning is satisfactory. Appropriate policies have been produced for all NC subjects and religious education, and for the under-fives. The structure of the schemes of work is inconsistent and some lack the necessary detail in relation to promoting continuity and progression throughout the school. The planning for key skills has not been fully developed.
- Some of the short-term plans are too general and offer ideas rather than specific tasks. The activities are

not always sufficiently challenging for the more able pupils.

- The school gives good attention to the development of pupils' personal and social education (PSE).
- The Cwricwlwm Cymreig receives regular attention in subjects such as religious education, art and music, and good attention is paid to developing pupils' awareness of Welsh history and culture.
- The school arranges visits to places of educational interest to complement their thematic work, and successful clubs are organised such as the art club and 'Campau'r Ddraig'. This provision enhances pupils' curricular experiences.
- Pupils' awareness of sustainable development is developed as they discuss caring for the environment.
- The homework that is provided effectively reinforces classroom activities.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support, guidance and pupils' welfare is very good.

- Staff are aware of pupils' needs and help them to develop good personal and social attitudes.
- Appropriate policies are operated in order to ensure pupils' health and safety. Pupils are well supervised during play times and at the end of the school day. A member of staff is responsible for first aid. Appropriate attention is given to sex education.
- Staff are aware of their responsibilities in the area of child protection and the school operates the policy of the LEA.
- Equal opportunities are provided in all school activities.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is good.

- The school conforms fully to the requirements of the code of practice. There is one pupil on the SEN register.
- The school has an effective method of identifying at an early stage those pupils likely to be in need of additional support. Their needs are clearly defined and appropriate individual learning plans have been produced.
- Differentiated planning is undertaken for pupils of all abilities in lessons. Planning is also undertaken in order to provide regular support for pupils with SEN.
- The designated member of the governing body with responsibility for SEN is fully aware of his responsibilities and he has a good understanding of the systems employed by the school.

#### **5.6 Partnerships with parents and community, schools and other institutions**

The partnerships with parents and community, schools and other institutions are very good.

- Although there are few parents, they make a significant and wide-ranging contribution to the life of the school. Parents listen to pupils reading, provide accompaniment on the piano and lead the art club.
- The school has an effective system of providing information to parents by means of newsletters, the school handbook, annual reports on children's progress, open evenings and regular letters. An open evening for parents is held every term, and the relationships with individual parents are also particularly strong.

- The school is an important part of the community. Pupils entertain local organisations and they take part in concerts and other events held in the locality.
- Members of the community come to school to talk to pupils and to share their experiences. The vicar comes to hold a weekly service and pupils visit the church to enhance their curricular activities.
- There is a good partnership with schools and other institutions in the area. The school is one of nine primary schools in the Tregaron consortium and the headteachers meet regularly with the staff of the Secondary School to promote curricular developments and to seek to share unavoidable costs. The procedures for the transfer of pupils to the secondary school are effective, and the headteacher and link officer visit the school. Pupils from Y6 also visit the secondary school on a weekly basis prior to their transfer to participate in a project with Y7 pupils.
- There are useful links with a number of agencies, both locally and nationally. Full use is made of the services of the LEA.

### **5.7. Partnership with industry.**

The partnership with industry is satisfactory.

- Pupils' awareness of the world of work is satisfactory as a result of their visits to local businesses including the local supermarket to study how it sells its goods. Pupils have also visited a plant nursery and useful links were established for enhancing the appearance of the school. There are good links with agriculture, and the school welcomes visitors from the local community to talk about their work.
- Satisfactory links have been developed with agencies such as Careers Wales. The headteacher and support teacher have attended courses on self- evaluation and on aspects of the curriculum.
- The school does not have a specific policy on developing a partnership with industry but staff have a clear understanding of the importance of this aspect of its work. The SDP contains a plan to develop the links with industry.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of the school's processes for self-evaluation and planning for improvement is satisfactory.

- The headteacher's recent self-evaluation report contains a useful analysis and establishes priorities for development, but as yet it is not sufficiently well linked with the SDP.
- The headteacher monitors the content of pupils' workbooks across the school and teachers discuss their progress on a regular basis. The self-evaluation process lacks the necessary structure to allow it to assist with improving pupils' standards of achievement. The SDP notes the intention to develop appropriate self-evaluation procedures.
- The SDP sets appropriate targets in a number of areas. The governing body is beginning to discuss the action plans that have been prepared in order to monitor the targets set. Consistent progress is being made towards achieving the targets set.
- The target setting procedures give due attention to analysing NC test results in the core subjects. The information collected is shared with staff and contributes to future planning.

### **6.2 Leadership and efficiency**

The quality of leadership and efficiency is good.

- The headteacher provides positive and caring leadership and succeeds in establishing very good relationships with pupils, staff, parents and governors. Under her leadership, the school has gained the Basic Skills Agency Quality Mark.
- The school has a clear statement of its values and objectives. This aspect is well supported by parents.
- The governing body is highly supportive of the work of the school. Its members visit the school regularly and demonstrate a keen interest in the curriculum and financial matters.
- The budget is managed carefully by the headteacher in consultation with the governing body and with the support of the LEA finance officer. The school succeeds in working within the funding allocated to it.
- The school's policies give appropriate attention to statutory requirements.
- The school's daily administration is good.

### **6.3 Staffing, accommodation and learning Resources**

Resources are well managed.

- The teachers are experienced and possess the relevant qualifications for the age range that they teach. They attend appropriate training courses in order to develop their competence in a range of subject areas. A support assistant is employed. She makes a valuable contribution to the school.
- Pupils benefit from the services of peripatetic teachers who provide music tuition and from the athrawes fro who reinforces pupils' Welsh skills. All of this contributes to raising standards.
- The condition of the building is generally satisfactory. There is a shortage of space for physical education lessons but good use is made of county schemes and of the facilities of the local secondary school to provide appropriate physical education experiences for pupils. The school lacks a designated space for younger children to play with large toys.
- The displays of pupils' work contribute to creating an attractive environment. The school caretaker maintains high levels of cleanliness.
- There are inadequate locks on the school gates that lead directly onto the main road. Currently, the school doors are not locked because of the need for pupils to go out to the toilets located on the schoolyard. The condition of the toilets is satisfactory.
- The school has an adequate supply of resources in the majority of NC subjects and appropriate use is made of them to promote learning. There is a shortage of physical education equipment for pupils and of large play equipment for the under-fives.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards Achieved by Pupils**

#### **Provision for the Under-fives**

- The provision for the under-fives is appropriate and promotes the Desirable Outcomes in the six areas of learning. The children under five achieve good standards in their mathematical, personal and social development. Their language, literacy and communication skills, their creative and physical development, and their knowledge and understanding of the world are all satisfactory.
- The under-fives are educated in the same room as the rest of the school. Their needs are planned for on a differentiated basis and they receive experiences that are suitable to their ages.

#### **Good features**

- The children's personal and social development is good. They are able to concentrate on their tasks, and they share and play well together. Their behaviour is very good. They become aware of stories about Jesus, and through appropriate stories they learn about caring for others and about friendship.
- The children's language, literacy and communication skills are satisfactory. The children listen well and are happy to talk and to share their experiences. They enjoy listening to stories, and are able to recite rhymes from memory. They recognise letters, words and simple sentences. They are able to read what they have written and they conduct themselves as readers. They can trace correctly, and individuals are able to write words and short phrases independently.
- The children's mathematical development is good. Most of the children can count up to at least twelve and can correctly tell the preceding and following number. The more able children recognise even numbers up to six and can make simple sums of addition. They understand the function of money and can recognise some pieces of coinage. They are able to name basic shapes and can recognise and create patterns. They make correct use of mathematical vocabulary.
- The children's knowledge and understanding of the world is satisfactory. They speak confidently about themselves and about their family. They can name the days of the week and discuss the weather. When dressing teddy they give him the appropriate clothing for summer and winter. Through a range of practical experiences with water, they observe objects sinking and floating. They begin to become familiar with the terms 'old' and 'new'. Their ICT skills are developing well. They display good mouse control skills as they draw pictures and move objects about the screen.
- The children's creative development is satisfactory. The children use their imagination well as they make faces and movements to illustrate the rhymes and songs they have learnt. They enjoy singing songs. They participate fully in role-play in the shop and the Wendy house. They produce a variety of drawings and paintings at their respective levels of development. The experience of working in the Arts Centre has made an important contribution to their development.
- The children's physical development is satisfactory. The children handle small items of equipment with increasing dexterity. Their physical skills are promoted by playing with large toys and through other physical activities and games. They respond correctly to instructions.

#### **Shortcomings**

- The skills of the more able children are not extended sufficiently in all areas of learning.
- The children lose opportunities to develop their skills in the six areas of learning as some of the play experiences lack sufficient structure to promote learning.

#### **Welsh**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, the pupils listen well to presentations and stories. They are eager to take part in discussions and they express themselves satisfactorily. They speak confidently about their personal lives and about their work.
- All pupils show an interest in books and they discuss the contents and characters satisfactorily. They employ suitable strategies to deal with unfamiliar words. The more able pupils can interpret print fluently and meaningfully.
- Pupils write for a good range of purposes. They use appropriate vocabulary and correct forms when writing for different purposes. They answer questions and complete sentences correctly in formal exercises.
- In KS2, the pupils listen attentively to each other and to their teachers during lessons and discussions. They are able to report back in an orderly and meaningful fashion, and can express their views clearly

during discussions.

- They can read fluently and meaningfully, discussing the contents of books intelligently. They enjoy reading and can express their views about their favourite books. Pupils make satisfactory use of the library and other sources to search for information.
- Pupils produce an appropriate variety of written work across the curriculum. They make correct use of the compact forms of the verb and use adjectives and some metaphors to enhance their expression. They display an increasing mastery of various forms of writing and develop an awareness of appropriate tone in their cross-curricular work.

#### **Shortcomings**

- In both key stages, pupils' writing contains errors of syntax, punctuation and spelling. In KS2, pupils do not produce enough pieces of extended writing.
- In KS1, there are few examples of pupils writing creatively.

#### **English**

English is not taught formally in KS1. In KS2, standards are satisfactory.

#### **Good features**

- Pupils listen well to their teacher and to each other in formal and informal situations. They exhibit a good measure of understanding when responding to questions. They use a satisfactory breadth of vocabulary when discussing and expressing opinions.
- Pupils read an appropriate range of books. They read well at their level of development, displaying appropriate expression and tone. They strive to break up unfamiliar words.
- They make suitable use of their reading skills to gather information from books and other sources.
- Pupils write satisfactorily across an appropriate range of language forms, including letters, stories and reviews. After reading a selection of poetry related to a particular theme, pupils produce interesting work and make effective use of imagery.
- Pupils' handwriting is satisfactory.

#### **Shortcomings**

- Pupils' abilities to discuss issues orally and to write in an extended fashion are limited.
- Pupils' writing contains errors of spelling and syntax and their drafting skills are insufficiently developed.

#### **Mathematics**

Standards are good in both key stages.

#### **Good features**

- In KS1, pupils show a good understanding of number bonds and patterns. The vast majority can add and subtract correctly in their mental and written work. More able pupils have a secure understanding of place value.
- Pupils identify two dimensional (2D) shapes and are able to correctly describe their features. They recognise various coins and can use them correctly to calculate sums of money.
- The older pupils are able to gather and record simple data in graphical form.

- In KS2, the more able pupils work skilfully with large numbers, making correct use of the four rules of number. They have a good understanding of place value. They know their multiplication tables well and are able to recall them quickly.
- They have a good knowledge of the relationship between decimals, fractions and percentages. They can estimate relatively accurately.
- The more able pupils have a well-developed understanding of angles and of the properties of 2D and 3D shapes. They understand the concept of symmetry and reflection.
- The more able pupils can interpret and present data competently.

#### **Shortcomings**

- A small number of pupils lack confidence when discussing their work.
- In KS1, pupils do not apply their mathematical knowledge sufficiently in practical contexts.

#### **Science**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils are able to correctly name parts of the body and they have a satisfactory knowledge about the main characteristics and functions of their senses. They understand the conditions required for plants to grow.
- Pupils observe carefully and are able to classify and sort different materials, explaining their characteristics. They have a satisfactory knowledge of forces and can investigate by pushing and pulling objects. They know that electricity comes from a range of sources and they can name familiar products that use electricity. They make correct use of scientific terms.
- Pupils record their observations in an orderly manner, in the form of pictures, tables and simple sentences.
- In KS2, pupils have a sound understanding of scientific concepts relating to forces, friction and electricity. They are able to identify the features of a good range of materials and can describe some of the ways in which they change.
- Pupils have a satisfactory understanding of the scientific process and are aware of the need for fair testing.
- Pupils can record their observations correctly in a variety of forms including tables, bar charts, illustrations and notes.

#### **Shortcomings**

- In both key stages, pupils' investigative skills have not been sufficiently extended.
- In KS2, pupils do not record their work sufficiently in their own words.
- In both key stages, pupils do not make adequate use of their ICT skills to record their investigations.

#### **Design and technology**

Standards are good in both key stages.

#### **Good features**

- In both key stages, pupils work with an appropriate range of materials for specific purposes.
- They know how to use various items of equipment. Their cutting, shaping and joining skills are good. They are able to apply their skills in other subjects such as history.
- Pupils have a secure understanding of the design process. In both key stages they investigate frames and wheels in order to create moving vehicles. They also investigate before making a structure to hold a book. In KS2, pupils use IT successfully to create a program to control a set of traffic lights.
- In KS1, pupils can create simple diagrams to convey their initial ideas. In KS2, pupils record their designs clearly and their drawings are well labelled.
- The standard of the artefacts produced is good.

#### **Shortcomings**

- Pupils lack confidence to evaluate their work by identifying the relative strengths and weaknesses of their products.

#### **Information technology**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, older pupils make correct use of the word processor to write sentences and they exhibit increasing mastery of the use of the art package. They can use various programs to reinforce their basic skills.
- In KS2, a small number of the older pupils show good independent skills; they are confident in their use of computers. They employ their word processing skills appropriately to record their work and to display final copies of their written work. They are able to load, store, retrieve and print their work. They keep their work in personal files.
- The more able pupils can retrieve and print information from a CD-ROM and the Internet with ease during their investigative work in subjects such as history and geography. They are familiar with e-mail procedures. With support, they make satisfactory use of data packages to handle and present information.
- Pupils make appropriate use of listening centres to develop their reading and listening skills.

#### **Shortcomings**

- In both key stages, pupils' abilities do not develop consistently across the various applications.

#### **History**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- The visits to places of historical interest enhance pupils' understanding of history.
- In KS1, pupils are able to discuss and correctly arrange events in their own lives. They are aware of the order of the week and of the year.
- They are able to differentiate between old and new when discussing artefacts and they understand the difference between past and present practices. They begin to understand that things can change with the passage of time.

- Through listening to stories, pupils have a satisfactory knowledge of historical characters.
- Pupils in KS2 can correctly place historical events on a timeline. Their awareness of chronology is good.
- Through studying the Celts they gain a good understanding of the period. They discuss the period, engaging in the role of people living at the time and describing what they would see, hear and think of.
- They are aware of living conditions in the Tudor period and are able to discuss some of the significant events of the times. They discuss with enthusiasm the effects of the rebellion during the Rebecca Riots. They offer interesting observations on the similarities and differences between life then and now.
- Pupils are well informed about the Second World War; they develop empathic skills when discussing the effects of the war and the living conditions for evacuees.
- They make satisfactory use of ICT to search for historical information.

#### **Shortcomings**

- In KS1, pupils' knowledge and skills are insufficiently developed.
- In both key stages, pupils' enquiry skills are insufficiently extended.

#### **Geography**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils are able to describe the main characteristics of their village satisfactorily. Y2 pupils are aware of the location of their village in relation to a nearby town. They can describe their journey to school, making correct use of geographical terms.
- In KS2, pupils can describe the features of a river's journey using correct geographical terms.
- Through fieldwork, pupils can compare and contrast an urban and rural area effectively. They can name the main physical and human characteristics of their own locality correctly.
- Pupils in KS2 have satisfactory map reading skills and they are able to identify continents and seas. They can name and locate several countries as they plot a journey from Wales to Greece. They make effective use of their investigative skills to gather information about tourism in that country.
- Following a visit by a lady from Africa, pupils are able to discuss and compare her life with that experienced in Wales. They make appropriate use of photographs to gather information.
- Pupils record their observations satisfactorily in the form of pictures, maps and pieces of written work.
- In both key stages, pupils have a clear awareness of the need to safeguard the environment and they can discuss their ideas sensibly.

#### **Shortcomings**

- In KS1, pupils' knowledge of places is under developed.
- In both key stages, pupils' mapping skills have not been sufficiently extended.

#### **Art**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils use a range of materials, equipment and processes and they produce work of a satisfactory standard in 2D and 3D.
- Pupils' mastery of a number of techniques develops regularly as they draw and paint from observations and from memory. They use a computer program to produce colourful pictures.
- After listening to music, pupils produce interesting pictures that illustrate their confidence to express their ideas.
- In KS2, pupils show a good understanding of art. They experiment with different media to convey line and tone, texture and pattern.
- They display good observational skills as they draw sketches of different objects.
- Pupils' knowledge of famous artists is satisfactory. They observe their work and succeed to a great extent in experimenting with some of the styles they use, including copying the styles of other artists.
- Pupils are able to research ideas for creating a 3D structure with mod roc and wires. They employ a range of different techniques.
- As a result of time spent working with an artist at the Arts Centre, an appropriate banner was designed and produced to illustrate the current theme. The finished article is effective and illustrates pupils' understanding of artistic elements.

### **Shortcomings**

- In both key stages, the pupils' ability to discuss and evaluate their own work and that of other artists is under-developed.
- In both key stages, pupils' ability to use artistic vocabulary is limited.

### **Music**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils sing a variety of songs and hymns to a satisfactory standard. They maintain a correct pitch.
- They recognise tuned and untuned instruments as they provide accompaniment for their singing and other activities.
- In response to a stimulus, they are able to compose music, using different sources of sound. They pay attention to elements, such as quiet and loud, in their compositions. They record their compositions to evaluate their performances and to suggest changes.
- In KS2, pupils sing confidently. They sing suitable songs, including a round tune. They pay attention to sentences and dynamics. The quality of their singing is generally good.
- As pupils learn to play the recorder, their understanding of notation, time and the value of notes, is good. They play the recorder confidently in two parts.
- They compose simple and effective tunes, performing them on the recorder. They also compose on the five-note scale, and their work in this context is satisfactory.
- Following a visit to the Arts Centre, pupils experiment with different tuned and untuned instruments, producing interesting impromptu compositions.

- Some pupils take advantage of the opportunity to receive instrumental tuition and a small number are members of the county children's choir. All of this contributes to raising standards in the subject.

#### **Shortcomings**

- In both key stages, pupils' skills of composition and evaluation are limited.
- In both key stages, pupils' efforts to evaluate a wide range of music in order to recognise and describe its main features are not sufficiently extensive.
- In both key stages, pupils' use of ICT in music has not been developed sufficiently.

#### **Physical Education**

Standards are satisfactory in both key stages. The school offers pupils a wide-ranging programme of activities.

#### **Good features**

- Pupils listen carefully and follow instructions correctly. They work together effectively in groups.
- Pupils understand the importance of warming up and cooling down exercises.
- They show progress in their ability to master the techniques of bowling and fielding in cricket.

#### **Shortcomings**

- The games skills of a small number of pupils are under-developed.

#### **Religious education**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils' knowledge of Biblical stories is satisfactory. They know the stories of some of the main characters of the Old Testament as well as stories of the life of Jesus. They are able to recount them orally and in written form.
- They write a variety of simple prayers for special occasions. As a result of a visit to a local church, they are able to offer simple descriptions of some of the main features of the church.
- In KS2, pupils are able to correctly re-tell the main events in the life of Jesus, together with stories from the Old Testament. They are able to name several books from the Bible and are aware of the meaning and purpose of some of the psalms.
- They discuss in simple terms the importance of the Torah to the Jews. They observe some of the artefacts of the Jewish religion and are able to discuss their function and significance.
- Pupils are aware of the ways in which people exhibit care. They are able to offer sensible reasons for adhering to rules.
- As a result of a visit to a local church, they are able to name the features of the building and their functions. They know that different religions have their own special places of worship.
- Individual pupils have firm views on religious and moral ideas and are able to discuss them satisfactorily.

#### **Shortcomings**

- In KS1, pupils have little knowledge of religions other than Christianity.
- In KS2, pupils do not exhibit sufficient depth of understanding in their written tasks.

## **8. SCHOOL IMPROVEMENT**

### **8.1. Progress since the last inspection**

The school has made good progress in responding to many of the key issues identified in the previous report, but some issues need further consideration.

It was noted in the previous report that there was a need to improve standards in music and design and technology in KS1, and extend the use of information technology across the curriculum. The report added that more challenging tasks should be provided to stretch more able pupils, a suitable pace to the teaching and learning in KS1 should be ensured and that pupils' awareness of the world of work should be fostered. It was further noted that the school should ensure that the governors' annual report to parents should conform to statutory requirements. The need to provide a secure boundary for the school was also highlighted.

- Since the last inspection, pupils' standards of achievement in music and design and technology in KS1 have improved, and satisfactory use is made of information technology to promote the teaching and learning. By now there is a good pace to the teaching and learning in KS1.
- The school is developing a clear strategy to promote pupils' awareness of the world of work, although it is not yet operational. The need to plan challenging tasks to stretch the more able pupils remains to be addressed further. The importance of providing a secure boundary for the school site continues to be a key issue for action.
- The governors' annual report to parents now conforms to statutory requirements.

### **8.2 Key issues for action**

The school needs to:

- maintain the good standards and improve standards in those subjects and aspects which are satisfactory by addressing the shortcomings noted;
- provide challenging tasks more consistently to extend pupils, particularly the more able;
- extend the use of ICT and numeracy as key skills to support pupils' learning across the curriculum;
- structure classroom organisation further to ensure specific teaching periods for pupils of different ages;
- develop a self-evaluation system to monitor the quality of provision and standards of achievement;
- provide suitable locks on the school gates to create a safe boundary for the site.

**APPENDIX  
School Data**

**A. Basic information about the school**

School's Name	Lledrod Community Primary School
Type	LEA Maintained/Community
Age range of pupils	4-11
School Address	Lledrod Aberystwyth Ceredigion
Postal Code	SY23 4TA
Telephone number	01974251686

Name of Headteacher	Miss M Morgan
Date of Appointment	1:9:88
Chair of the governors/ The appropriate authority	Mrs D Lewis
Registered Inspector	Miss D Morris
Date of Inspection	May 19-21, 2003

**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		5	2	1	1			2	11

Number of teachers			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	1	1	1.1

Staffing information	
Pupil : teacher (fte) ratio, excluding nursery and special classes	10 :1
Pupil : adult (fte) ratio in nursery classes	- :1
Average class size, excluding nursery and special classes	11
Teacher : class ratio	1.1 :1

**Attendance in percentages for the three terms prior to the inspection.**

	Whole School
Term 1	96.8%
Term 2	95.9%

Term 3	97.4%
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Number of pupils excluded during the 12 previous months.	0
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**C. Results of National Curriculum Assessments and Public Examinations**

<b>National Curriculum Assessment KS 1 Results: 2002</b>	
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five summary information is not included.	

<b>National Curriculum Assessment KS 2 Results: 2002</b>	
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than 5,summary information is not included.	

**D. Evidence base of the inspection**

- The school was inspected over a period of 2.5 days.
- The team consisted of 3 inspectors including the lay inspector.
- 18 lessons or parts thereof were inspected.
- Pupils were questioned about their knowledge and understanding of the curriculum. They were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, the governing body and the parents.
- The 8 questionnaires returned were analysed.

**E. Composition and responsibilities of the inspection team**

Name	Role	Sections of the report	Subjects (section 7)
<b>Miss D Morris</b>	Registered inspector	1, 2, 3.1, 3.2, 5.1, 5.4, 6.1, 6.3 6.2, 8.1, 8.2, Appendix	Mathematics, science, information technology, design and technology, geography, physical education
<b>Mrs R H Roberts</b>	Team inspector	4.1, 5.2, 5.3, 5.5.	Children under 5, English, Welsh, history, art, music, religious education
<b>Mr G Morris</b>	Lay Inspector	4.2, 4.3, 5.6, 5.7	

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