

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

A Report on the Quality of Education in

**Mynach C.P. School
Pontarfynach
Aberystwyth
Ceredigion
SY23 4QZ**

School Number: 6672312

Date of Inspection: 19/05/08

by

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

The inspection of Mynach C.P. School took place between 19/05/08 and 20/05/08. An independent team of inspectors, led by Nicholas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' ® refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	6
Summary	8
Recommendations	12
Standards	13
Key Question 1: How well do learners achieve?	13
The quality of education and training	16
Key Question 2: How effective are teaching, training and assessment?	16
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	19
Key Question 4: How well are learners cared for, guided and supported?	22
Leadership and management	24
Key Question 5: How effective are leadership and strategic management?	24
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	26
Key Question 7: How efficient are leaders and managers in using resources?	27
School's response to the inspection	29
Appendices	
1 Basic information about the school	30
2 School data and indicators	31
3 National Curriculum assessments results	32
4 Evidence base of the inspection	33
5 Composition and responsibilities of the inspection team	34

Context

The nature of the provider

1. Ysgol Mynach is a small, community primary school which is situated in the village of Pontarfynach near Aberystwyth. The Unitary Authority (UA) is Ceredigion. There are 28 full time pupils on roll between the ages of 4 and 11. 14% of pupils come from outside the local area. Across the school, pupils come from a range of backgrounds. On entry, most children have average levels of basic skills. The school reports that about 14% of pupils are eligible for free school meals. No pupil is looked after by the UA.
2. About 4% of pupils have some degree of special educational needs (SEN). No pupil has a statement of SEN or is disapplied from the National Curriculum (NC). No pupil was excluded in the previous school year.
3. The predominant language of all pupils at school is Welsh. Around 29% of pupils use Welsh as a first language at home. All pupils come from white, British backgrounds. No pupil has support in Welsh or English as an additional language. The school was last inspected in the summer term of 2002.
4. The school holds the Basic Skills Quality Mark for the third time.
5. The school's aims and objectives include:
 - to maintain and review the quality of learning and ensure that the objectives of the National Curriculum are met;
 - to recognise the needs of individual pupils as an independent person;
 - the development of basic skills in all subjects;
 - to ensure that each child is bilingual by the age of eleven;
 - to create an awareness of the spiritual dimensions of life;
 - to develop an awareness of the child's locality, language, culture, traditions and physical environment;
 - co-operation amongst pupils;
 - awareness of personal hygiene, good manners and courtesy;
 - to encourage safe practices.

The school's priorities and targets

6. The school identifies the following priorities in its School Development Plan (SDP) for 2007/2008:
 - to develop further Personal and Social Education (PSE);
 - to raise standards in Mathematics in key stage 2;
 - to raise standards in mental mathematics throughout the school;
 - to develop accuracy in Welsh and enrich language generally;
 - to refine assessment procedures throughout the school;
 - to improve further the school's outside environment;
 - to prepare for Curriculum 2008 and the Foundation Phase;

- the provision for the disabled;
- the bilingual policy;
- to purchase resources for under fives, information technology and Science;
- to further develop Eco-Schools;
- to develop international links;
- to develop the school website.

Summary

7. Ysgol Mynach is a school where the good features outweigh the shortcomings. It has made progress in certain areas since the last inspection. Leadership has good features that outweigh shortcomings. The inspection team agrees with three judgements made by the school about the standards pupils achieve, the care and guidance of the pupils and the use of resources and accommodation. It disagrees with four of the seven judgements made by the school about the quality of teaching, curricular provision, leadership and management and self-evaluation.

Table of grades awarded

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

8. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
9. In the 2007 national assessments for seven year olds in Welsh, mathematics and science, a small number of pupils took these assessments. This was also true for eleven year olds in Welsh, English, mathematics and science. In the subjects and when the subjects are combined, the results are above the local and national averages for both age groups.
10. For seven and eleven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 are above the similar schools when the subjects are combined.
11. Care should be taken when considering these results. One pupil's performance is very significant in its impact on the overall picture, due to small pupil numbers in year groups.

12. Generally, pupils' overall development of key skills has good features and no important shortcomings. They speak, listen, read and write well in both Welsh and English. Mathematical, information and communications technology, bilingual and problem solving skills are good. Personal, social, moral and cultural skills are good. However, pupils are not confident as independent learners. They need to develop further their thinking skills and be more aware of their individual targets.
13. All pupils work well together, which is a good feature of the school. Good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
14. The average level of attendance is around 92%. This is slightly below local and national averages for all schools.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	39%	61%	0%	0%

15. The quality of teaching observed in 39% of lessons has good features with no important shortcomings. In the remaining 61% of lessons observed, the quality of teaching has good features that outweigh shortcomings.
16. These figures are significantly lower than the figures reported by HMCI in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is expected to be at least Grade 2 or better in 79% of lessons with 17% having outstanding features.
17. In the lessons where teaching is good, the good features include:
 - good questioning techniques that extend pupils' knowledge and understanding;
 - positive relationships between members of staff and pupils that ensures a secure learning environment.
18. The shortcomings observed in lessons include:
 - overlong introductory sessions;
 - no clear learning objectives shared with pupils at the beginning of lessons;
 - slow pace of lessons and activities;
 - insufficient use of plenary sessions to consolidate learning;
 - tasks set are insufficiently differentiated and not matched to pupils' abilities, ages or prior attainment. Such tasks lack challenge and do not engage learners fully.
19. There is a good system to assess pupils' progress and to record and report upon pupils' achievements. The school meets all statutory requirements for the reporting and recording of pupils' progress. Reports to parents are of a good

quality. They are informative and provide a clear picture of pupils' achievements and efforts.

20. The school curriculum fully complies with the requirements of the NC and the locally agreed syllabus for religious education. It is appropriately broad and balanced. It meets the needs of all pupils, including those with additional learning needs. However, there are shortcomings in curricular planning, identifying opportunities for developing key skills and the development of pupils' independent learning skills. The teaching of children under five does demonstrate weaknesses in planning and curricular opportunities.
21. The curriculum is enriched by visitors to the school and by visits to places of interest. There is a good range of extra curricular activities, provided both within and outside the school day. These activities and all areas of the curriculum are equally accessible to all pupils.
22. The overall provision for pupils' spiritual, moral, social and cultural development is good. Pupils are actively encouraged to reflect on important issues and to relate them to their own lives. Acts of collective worship meet statutory requirements in full.
23. All pupils' understanding of cultural diversity is good. Provision for pupils to understand the importance of sustainable development is good. All pupils are involved with the Eco-Schools initiative.
24. The quality of care, support and guidance is good with no important shortcomings. The school provides a happy, safe and caring environment. Induction arrangements for the early years and for the transfer to secondary education are detailed and effective.
25. The school has clear and well-documented arrangements to contribute to pupils' well being. Child protection policies are in place. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management

26. The head teacher's leadership and management have good features that outweigh shortcomings. All staff work well together. Standards are similar to the previous inspection.
27. The school takes careful account of national priorities and local partnerships. The school's contribution to the well-being of pupils is good. Extra-curricular activities are well supported. Preparation is going ahead for the introduction of the foundation phase. Arrangements to provide teachers with time to plan, prepare and assess are effective and well managed.
28. The governing body works closely with the professional leadership of the school. The chair of governors and individual governors support the school well. They are well informed about the long-term needs of the school. The

financial management of the school is well organised and helps to plan the way ahead. The governing body holds the professional leadership properly to account and meets all of its statutory duties in full.

29. The process of self-evaluation is not thorough. It is not firmly based around first hand evidence. Effective procedures are used to monitor performance, to analyse results and track the progress of individual pupils. The views of all those involved in the school are considered. Staff and governors have contributed to the judgements made.
30. The school's self-evaluation document does not fully inform the School Development Plan (SDP). The SDP is not therefore well used and not closely aligned to the school's performance management programme.
31. The school's self-evaluation is not accurate and the inspection team does not agree in several areas with the school's identification of its main strengths and weaknesses. Since the last inspection in 2002, the school has made some progress in addressing the shortcomings of that inspection. The good features outweigh shortcomings.
32. The school is well staffed by well-qualified and experienced teachers. The use of support staff is a good feature of the school. The day-to-day life of the school is organised effectively.
33. The school is clean and although an old building is generally in good condition. It provides suitable accommodation for all pupils. The outdoor environment is used appropriately. The school uses and deploys its teaching resources well. However, these are not always carefully matched to the ages and needs of the pupils.
34. When meeting the needs and range of pupils, the school has good features that outweigh shortcomings. Generally, the school gives good value for money.

Recommendations

In order to improve the school needs to:

- R1 provide sufficiently challenging and differentiated tasks that develop pupils' independent learning skills;
- R2 develop further the quality of provision for children under five;
- R3 improve the quality and use of planning in order to raise the standards of teaching and identify opportunities for the development of key skills; and
- R4 ensure that self-evaluation and management procedures fully inform school development planning in order to raise the standards of teaching and learning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

35. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
36. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
37. In the 2007 national assessments for seven year olds a small cohort of pupils took these assessments. In Welsh, Mathematics and Science, the results were well above the local and national averages. When the results in these three subjects are combined, the results are above the local and national averages. In these assessments, there was no difference between the performance of girls and boys in all three subjects and also when all three subjects were combined.
38. When the results of these pupils are compared to the assessments which were made when these individual children began school, they show that these pupils made good progress. When these results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 are above the similar schools in all three subjects and when the subjects are combined.
39. The 2007 results are similar to the results in 2005 and 2006. However, the results do fluctuate. This reflects the different abilities within the small groups of pupils who take these assessments, where one pupil's contribution to the overall picture is very significant.
40. At the end of key stage 2 national assessments in 2007, the proportion of pupils reaching the expected level (Level 4) was well above the local and national averages in Welsh, English, Mathematics and Science. When the results in these subjects are combined they are above the local and national averages. No girls were assessed in 2007.
41. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results are very favourable. When the subjects are combined the school compares favourably with other schools.
42. In 2006 and 2007, results in all core subjects and in the combined scores have been in the top 25% of schools. When these results are compared to the individual results of pupils when they were assessed at seven years of age, it is clear that pupils achieve well. The targets agreed with the UA have generally been met and exceeded. Pupils make good progress in these assessments.
43. Generally, pupils' overall development of key skills has good features and no important shortcomings. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking and listening in both Welsh and English

are good with no important shortcomings. Pupils across the school speak confidently and clearly. They all ask and answer questions well and listen carefully to each other and to their teachers.

44. In both key stages nearly all pupils read well for a range of reasons. They use reference books and the Internet confidently and effectively to find out information. They read with clear expression and with good understanding of a variety of texts.
45. In a wide range of activities in other subjects, most pupils write well in both key stages, for a wide range of reasons and in different styles, for example in History and Geography.
46. In both key stages pupils' bilingual skills are also good with no important shortcomings. They are consistent both in the classroom and on the school yard. However, pupils, especially in key stage 1, tend to conduct discussions in English, in lessons where the medium is Welsh.
47. In both key stage 1 and key stage 2, pupils' mathematical skills in other subjects are good with no important shortcomings. All pupils use their mathematical skills well to collect and interpret information in Science, Geography and History. They use their knowledge of mathematics to investigate carefully and to identify appropriate results.
48. All pupils' skills in information and communications technology are good with no important shortcomings. Key stage 1 pupils use simple programs confidently to reinforce their work in other subjects such as Art. They use pictograms to express information they collect. They use the mouse and keyboard when using art packages and print their illustrations. They utilise a printer confidently.
49. Within key stage 2, older pupils are good at creating and storing their work on disks. They use the Internet well to research and to find illustrations and relevant information. They make multimedia presentations about their work. They compose, draft, edit and print their work accurately.
50. Pupils' understanding of the particular features of Welsh music, dance, art, history, literature and traditions are good. All pupils are aware of the work of Welsh artists and craftspeople. They are very familiar with a good range of Welsh folk tales and legends. They benefit from visits locally and across Wales.
51. All pupils' personal skills are good with no important shortcomings. They have positive attitudes to each other and to adults. They co-operate willingly with each other and with adults. They behave sensibly and thoughtfully in their lessons and on the playground. They show good ability to accept responsibilities willingly and enthusiastically.
52. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate. They are aware of cultural and racial issues.

53. Pupils' problem solving skills are good with no important shortcomings. Most pupils, in both key stages, can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them, for example in Mathematics and in History.
54. Pupils' creative skills are good with no important shortcomings. In both key stage 1 and key stage 2, all pupils apply their creative skills in a wide range of activities, for example in art, dance and music. They illustrate their work thoughtfully.
55. All pupils work together well. Boys and girls co-operate readily and sensibly and there is no significant difference in achievement between them over a period of time. They treat each other with respect and consideration. They show thoughtful understanding of the needs of others. They ensure that all other pupils are treated equally.
56. Most pupils have a good understanding of what they need to do to achieve more in the longer and short-term. However, these targets are not always clear and easily understood by all pupils in all areas of their academic and personal development. Pupils are not confident as independent learners. They need to develop further their thinking skills and be more aware of their individual targets.
57. Most pupils have good attitudes to learning and show a good interest in their work. Nearly all pupils maintain concentration in lessons. This is not as evident in key stage 1. Most pupils are well motivated and show enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.
58. All pupils clearly understand what standard of behaviour is expected of them and fulfil these expectations most of the time. The vast majority of parents correctly consider that the school achieves good standards of behaviour. There have been no exclusions during the last ten years. Good behaviour and attitudes are displayed by pupils, responding well during lessons most of the time. They are courteous to adults. Pupils of all ages play happily together at break times.
59. All pupils are happy and participate with interest in lessons and activities. Noise levels during lessons are occasionally too high. All pupils are considerate of others and of school property and demonstrate a growing level of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour. All pupils understand the school rules and expectations, having participated in their creation.
60. Attendance averaged 92% for the three terms prior to the inspection. This is slightly below the level required by the Welsh Assembly Government.
61. The school uses the ALBERT computerised system to record attendance. The registers are correctly marked and distinguish appropriately between authorised and unauthorised absence. Unauthorised absence is extremely rare. Occasional absences occur when pupils are taken on holiday during term time.

62. Punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.
63. All pupils have a very clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop further their spirituality. Local, national and international charitable causes are supported.
64. All pupils have a good, realistic understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. All pupils have good moral values and show consideration and fair play for others.
65. The pupils know that the school is an important part of the community and they participate well in community events such as concerts and religious festivals.
66. All pupils' knowledge and understanding of the workplace and the local community is age appropriate. In lessons they discuss the different work that people do and the ways in which people look after and care for their community. Pupils are prepared for the world of work through a number of visits by people who speak about their work. In the past year these have included the Police, a missionary to Africa, the Fire Service, a local vicar, a film student, the school nurse, woodland workers and others.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

67. The findings of the inspection team do not agree with the school's judgement of Grade 2 for this key question in its self-evaluation. The majority of lessons observed were judged as having good features that outweigh shortcomings.
68. In the 13 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	39%	61%	0%	0%

69. The quality of teaching observed in 39% of lessons has good features with no important shortcomings. In the remaining 61% of lessons observed, the quality of teaching has good features that outweigh shortcomings.
70. These figures are significantly lower than the figures reported by HMCI in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is expected to be at least Grade 2 or better in 79% of lessons with 17% having outstanding features.

71. In this school, no lessons fell into the highest category. The school does not compare very favourably with the target of quality of teaching being grade 2 or better in 80% of lessons by 2010.
72. In the lessons where teaching is good, the good features include:
- good questioning techniques that extend pupils' knowledge and understanding;
 - positive relationships between members of staff and pupils that ensures a secure learning environment.
73. The shortcomings observed in lessons include:
- overlong introductory sessions;
 - no clear learning objectives shared with pupils at the beginning of lessons;
 - slow pace of lessons and activities;
 - insufficient use of plenary sessions to consolidate learning;
 - tasks set are insufficiently differentiated and not matched to pupils' abilities, ages or prior attainment. Such tasks lack challenge and do not engage learners fully.
74. The quality of teaching in the Early Years has good features that outweigh shortcomings.
75. The quality of planning across the school has good features that outweigh shortcomings. Short term planning is limited in detail, lacks evaluative features and does not provide sufficient opportunities for pupils to develop their key and basic skills. The teachers do not plan effectively. As a result the opportunities for pupils to work independently and to be self-evaluative are insufficiently developed within lessons and plans.
76. Teachers have good subject knowledge and regularly attend in-service training to improve their knowledge and skills. They motivate pupils through strategies such as the promotion of positive attitudes to learning and support pupils' efforts with praise and encouragement. Teachers work closely with all other staff to ensure that they are involved in the planning, teaching and assessment processes.
77. Members of staff, including teachers and support assistants work well together.
78. Teachers are aware of individual differences and ensure that all pupils are treated fairly and with respect. Good use is made of specialist teaching in Music and Welsh. The classroom support assistant knows the pupils well and is deployed particularly effectively with Reception class children.
79. Good emphasis is given to developing pupils' bilingual competence and the language needs of pupils are effectively met. Teachers are good role models. Their purposeful use of language during the school day, and within all activities, sensitively extends pupils' bilingual skills, especially in the Early Years and across key stage 1.

80. Appropriate guidance on developing bilingualism ensures continuity and progression throughout the school. This has a positive effect on pupils' ability to use both English and Welsh in all areas of learning across the curriculum.
81. Good use is made of resources to reinforce the teaching and to engage almost all pupils. Lessons are enhanced by the use of interactive whiteboards in key stage 2. Pupils' good ICT skills are used well and are an integral part of their learning.
82. Lesson objectives are not conveyed effectively and not clearly understood by all pupils. Plenary sessions are not used well to consolidate learning.
83. The teaching also makes good provision for developing the Cwricwlwm Cymreig through studies of Welsh life and culture that includes the locality.
84. The teaching also makes appropriate use of the facilities, including the school environment. This adds to pupils' learning, motivates them and develops further their attitudes to learning. The teaching meets the needs and aspirations of pupils in key stages 1 and 2. However, the teaching of children under five does demonstrate weaknesses in planning and curricular opportunities.
85. Overall, the policy and procedures for assessment are good with no important shortcomings and meet statutory requirements. The informal and formal quality of assessment of children under five is good and effective use is made of this information for the early identification of pupils with additional learning needs (ALN).
86. Work in the core subjects is assessed on a termly basis across key stage 1 and key stage 2 and this ensures that individual assessment files contain a profile of each individual's achievements. Termly evaluations of foundation subjects assessed against National Curriculum statements are also noted in pupils' folders. A tracking system aids teachers. It provides useful information on pupils' performance throughout their time at school.
87. The setting of individual pupil targets across all areas of the curriculum is good. However, the development of procedures for the active engagement of pupils in the self- assessment process and their involvement in the next stage of their learning is not developed. Pupils' work is marked regularly and in the best practice, offers positive comments as to how pupils can improve specific aspects of their work.
88. Equality of opportunity is well promoted and all pupils achieve well, relative to their ability. Pupils with additional learning needs are well supported.
89. The school works closely with other schools in the area to moderate portfolios of work. Science and Welsh portfolios have been completed to date. These are used effectively to moderate standards of assessment and to ensure consistency.

90. Annual reports to parents provide informative comments on the progress and achievements of pupils and indicate where they need to improve their work within specific areas of learning. Parents are regularly welcomed to school to formally discuss and review their child's progress and they are invited to visit informally at any time.
91. The assessment of pupils' achievements and the reporting procedures meet statutory requirements in full.

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

Grade 3: Good features outweigh shortcomings.

92. The findings of the inspection team do not agree with the school's judgement of grade 2 with regard to the provision for pupils' learning experiences. Although there are several good features in the school's provision, the inspection team identified shortcomings in the planning of curricular provision and provision for children under five.
93. The overall quality of the curriculum provided for pupils in key stage 1 and key stage 2 has good features that outweigh shortcomings. Most policies and schemes of work generally show progression and continuity in provision. However, short term plans do not contain sufficiently detailed, challenging or differentiated activities that match the particular learning needs of pupils. The provision for the development of key skills in curricular planning is limited.
94. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
95. Although the school has appropriately planned for the provision for children under five, in practice, opportunities are not provided to develop fully the children's abilities and independence. They are not given opportunities to become responsible for their own learning. The provision made for a wide range of relevant and stimulating experiences both within and outside the classroom is limited.
96. The curriculum is generally broad, balanced and provides pupils with good experiences. It fully meets all legal requirements and the provision for developing pupils' personal, social and health education is good.
97. The school has been awarded the Basic Skills Quality Mark on three occasions. The school's provision for the development of learners' basic and key skills has good features that outweigh shortcomings. Strategic planning for the effective inclusion, development and progression of key skills across the curriculum is not apparent and is not co-ordinated or implemented effectively.
98. Opportunities to promote and apply learners' basic and social skills are not consistently included in sufficient detail in the school's long, medium and short term plans.

99. The quality of provision for out of hours' activities that enrich the curriculum and enhance pupils' experiences and raise their self-esteem is good. These enable pupils to participate in a range of sporting, musical and cultural activities. Regular educational visits are made to places such as Aberystwyth Museum, local art galleries and residential visits to Pendine. Games and sport clubs are well attended and effectively support the school's initiatives with regard to healthy lifestyles and ecological issues. Visits are provided to local places of interest such as Nant yr Arian, Llannon and local chapels and churches. Visitors to the school by theatre groups, and poets make a positive contribution to the enrichment of curricular provision.
100. Provision for pupils' spiritual, moral, social and cultural development is good and is well integrated into the school's daily life. Daily acts of worship make an effective contribution to pupils' spiritual development and offer opportunities for pupils to become aware of their own concerns and to reflect on the needs of others.
101. The school has a caring ethos and pupils are aware of the difference between what is acceptable and unacceptable. Pupils across the school are polite and demonstrate respect for each other, adults and visitors.
102. Personal and social education is carefully planned into the curriculum. Structured opportunities are given to encourage pupils to discuss sensitive issues in a supportive environment. The school and eco council are proving to be a good and effective means of enabling pupils to influence decisions about their own welfare in school. Pupils are given further opportunities to show initiative through their fund raising for good causes both locally and internationally. In addition, participation in sporting events with other local schools effectively develops pupils' social relationships.
103. The school actively promotes pupils' cultural development and the Cwricwlwm Cymreig. Pupils are aware of and appreciate the many characteristics of Wales as a nation. Pupils' awareness of other cultures is enhanced through work in Religious Education and Geography.
104. The curriculum is enriched by partnerships with parents, the community and with other schools. Parents support the school effectively through its PTA fund raising events for specific activities and resources. They regularly volunteer to assist with projects in school such as the recent development of the school garden. The quality of information provided for parents in the prospectus and annual report of the governing body has good features that outweigh shortcomings and provide parents with appropriate information. Parents are kept well informed of school life through regular newsletters, bulletins and meetings to discuss their child's progress.
105. There was a good response to the parents' pre-inspection questionnaire. The responses indicated that parents are generally supportive of the school and most parents expressed satisfaction with the standards their children achieve within a secure and supportive environment.

106. Links with the community are good. The school works with local shops to provide fruit for the school shop. Visitors from the local community such as local clergy and members of the police, fire service and nurse attend school to talk about their work. These visits impact effectively on pupils' learning and provide a range of valuable experiences from the world of work. Pupils take part in a good range of community events including Miri Mynach, Rotary Club competitions and thanksgiving services in local chapels. These activities enable pupils to gain a good insight into community life and their responsibilities towards their community.
107. Good links have been established with the neighbouring cluster primary schools in preparing new, agreed schemes of work. Transition links with local comprehensive schools are effective and include visits and curriculum bridging units in Welsh and English allowing for the smooth transition for pupils from year 6 to year 7. The school provides good opportunities for students from local comprehensive schools undertaking work related experiences.
108. Pupils' awareness of the Cwricwlwm Cymreig is enhanced through visits, membership and participation in Urdd eisteddfodau, sporting competitions and activities such as Sbri-di-Ri. Opportunities for the promotion of Cwricwlwm Cymreig are included in the schemes of work and through study of artists such as Mary Lloyd Jones, composer Karl Jenkins and visits by the poet Mererid Hopwood. The school's promotion of pupils' bilingual skills across the curriculum is good.
109. All adults ensure that pupils have equal opportunity to access the curriculum offered and all school activities are available to girls and boys alike. Pupils feel that they are respected and valued. School rules encourage pupils to respect each other and others.
110. The school's provision for promoting sustainable development is good with no important shortcomings. The school is committed to behaving in a sustainable way and has succeeded in gaining the Eco -Schools silver award. The Eco committee is responsible for promoting initiatives such as recycling paper and energy conservation. The school develops awareness of global citizenship effectively and has recently established links with schools in Sweden and Wembley Downs, Australia, enabling pupils to gain a better understanding of belonging to a world community.
111. Although the school visits places that provide work and pupils organise a fruit shop within the school, the arrangements and provision for the development of pupils' entrepreneurial skills are not systematically planned and effectively promoted within the curriculum. Local employers are supportive of the school but no teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development and enriching curricular provision for pupils.
112. Provision for pupils to gain experiences across the curriculum that enables them to attain a number of skills valuable for lifelong learning is good. These include strategies for the development of pupils' thinking skills, information technology

skills and personal and social skills. Pupils value the decision making opportunities available to them through membership of the school council and eco council.

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
114. All pupils receive good care and support. All pupils are confident in approaching adults at the school to seek help. Peer support is given by older pupils on the playground.
115. Parents praise the information they receive in newsletters, end of year reports and school open days. They raise significant sums which are used to buy additional resources, fund support staff and subsidise visits. This is a very good feature of the school.
116. Children settle quickly in safe surroundings when they begin school. There are suitable procedures in place for welcoming new pupils, whether through coming of age or on transfer from another school. Parents are given the opportunity to visit the school and are provided with the relevant documentation.
117. Good social and curricular arrangements help pupils transfer smoothly to their secondary school at the end of key stage 2. The bridging projects give pupils a good insight into the work of the secondary school.
118. Good support is given to all pupils to meet their individual needs. Effective, regular use is made of specialist health and education professionals. Visitors come to talk to the pupils about aspects of health, hygiene and safety. These include the school nurse and the police.
119. Parents testify that one of the strengths of the school is its extra curricular activities, with which they assist when needed.
120. Parents have been made aware of the school's expectations regarding attendance and taking holidays during term time. The school receives letters and telephone calls explaining almost all absences. A record is kept of the reasons given and a first day response for unexplained absences is operational. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence.
121. Good behaviour is noted by the use of verbal praise from teachers and other adults. No other reward systems are currently operational.
122. The school has effective procedures to safeguard every pupil's health and safety. These include policies, guidelines and risk assessments. All pupils are

supervised at playtime and at the end of the school day. Promoting health and well being is an area that is being developed through the school's eco projects.

123. Healthy eating is actively encouraged by means of a school fruit shop, run by the pupils. This includes the sale of fruit juices. The school actively promotes well-being and health issues. The canteen follows the procedures and menus laid down by the local authority and this follows the principles of healthy eating. Parents are encouraged to provide healthy food in lunch boxes. Crisps are not allowed.
124. Physical education sessions are held every Friday. This alternates between swimming and other activities. Tuition is given in a variety of sports, including dance, gymnastics, cricket, rugby, football, netball and hockey.
125. The school responds to representations and requests from the school council that includes the purchase of playground equipment.
126. School equipment, installations and fire drill procedures are regularly checked. Coded locks prevent unauthorised entry into the school building. The head teacher and one other is trained to a good level in First Aid.
127. The school gives due attention to child protection issues. This aspect is led, as required, by a designated member of the governing body and the head teacher. All staff are aware of the strict protocols that must be followed.
128. The overall provision for learners with additional needs is good. Identification of pupils with ALN in the school ensures purposeful support. The policy of early intervention is successful and the school's policy complies with the Code of Practice and the framework for inclusive education.
129. The Special Educational Needs Co-ordinator (SENCo) works effectively with the class teacher, support staff and the governor with responsibility for ALN. Targets, in individual educational plans (IEPs) are stated in observable, measurable terms that are monitored and reviewed appropriately.
130. The assessment of these pupils' attainment and progress in relation to basic and key skills is appropriate. Parents are fully consulted regarding their child's ALN status and good communication arrangements exist enabling them to discuss their child's progress at any time.
131. The school's behaviour management programme is good. It is effective for all pupils and is based on the positive recognition of pupils' achievements and successes and is aimed at reducing oppressive behaviour.
132. All pupils have equal access to all parts of the school curriculum. All boys and girls are given the opportunity to play all sports. School policies have been adopted to promote multiculturalism and sustainable development. Their content is reflected in the day to day work of the school.

133. The school participates in the Eco-Schools initiative, achieving the silver award, and actively promotes aspects such as recycling.
134. In Geography and Religious Education, all pupils learn about life in third world countries, which they compare and contrast with life in rural Ceredigion. They have a good knowledge of the different religions of the world and race equality. All pupils show empathy towards others by collecting regularly for good causes and charities.
135. Class and school assemblies provide good opportunities for all pupils to reflect on moral dilemmas and social relationships.
136. Pupils and almost all parents state that this is a friendly and happy school. No instances of bullying, racism or sexism have been recorded for many years. There is a system in place to record them should the need arise. In the case of minor disputes between children, these are usually settled amicably and quickly by the staff.
137. The school's accessibility audit has identified aspects to be tackled in the short, medium and long term to conform to current legislation and good practice. It is not possible at present to access all parts of the building in a wheelchair. Plans are in place should the need arise.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

138. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is due to shortcomings in curricular provision and self evaluation processes.
139. The head teacher is good at coordinating the efforts of staff, governors and parents. Teamwork is an evident feature. Expectations have good features that outweigh shortcomings and pupils' standards are high in relation to end of key stage assessments. Values and agreed ideas relating to learning, behaviour and inter-relationships are shared appropriately and are evident in the daily life of the school.
140. The leaders and managers implement good management structures that outweigh shortcomings. This makes the school a community with shared values, aims, objectives and targets.
141. The head teacher attempts to evaluate the school's performance in order to achieve improvements. This is not fully developed. Her management of staff and pupils is good. She is a pro-active member of the governing body and has a positive relationship with parents.

142. Teachers work together to identify strengths and issues. The role of the subject coordinator is an area that the school has developed in relation to monitoring and moderation. This is an area that remains under review. Arrangements for classroom monitoring are operational. However, monitoring does not inform planning effectively and this is a shortcoming.
143. The school's policies and practices promote equality of opportunity. These are reflected in the life and work of the school. It is an ordered community where each pupil is valued and all enjoy equal opportunities. Staff contribute to the school's caring ethos. This has a positive effect on all pupils' behaviour and attitudes.
144. If required, there are arrangements to support newly qualified teachers and teachers who are new to the school.
145. The school takes very careful account of national priorities and local partnerships. The School and Eco Councils are active and help successfully to encourage pupils to have a good sense of responsibility and citizenship. Preparation for the introduction of the Foundation Phase and Curriculum 2008 is at an early stage and the teaching staff and governing body are aware of the implications.
146. The outdoor area is being developed and is used by the school to provide additional learning opportunities for all pupils. The pupils are made aware of the importance of environmental issues and of the need to have healthy lifestyles through a range of national and local initiatives, including 'Eco-schools'.
147. Arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed.
148. There are arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is not effective and lacks diligent self evaluation procedures. This is a shortcoming and the process lacks appropriate detail and vision. The school collects National Curriculum assessment data and analyses the data effectively for the small number of pupils who are assessed.
149. Performance Management is established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff are aware of their responsibilities in relation to their job descriptions.
150. Support and training is good for all staff members and the governing body. The school allows staff and governors to further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.
151. The links between the governing body and the school are good. The governing body, working with the head teacher helps to set the long term direction for the school. However, this process lacks clear direction and does not effectively target areas that are in need of improvement. The governors are informed

about the school's self-evaluation process and have followed guidelines set out by the LEA in relation to the Support and Challenge Framework. This has not yet informed school development planning effectively and has not impacted on the standards of teaching and curricular planning. The contribution of the governing body to the school's strategic planning has good features that outweigh shortcomings.

152. Procedures for the financial management are thorough and finances are well managed. The outcomes of spending decisions are regularly reviewed. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are signed by the head teacher and chairperson.
153. The school handbook conforms with the current expectations for reporting to parents, as does the summary version of the governors' annual report to parents. All statutory policies and documents are in place.

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

Grade 3: Good features outweigh shortcomings

154. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is due to shortcomings in curricular provision and self evaluation processes.
155. The process of self-evaluation is not established fully in the school and does not sufficiently inform school development planning. Self-evaluation does not impact on the standards of teaching and does not target areas for improvement or provision in detail.
156. In most aspects of school life, the head teacher and governors attempt to use information effectively to make improvements. However, the link between the processes of self-evaluation and planning for improvement in the School Development Plan (SDP) is not thorough. The school's procedures for monitoring subject areas and standards, based on clear evidence, are good.
157. All staff are involved in the monitoring process. This is good practice.
158. The school is beginning to use performance data to inform judgements and evaluate specific trends over time. The school's limited self-evaluation is based on first-hand evidence and the school works with the LEA and Link Advisor to target areas for improvement. The school seeks the views of a range of agencies that have an interest in the school.
159. The School and Eco-Council is a good forum that allows all pupils' views to be heard constructively.
160. All staff work as a good team. Good dialogue exists between key stages. All staff are aware that they have a part in the school's self-evaluation process and their input is valued.

161. The head teacher monitors teaching as part of the performance management process. The staff do follow a corporate monitoring process based mainly on aspects of the core subjects. This is a termly system. Aspects of the Foundation subjects are reviewed as part of the same system. Evidence of identifying good practice and using evidence to inform planning in the Core and Foundation subjects is less established.
162. Performance Management is an established system and job descriptions note in detail the specific roles and tasks of staff.
163. The self-evaluation report produced by the school prior to the inspection is not sufficiently detailed. It is not an accurate overview of the school's position. It does not identify the areas and aspects that are strengths within the school and those which require further attention in sufficient detail.
164. The school's priorities for improvement do not fully inform the SDP and do not have appropriate time scales and costs noted consistently.
165. The school makes efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. This process is limited in its effectiveness. It works with the LEA to allocate resources and expertise to attempt to raise and improve standards. This process needs to be developed further.
166. The actions of the school in establishing an outdoor garden area have resulted in good improvements in curricular provision for all pupils.
167. The school has addressed the key issues noted in the last inspection report. However, other areas from the report have not been addressed in sufficient detail. Progress since the previous inspection has good features that outweigh shortcomings.
168. The judgements of the inspection team agree with the school's self-evaluation of Grade 2 in Key Question 1, Key Question 4 and Key Question 7. The inspection team do not agree with the Grade 2 awarded by the school in the other four Key Questions. These Key Questions are judged as Grade 3 due to shortcomings in the standards of teaching, curricular provision and planning, self-evaluation and management processes.

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

Grade 2: Good features and no important shortcomings

169. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
170. The adequacy, suitability and use made of staffing, learning resources and accommodation is good. The school has good resources for the number of pupils in the school and ensures that their purchase is prioritised according to

need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of grant and funding regulations.

171. There are sufficient numbers of well-qualified teachers who possess a good range of specialist knowledge to provide for the needs of pupils, including those with additional learning needs and for pupils less than five years of age.
172. All staff are committed to providing a secure, supportive environment for all pupils. The teaching assistant successfully supports teachers and pupils throughout the school day and is a valued member of the school community.
173. Efficient use is made of available resources. Most pupils have ready access to a range of good resources appropriate to their age and needs. Resources for children under five are not used effectively within the classroom. Good investment has been made in ICT resources. The computers and interactive whiteboards are used well to support pupils' learning.
174. The library areas are used effectively, but do not fully stimulate or improve pupils' learning.
175. The use made of the outside learning environment including the school grounds is beginning to enhance every pupil's experiences and is a developing feature of the school's provision.
176. The accommodation is adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make appropriate use of the building to provide a secure environment for all pupils. The quality of display throughout the school has good features that outweigh shortcomings. It is used to celebrate pupils' achievements.
177. The school is aware of its duty according to the Disability Discrimination Act (2005) and has an appropriate accessibility plan that looks at ways to improve access for all.
178. Staff experience and expertise are used well for the benefit of pupils. An appropriate staff development programme enables teachers to keep up to date with current educational initiatives and with new ideas in their subjects and other areas of responsibility.
179. Teachers also make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their subject responsibilities. Teaching assistants are managed and developed effectively and make a good contribution to school life.
180. The school's administrative procedures ensure that the day to day running of the school is managed well. All support staff, such as the caretaker, mid-day supervisor, canteen staff and cleaners are valued for their contribution to the life of the school.
181. Spending decisions relate directly to the school priorities as set out in the School Development Plan (SDP). Expenditure is monitored closely by the Governing Body.

182. When meeting the needs and range of pupils, the school has good features that outweigh shortcomings. Generally, the school gives good value for money.

School's response to the inspection

The Governors and staff of Mynach C.P.School accept the report and the positive comments about the school's work and the consistently high standards achieved by the pupils.

We wish to thank Mr.Nick Jones and his fellow inspectors for their courteous, thorough attitude in discussion before, during and after the inspection.

We accept the recommendations and will take appropriate steps to develop them in order to continue to move the school on and reach the expected standards.

Appendix 1

Basic information about the school

Name of school	Mynach C.P. School
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Pontarfynach Aberystwyth Ceredigion
Postcode	SY23 4QZ
Telephone number	01970 890234

Headteacher	Mrs Rosemary Thomas
Date of appointment	01/01/1998
Chair of governors/ Appropriate authority	Mr Gareth Jones
Registered inspector	Mr Nicholas Jones
Dates of inspection	19th & 20 th May 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	7	5	2	6	3	4	1	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.25

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.125

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	N/A	Not listed	89.50%
Autumn 2007	N/A	Not listed	93.08%
Spring 2008	N/A	Not listed	93.35%

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
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	80.6%

National Curriculum Assessment Results

End of key stage 2:

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

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100%	In the school	N/A
In Wales	74.2%	In Wales	N/A

Appendix 4

Evidence base of the inspection

- A team of three inspectors were present in the school for five inspector days. They carried out the inspection with a nominee from the school and a peer assessor appointed by Estyn.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. A pre-inspection meeting for the team was also held.
- Nineteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirteen lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed other related activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Nicholas Jones (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 6 Key Question 7 Appendices
Mrs Eleri Honour (Team Inspector)	Key Question 2 Key Question 3
Mr Dylan Jones (Lay Inspector)	Contributions to Key Questions 1, 4 & 5
Mr Elfed Williams (Peer Assessor)	Contributions to all Key Questions
Mrs Rosemary Thomas (Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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