

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

**Ysgol Gynradd Gymunedol Pennant  
Pennant  
Llanon  
Ceredigion  
SY23 5PA**

**School number: 667 / 2297**

**Date of the Inspection : 10 - 12 November, 2003**

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Date : 15 January, 2004  
under ESTYN contract number – T/28/03P**

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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report 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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## 1. CONTEXT

### The school and its priorities

The school is situated in the rural village of Pennant near Aberaeron, Ceredigion, and the great majority of the pupils come from the village and the neighbouring rural areas. The area is described as one that is neither prosperous nor economically disadvantaged; 7% of the pupils are eligible to receive free school meals.

There are 33 pupils between the ages of 4 and 11 years old on roll, representing the full range of ability. English is the main language spoken in the homes of 70% of the pupils. By now, 90% of the pupils speak Welsh to first language standard. There are nine pupils on the special educational needs [SEN] register, including one pupil with a statement of SEN.

The school implements the language policy of the Unitary Authority [UA] and is designated a Category A school. This means that Welsh is the main medium of the life and work of the school but it is the aim to ensure that the pupils are fully bilingual on transfer to the secondary sector.

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

- to raise standards in mathematics, reading and music;
- to improve the standards of monitoring and self-evaluation;
- to up-date the schemes of work;
- to improve the toilets.

## 2. MAIN FINDINGS

### The main findings of the report

This school is a close and caring community. The relationship between the teachers and pupils, between the pupils and the adults and between the pupils and their peers is very good.

- The quality of the provision for children under five is appropriate and promotes the desirable outcomes for children's learning. No judgement is made on standards of achievement owing to the very small number of children, three only, who have recently started school in the reception class.
- At Key Stage 1 [KS1] and KS2, pupils' standards of achievement in National Curriculum [NC] subjects and religious education are as follows:

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

- At KS1, standards in literacy and information and communication technology [ICT] across the curriculum are good and standards in numeracy are satisfactory. At KS2, standards in ICT are good and literacy and numeracy standards are satisfactory. As yet, there is no whole-school strategy to promote these skills across the subjects.
- The quality of teaching is judged to be very good in 9% of lessons, good in 56% and satisfactory in the remaining 35%. Teachers' introductory presentations are thorough and they make good use of resources in order to provide appropriate experiences for the pupils. There is very effective interaction between the teachers and the pupils and good use is made of plenary sessions to reinforce the learning. The quality of teacher questioning is very good and stimulates pupils to try to reason and to explain.
- Where there are deficiencies in the teaching, lesson objectives are insufficiently precise and tasks lack challenge to extend the learning in every subject. Expectations are not high enough to ensure that KS2 pupils complete their tasks and present their work systematically and neatly.
- The provision made for pupils with SEN is good. The Individual Education Plans [IEP] designed for each pupil with SEN are appropriate and include specific learning targets that match the needs of these pupils. The teachers, classroom assistants and the part-time staff that visit the school provide good support. Pupils make good progress in their work.
- The school provides a broad and relevant curriculum. Useful policies and schemes of work have been produced for every subject. In the best practice, the teachers' termly plans provide good guidance. The short-term plans do not always note in sufficient detail what pupils are expected to achieve.
- The quality of the arrangements for the assessment and recording of pupils' work is good. The school has an assessment policy that provides clear guidance on the procedures to be followed. Core subjects are assessed every term and the foundation subjects annually. Pupils' work is marked regularly and in the best practice pupils are given clear guidance on how to improve the standard of their work.
- The head provides caring leadership and is successful in establishing a very good relationship with the pupils, the staff, parents and governors. Under his leadership, the school has gained the Basic Skills Agency Quality Mark. Staff co-operate readily and show great commitment to the school.
- The governing body is very supportive of the school and members carry out their duties conscientiously. Members have a keen interest in all aspects of school life. The SDP is a comprehensive document that includes targets for improvement and detailed action plans for each aspect included in it. The school makes steady progress towards achieving the targets set.
- The budget is carefully managed by the head in consultation with the governing body and with the support of the UA's finance officer. The school is successful in operating within the allocated budget. The school offers value for money.

- A culture of self-evaluation is developing among the staff. Effective use is made of the subject specialism of peripatetic teachers and of secondary school staff as part of the process. Although a self-appraisal strategy has been planned, it is not currently fully operative.
- The school has no effective measures to prevent unauthorised access to the buildings. At present, school doors are not locked because of the need for pupils to go out to the toilets located in a building on the schoolyard. The school buildings are of a satisfactory standard except that the substantial deficiencies in the toilets noted during the previous inspection have still not been remedied. This is unsatisfactory. There are plans in place to provide modern toilets and to carry out other improvements. No final contract had been signed at the time of the inspection.
- There has been a satisfactory response to the key issues noted in the previous inspection but some issues remain for further consideration. Since the previous inspection, standards have risen in a number of subjects but there remains the need to improve standards in the subjects and aspects deemed to be satisfactory. Schemes of work have been revised and good procedures have been established to assess pupil progress. The educational provision is successfully differentiated to meet the ability range that exists in every class.
- Pupils have good opportunities to participate in a wide range of extracurricular activities such as *Urdd* activities, concerts and sports. Appropriate attention is given to pupils' team skills through the school's physical education programme and by organising joint activities with other agencies.
- The curriculum is reinforced through educational visits that correspond to the curricular work. They contribute substantially to pupils' experiences and development.
- The school is very successful in promoting pupils' bilingualism. Good attention is given to the *Cwricwlwm Cymreig* (Welsh Curriculum) and to fostering pupils' awareness of local history and traditions.
- Parents are very supportive of the school. They appreciate the school's work with their children and respond well to any request for additional support. *Cymdeithas Cyfeillion yr Ysgol* (Friends of the School Association) works hard and provides good financial support.
- Pupils' spiritual development is good, and their moral, social and cultural development is very good. The school is successful in promoting sound moral values. There is good emphasis on fostering self-discipline and respect for others. Pupils' standards of behaviour are very good.

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

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

Pupils' standards of achievement were good in 61% of lessons and satisfactory in 39% of them.

- The educational provision for children under five is appropriate and promotes the desirable standards in the six areas of learning. No judgement is offered on the standards of achievement of children under five because of the very small number, three only, who have recently started school.

- At KS1, standards in Welsh and mathematics are good and standards in science are satisfactory. Standards in IT, history, geography, art, music and religious education are all good. Standards in design and technology are satisfactory. In the physical education lesson observed, standards are satisfactory.
- At KS2, standards in Welsh oral skills are good; standards in reading and writing are satisfactory. Standards in Welsh overall are satisfactory. In English, standards in speaking and listening are good; standards in reading and writing are satisfactory. Standards in English overall are satisfactory. Standards in mathematics are good and satisfactory in science. Standards in IT, art, music and religious education are good. Standards in design and technology, science, history and geography are satisfactory. In the physical education lesson observed on video, standards are satisfactory.
- Girls and boys make similar progress in their work.
- Pupils with SEN achieve satisfactory and occasionally good standards in their work.
- In the period 1999-2002, the percentage of pupils at KS2 achieving at least level four in the NC tests and assessments in Welsh, English, science and mathematics is higher than the national averages. In 2003, as the number of pupils eligible for assessment was fewer than five, a summary of the school's results is not included in this report.
- At KS1, in the period 1999-2003, the percentage of pupils achieving at least level two in Welsh, science and mathematics is also higher than the national averages.
- The school's results compare favourably with the county averages.

### **3.2 Standards in key skills**

At KS1, standards of literacy and ICT across the curriculum are good and standards in numeracy are satisfactory. At KS2, standards in ICT are good and literacy and numeracy standards are satisfactory.

- Children under five make good progress in applying their early literacy, numeracy and ICT skills in the six areas of learning.
- KS1 pupils make good use of their Welsh oral, reading and writing skills across the curriculum. This ensures their grasp of vocabulary and promotes their understanding of subject concepts. At KS2, standards in speaking and pupils' discussion skills across the curriculum are good. They speak confidently, offering extended discourse when discussing publicly in class and with visitors. In English, the great majority of pupils are ready to contribute during discussion sessions. The more able respond to questions confidently, using a range of vocabulary.
- At KS2, pupils' use of their reading and writing skills in both Welsh and English across the curriculum is satisfactory. Little extended written work is produced across the subjects. The grasp of the syntax of written language of a substantial minority is insecure and impairs the standard of their work. The work presented by a substantial number of the pupils is neither complete nor well presented.
- Pupils can use a variety of reading sources satisfactorily to gather information.
- Pupils make satisfactory use of their numeracy skills in other subjects. They measure, collect

data and use graphs appropriately to present their findings. At both key stages, pupils' skills are not developed regularly enough through investigative tasks in various contexts.

- ICT standards across the curriculum are good. At both key stages, pupils make effective use of their ICT skills to support their work across the subjects.

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

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

Spiritual development is good, and moral, social and cultural development is very good.

- The school conforms to the statutory requirement for daily communal worship as a whole school or class. There is a good emphasis on Christian values. Pupils have opportunities to take part in the common worship through music, personal prayers and reflection.
- The school is a congenial and welcoming community and all staff promote high values. There is an emphasis on respect for people and property and pupils develop a clear understanding of right and wrong. They show a sound understanding of the importance of respect for the environment.
- Pupils readily undertake responsibilities within the school and the older pupils show initiative.
- Pupils are fully aware of the needs of other people less fortunate than themselves and they respond regularly by collecting money towards local and national humanitarian causes.
- Pupils' self confidence and social and cultural aspects are fostered as they participate in *eisteddfodau*, concerts, the annual pantomime, games and other community activities. The *Urdd* has a prominent place in the life of the school and the school has been successful recently in national competitions.
- The *Cwricwlwm Cymreig* is appropriately emphasised, as are other cultures through various aspects of the curriculum.
- Visitors who are invited into the school and visits to places of educational interest enhance pupils' curricular, cultural and social experiences.
- Although no policy on racial equality has been produced, pupils' awareness of the need for racial harmony is good.

##### **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes are very good.

- Pupils of all ages work and play together happily in a family atmosphere. They are also welcoming and polite towards visitors.
- Parents praise the pupils' standards of behaviour.

- During the inspection, no instances of bullying, sexism or racism were seen at the school. No pupil has been excluded during the past year.
- The school's behaviour policy and rules are implemented effectively.

### **4.3 Attendance**

Attendance levels are good.

- There is an appropriate differentiation between different types of absence in the current school registers and in last year's register.
- Letters and telephone calls are received from parents to explain the reasons for their children's absence. There is no unauthorised absence.
- A cup is awarded to the pupil or pupils with the best attendance over the year and the success is celebrated on the school website.
- Pupils arrive in school punctually and the day's timetable is followed from lesson to lesson.
- The governors have no formal targets for improving attendance.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

The quality of the teaching was judged to be very good in 9% of lessons, good in 56% and satisfactory in the remaining 35%.

- Teachers have a sound knowledge and understanding of the majority of the subjects they teach. They deploy a range of educational and organisational strategies to maintain the pupils' interest. Work is promoted at class, group and individual levels. Regular and effective use is made of resources to promote and sustain the teaching.
- Pupils are well supported and purposeful use is made of praise and encouragement. There is very effective interaction between the pupils and teachers and good use is made of plenary sessions to reinforce the learning. A conscientious effort is made to differentiate the educational provision to meet the ability range that exists in each class.
- The quality of teacher questioning is very good and leads pupils to reason and to explain. However, from time to time, there is over-emphasis on questioning and discussion at the expense of fostering pupils' ability to present their ideas and observations systematically in different forms.
- In the lessons where there are shortcomings in the teaching, aims are unclear and pupils' learning is not being extended sufficiently in every subject. On occasion, insufficient

attention is given to linking lessons with previous work in order to emphasise relevance and continuity in the learning.

- At KS2, handwriting skills and presentation of work of a significant number of pupils have not been developed sufficiently.

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

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

- The quality of the baseline assessment undertaken soon after the children start in school is appropriate. Following the assessment, targets are set for the way ahead and these are discussed with parents. Following each theme, a record is kept of the children's development in the six areas of learning but the system is not sufficiently structured to show progress in what children can achieve.
- The arrangements for the assessment and recording of progress for pupils with SEN are suitable. The pupils' individual education plans (IEPs) include targets and details of the steps to be taken to meet their needs.
- The school has an assessment policy that provides clear guidance on the procedures to be followed. The core subjects are assessed every term and the foundation subjects annually. The pupils have a personal and a curricular file.
- Assessment booklets are effectively used to record pupils' progress in all NC subjects. The comments show pupils' achievement and note the level attained by them. However, the comments do not always give a clear picture of pupils' achievement in some of the subjects.
- As part of the assessment system, standardised tests are set in the core subjects and the results are fed into the targets set for pupils. Pupils carry out a self-assessment process.
- Twice a year, targets are set in the core subjects and they are discussed with the pupils and their parents.
- Written work is marked regularly. The comments in general give the pupils clear guidance on how they can improve the quality of their work. However, in some instances, the effort alone is praised without reference to the standard of the work.
- A parents' evening is held twice a year to discuss their children's progress and parents appreciate this. The standard of the annual report to parents is good.

## **5.3 Curriculum**

The school provides a broad and balanced curriculum that meets the requirements of the NC, religious education and the desirable outcomes for children under five. The quality of the curriculum is good.

- The curriculum for children under five is suitable and conforms to the requirements of the desirable outcomes in the six areas of learning. However, the play activities have not been planned and structured sufficiently.
- The curriculum provided for pupils with SEN is appropriate and they have the opportunity to participate fully in all school activities.
- The policies and schemes of work are of good quality and offer clear guidance to the work of the school.
- The curriculum is implemented by means of themes within a two-year cycle. Some aspects of the curriculum are taught through subjects at KS2. There is purposeful planning for personal and social education but there is a lack of consistency in the development of the key skills.
- Short-term planning is appropriate and ensures that pupils receive suitable activities. However, this planning is not consistent throughout the school; learning objectives are not always sufficiently clear and the tasks for children under five are not specific enough.
- The pupils benefit from the support they receive from peripatetic teachers and other adults. Exchange of teachers between classes also promotes development in some subjects such as music.
- The school is successful in promoting bilingualism and both Welsh and English are used as teaching and learning media at KS2.
- Appropriate attention is given to the *Cwricwlwm Cymreig* in all aspects of the work of the school.
- The curriculum is reinforced through educational visits that correspond to the curricular work. They contribute substantially to pupils' experiences and development.
- The school has a clear policy on sex education, which notes that it is taught naturally as a part of the curriculum.
- Reading homework is set regularly for pupils and the other homework also reinforces classwork. On the whole, parents support this well.
- All pupils have equal access to the whole curriculum.
- No pupil has been disapplied from following the NC.

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

The quality of the school's provision for the support, guidance and pupils' welfare is good.

- The school has a happy and caring atmosphere. Staff know the pupils well and take an interest in their personal development. In turn, pupils are ready to seek help from adults when needed.
- The school operates the LEA policy for Child Protection. The head is the named person.

- Relevant health and safety policies and procedures are implemented. Equipment is inspected regularly and a fire drill is held every term.
- Pupils are well supervised during the day. Three members of staff have a current first aid qualification. Appropriate care is taken when pupils are received and dismissed at the beginning and end of the day.
- Equal opportunities are provided without exception in all school activities.

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

- The quality of the provision for pupils with SEN is good. They make good progress consistent with their age and ability.
- The school conforms to the requirements of the Code of Practice. A register is kept of the pupils receiving additional help and support.
- An appropriate system has been established to identify pupils with SEN. Teachers know their pupils well.
- The school screens all pupils in reading annually and termly in mathematics. Pupils in need of additional assistance receive this from a support assistant. This support is effective and pupils make good progress.
- The IEPs designed for all pupils with SEN are suitable and contain specific targets that correspond to the needs of these pupils. The specific targets have been broken down into small steps for the pupils. They receive support of good quality from part-time SEN teachers.
- The pupil with a statement of SEN is supported effectively by a care assistant. This provision contributes significantly to the pupil's educational and social development.
- The development of the pupils with SEN is reviewed in accordance with the policy. A meeting is held with the parents and in some instances with the pupil him/herself. Suitable targets are agreed.
- Pupils with SEN have full access to all curricular areas, and take part in all school activities.
- The member of the governing body with responsibility for AAA is fully aware of her responsibilities and has a good understanding of the school organisation. The governing body receives a regular report.

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

The partnership with parents, the community, schools and other institutions is good.

- Parents are strongly committed to supporting the school's aims. The Friends of the School Association raises a substantial sum of money which is used to buy resources such as a piano and computers.
- There are two formal opportunities for parents to discuss their children's progress, and evenings are arranged to discuss aspects of the curriculum in addition.

- Parents help with extracurricular sports and the last annual governors' meeting for parents was quorate.
- The comprehensive school website is an effective means of promoting links with parents and the wider community.
- The "Link Book", which notes the triangular compact between the school, the pupil and home, is a valuable communication instrument. It is not used consistently across the school.
  
- The school is designated a community school and makes a prominent contribution at local events such as the Church Thanksgiving service, Young Farmers Club celebrations and the Saint David's day eisteddfod. Effective use is made of the village and neighbouring area for occasional visits by pupils of all ages.
- There are substantial pastoral and curricular bridging links with the secondary school to which Y6 pupils transfer at the end of their primary education.
- The school has benefited from numerous links with outside institutions such as the *Urdd* and the local theatre together with college students that come to the school on work experience.

## **5.7 Partnership with industry**

The partnership with industry and the world of work is satisfactory.

- The school has a policy for promoting links with the community, business and industry. However, the link with the world of work relies on individual arrangements and links rather than purposeful planning.
- Pupils' awareness of the world of work has been enhanced by visits to local businesses such as a local workshop that produces signs. Visits by local people are arranged to talk about their work and to assist with projects such as creating the school website. Officials from the local electricity company visited the school to discuss the dangers of electricity and an invitation was received from a television company to take part in a television programme for S4C.
- The older pupils at the school have studied employment in the area during the Victorian age at a local education centre and they are familiar with the kind of employment available in Ceredigion in our times.
- Pupils from the youngest class have made an arrangement with the village shop to sell the postcards that are produced, showing views from the village.
- The older pupils help to run a "shop" selling fruit to their fellow pupils during playtime. As yet, no advantage has been taken of the possibilities to learn about the principles of running a business.

## **6. MANAGEMENT**

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

The quality of self-evaluation and planning for improvement is satisfactory.

- A culture of self-evaluation is developing among the staff. Effective use is made of the subject expertise of peripatetic staff and of secondary school staff as part of the process. Although a self-appraisal strategy has been planned, it is not currently fully operative.
- Teachers discuss pupil progress together regularly. As yet, the process has an insufficiently detailed structure to help them raise pupils' standards of achievement.
- Responsibilities for the subjects are shared between the staff. They co-operate closely and have prepared suitable policies and schemes of work. The process of monitoring the implementation of the policies within the classroom has only just begun. The teachers' role as subject leaders across the school has not been developed fully.
- The target-setting process includes satisfactory attention to the analysis of NC tests in the core subjects. Whole-school statistical targets are set and suitable use is made of comparable county and national data as part of this process.

## **6.2 Leadership and efficiency**

The quality of leadership and efficiency is satisfactory.

- The head, who has charge of a class, provides sensitive and caring leadership. Under his guidance, the school was awarded the Basic Skills Agency's Quality Mark. Staff work closely together and show a strong commitment to the school.
- The school has clear aims, which are well supported by the parents.
- The SDP is a comprehensive document that includes suitable targets for improvement. The school is making steady progress towards achieving the targets set. There are detailed action plans for each aspect included in the SDP. Appropriate attention is given to financial considerations, the timetable and people's responsibilities. The consistent monitoring of the outcomes expected is under developed.
- The governing body receives good guidance from the headteacher and members undertake their statutory responsibilities conscientiously. Members show an interest in all aspects of the life of the school. Their knowledge of curriculum requirements and financial matters increases steadily.
- The budget is carefully managed by the head, in consultation with the governing body and with the support of the UA's finance officer. Discussions are held to consider financial affairs and the school manages to operate within the budget allocated to it. The school offers value for money.
- Due attention is given to statutory requirements within school policies.
- The school's day-to-day administration is good.

### 6.3 Staffing, accommodation and learning resources

The provision for staffing, accommodation and learning resources is satisfactory.

- Teachers have suitable qualifications for the age range they teach. They attend a satisfactory number of courses and the training has a positive effect on teaching methods.
- Pupils benefit from the service of peripatetic teachers to teach Welsh and music, and, from time to time, members of the community help with some curriculum aspects. These arrangements all contribute to raising standards.
- Part-time staff are employed for pupils with SEN together with a support assistant to assist individuals. The contribution of these members of staff is valuable.
- The school buildings are satisfactory with the exception that the substantial toilet deficiencies, reported during the previous inspection, still remain. This is unsatisfactory. Recently, the school and the Authority came to an agreement with the owner of nearby land in order to provide modern toilets and to carry out some other improvements. The final contract had not been signed at the time of the inspection.
- The two classrooms, also used for whole school assemblies and dining in the absence of a school hall, are restricted in size. Specialist peripatetic teachers also use the staff room and part of the kitchen.
- There is no suitable grassed area for games but this deficiency is effectively overcome by attending a leisure centre in a nearby town.
- Colourful displays illustrate current themes and give due prominence to pupils' work.
- The building and its surroundings are kept clean and tidy. The entrance has been enhanced by artwork created by a local sign company that has a connection with the school.
- The school has no effective means of preventing unauthorised access to the buildings. The location of the toilets creates obvious difficulties in terms of ensuring appropriate supervision of the pupils.
- The school has sufficient resources for the majority of NC subjects and appropriate use is made of them to promote the learning.

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

### **7.1 Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning. The children enjoy a wide variety of activities suitable for their development. The children under five are taught in the same classroom as KS1 pupils. No judgement is made on standards of achievement owing to the very small number of children, three only, who have recently started school in the reception class.

#### **Good features**

##### **Personal and social development**

The children have established a good relationship with their peers and with adults. They enjoy participating in activities that promote playing together and sharing. By listening to relevant stories and presentations, they learn about care, friendship and thankfulness.

##### **Language, literacy and communication development.**

The children listen intently to stories and group and class presentations. They show an interest in books. They recognise letters and read individual words. They write their names, mark paper and over- and under-write with increasing control. Learners begin to understand simple instructions and start to use Welsh when asking for specific things.

##### **Mathematical development**

The children can count up to at least ten and recognise some numbers. They recognise colours and some 2D shapes and they can sort objects correctly. Through practical experiences in the shop, they come to recognise some coins and to understand the purpose of money. Their use of mathematical language is developing steadily.

##### **Knowledge and understanding of the world**

The children discuss the weather and say what type of clothes to wear in different weather. They are beginning to understand about things in the past, using the terms 'old' and 'new' when looking at old toys. They recognise fruit and can name the parts of a flower correctly. They know that plants need water and light to grow.

### **Creative development**

The children sing simple tunes enthusiastically and they can keep a beat fairly accurately. They enjoy role-play in the fruit shop and when wearing children's clothes from the past and playing with old toys. They can create pictures, paintings and 3D work effectively.

### **Physical development**

The children handle small equipment skilfully and show increasing control of their major physical skills when playing with the large toys.

### **Shortcomings**

- Some individuals do not understand the concept of number.

### **Welsh**

At KS1, standards are good in the three aspects and at KS2 oral standards are good and reading and writing standards are satisfactory.

### **Good features**

- At KS1, pupils listen well to presentations and stories. They respond well to instructions and they can express themselves for different purposes with increasing accuracy. They talk to each other and to visitors confidently and they express their views and opinions when taking part in class discussion and in role-play sessions.
- Reading standards are good across the key stage. The youngest pupils can handle simple books, decomposing most unfamiliar words successfully. The older pupils read fluently and with meaning. They can remember what they read and express a simple opinion on their books.
- Pupils write in different linguistic forms and use a number of sentence patterns. Their spelling skills improve consistently and they can vary the nature of their presentations to match the requirements of different audiences. They write simple, interesting poems.
- At KS2, oral standards are consistently good as they respond to a range of rich experiences across the curriculum. Some individuals show very good oral skills. Pupils listen with interest and contribute purposefully to class discussions. They respond intelligently to questions, they offer unprompted comments and they can express and defend a standpoint confidently.
- Pupils read a wide range of texts independently across the curriculum. All pupils show a positive attitude towards reading. The best read fluently and with appropriate expression, while pupils of lower ability cope well with simple books that correspond to their reading age. They use dictionaries effectively and they can gather information from various sources.
- Pupils produce a variety of written work. The most able succeed in showing a good mastery of punctuation and paragraphing and they can vary sentences to create different effects.

## **Shortcomings**

- At KS2, a substantial proportion of pupils are not always aware of meaning when reading and they read carelessly. Some individuals cannot express an opinion on what they have read.
- At KS2, the work of a substantial minority of pupils' written work shows errors of syntax, punctuation and spelling.
- At KS2, pupils' self-evaluation skills are insufficient to enable them to redraft their work and to make corrections.

## **English**

English is formally taught at KS2. Standards are good in speaking and listening and satisfactory in reading and writing.

### **Good features**

- KS2 pupils discuss different topics with increasing fluency. Their awareness of appropriate registers is good. They can follow the course of a conversation, expressing an opinion and explaining a personal standpoint. They respond with understanding to the standpoints of other pupils and adults.
- Pupils develop to become independent readers. The best read confidently, fluently and expressively. The more able discuss their books with understanding, expressing an opinion on events and actions. Their ability to use reference books is satisfactory.
- Pupils write across an appropriate range of language forms that include descriptions, letters, stories and dialogues. They express an opinion clearly on different topics. Individuals produce good work and show a mastery of register, syntax and punctuation conventions.
- Standards of handwriting and presentation of a small minority of the pupils are good.

### **Shortcomings**

- Some pupils lack expression when they read and they cannot discuss the content of their books adequately. Many of them have neither a favourite author nor an opinion on different books.
- Errors of syntax, spelling and punctuation impair the written work of a significant number of pupils.
- A good number of pupils' handwriting and presentation skills are underdeveloped.

## **Mathematics**

Standards are good at both key stages.

## **Good features**

- At KS1, pupils can count backwards and forwards confidently in different steps. They can count a collection of objects by grouping them in tens and they can identify sequences, including odd and even numbers. They use the addition and subtraction processes accurately and they understand the relationship between the two processes.
- Pupils know the value of coins and succeed well in changing coins for those of equal value. They can recognise significant times during the day. The more able read the time to the quarter hour on an analogue clock. They use measuring equipment confidently.
- By the end of the key stage, pupils' understanding of the characteristics of 2D shapes and their ability to recognise 3D shapes are good. They understand simple fractions and the more able pupils handle halves and quarters confidently.
- They use simple block graphs to record and interpret data.
- At KS2, the great majority of pupils have a sound understanding of the four rules of number and of place value. They make effective use of mental strategies to calculate accurately; their ability to recall multiplication facts is good.
- The more able pupils have a good knowledge of the relationship between fractions and percentages and they can estimate fairly accurately.
- By Y6, pupils have sound knowledge of angles, area and perimeter. They use standard metric units correctly to measure length.
- Pupils can form graphs and draw reasonable conclusions from them.

## **Shortcomings**

- At both key stages, pupils' ability to gather, analyse and interpret data is insufficient.

## **Science**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, pupils have secure knowledge of living things and life processes; they are aware that living creatures grow and reproduce. They can name different parts of the body and Y2 pupils have a good awareness of the function of the main organs. They understand the features of a healthy diet.
- They know that a plant needs light and water to grow. Their ability to name the different parts of living plants is good.
- Pupils are familiar with everyday equipment that uses electricity; they can build a simple electric circuit and explain how it works.
- Pupils observe in detail and describe accurately. They use simple scientific terms when investigating.

- They record their observations simply in written and picture form.
- At KS2, pupils have sound knowledge of life processes and living things. They have good knowledge of the heart and its functions and they know how to measure its pulse rate.
- They can recognise and sort familiar materials according to their properties. The oldest pupils can identify the properties of a good range of materials and describe some of the ways in which they change. They can describe the comparative positions of the sun, the earth and the other planets.
- Pupils have a good understanding of the requirements of a fair test. They make sensible decisions on what information needs to be retained and how to conduct an investigation.
- In the best work, pupils make appropriate use of their IT skills to gather and present information.

### **Shortcomings**

- At both key stages, pupils do not make sufficient use of tables and different types of graphs to bring together and present their conclusions. Their ability to record their work in their own words is insufficiently developed.
- At KS2, pupils do not always assemble their evidence in a sufficiently systematic and careful manner.
- At KS2, pupils do not apply their scientific knowledge sufficiently when discussing their work.

### **Design and technology**

Standards are satisfactory at both key stages.

### **Good features**

- At KS1, the pupils use an appropriate range of materials to produce different objects.
- Pupils use building kits well to investigate their understanding of materials and to produce models.
- Pupils present their initial ideas through freehand drawings and they begin to evaluate their work. Their skills of measuring, cutting and joining materials are good.
- KS2 pupils have a satisfactory understanding of the designing and making process. In the best work, they record their designs clearly and the drawings are correctly labelled. Pupils can record the steps taken and offer a simple evaluation of the finished work,
- Pupils' making skills are good.

### **Shortcomings**

- At both key stages, pupils' planning and evaluation skills are undeveloped.

- The range of work produced by KS2 pupils is restricted in terms of the materials and components used.

### **Information technology**

Standards are good at both key stages.

#### **Good features**

- At KS1, pupils make proficient use of the word processor to present their work. The older pupils can modify the text according to requirements and print their finished work independently.
- Pupils can use programs to produce art work of a good standard. The older pupils combine word processing successfully with pictures produced with the aid of an art package. They can use a music program to produce a simple musical sequence.
- Pupils make good use of literacy and numeracy reinforcement programs and they can present data in the form of a simple graph.
- At KS2, pupils' word-processing skills are good. They use the processor confidently to change format, colour and text size and to cut, copy and paste their work. They draft and modify text and include pictures to illustrate their work.
- Pupils can present information well in graphical form.
- Pupils make appropriate use of a LOGO control program to input instructions and to design a series of 2D shapes and patterns.
- At both key stages, pupils can select and present information from the CD-Rom or Internet in their thematic work.

#### **Shortcomings**

- At KS2, the skills of the youngest pupils have not been developed sufficiently across the range of applications.

### **History**

Standards are good at KS1 and satisfactory at KS2.

#### **Good features**

- Through discussion of changes in their own lives, and placing events and objects in their sequence, KS1 pupils have a sound awareness of change over a period of time. The great majority can use terms that convey the passage of time.
- Pupils' ability to recall the topics they have studied is good and they can place them on a time line correctly.

- The more able pupils have good knowledge of some important characters from the past. They record their observations effectively by means of pictures and writing.
- At KS2, pupils have good knowledge of life in the Victorian age. They have a good awareness of the living conditions of the period and a sense of empathy with the people. The older pupils can recall historical events from their work on the Celts and Second World War. They have a sound awareness of a time line.
- Pupils understand that it is possible to interpret evidence in more than one way. The more able pupils have a good understanding of how we learn about the past and they use historical terminology well.
- At both key stages, educational visits enhance pupils' knowledge and understanding of the topics studied.

### **Shortcomings**

- At KS2, many of the pupils have only a general knowledge of a number of the topics studied.
- At KS2, pupils do not show sufficient depth and understanding in their written tasks.

### **Geography**

Standards are good at KS1 and satisfactory at KS2.

#### **Good features**

- At KS1, pupils have good knowledge of their village. They can locate it on a map of Wales and name its main geographical features. They use relevant vocabulary in discussing their observations.
- Pupils' mapping skills are good. They can use co-ordinates correctly to note grid locations.
- Pupils have good knowledge of the weather and can discuss different types of weather confidently.
- They can recognise Wales on a map of the United Kingdom, noting some towns in Wales and beyond. They are aware that they live in Wales and that Wales is part of a wider world.
- They discuss a neighbouring contrasting area confidently and they develop a good awareness of the features of the area, comparing it with their own area with understanding.
- KS2 pupils can describe in detail the geographical features of their area, showing a good awareness of the relative distances to neighbouring villages. They can show the main Welsh towns on a map and they have a good knowledge of the countries of the world, capital cities, seas and oceans.

- Pupils are very aware of the need to respect the environment and of what is needed to protect the beauty of the area. They reason clearly why it is necessary to protect the local environment and they discuss with confidence how people affect the environment.
- In their study of a country that is developing economically, pupils undertake work of a good standard. They describe in detail the living conditions of the inhabitants of that country and make knowledgeable comparisons of the difference between the weather in that country and their own area.

### **Shortcomings**

- At KS2, pupils' mapping skills are undeveloped, especially in Ordnance map work.
- KS2 pupils do not investigate their themes with sufficient independence and their recording work lacks depth of study.

### **Art**

Standards are good at both key stages.

### **Good features**

- Throughout the school, pupils make purposeful and effective use of sketchbooks for practising different techniques and skills.
- At KS1, pupils work with a good range of media to produce various effects of good standard. Their control of a number of techniques is good and they have an understanding of different lines, shades, textures and tones.
- Their awareness of the effect created in experimenting with lighter and darker shades is good and they produce effective flowers with different materials.
- Their understanding of the work of some famous artists is good and they emulate their style in their own work.
- They observe the patterns on different objects and imitate these patterns effectively in different media, including a computer program. They observe carefully when producing still life drawings and 3D work; the finished products are of a good standard.
- At KS2, pupils show good awareness of perspective, line and tone, pattern and texture. All pupils work confidently and enthusiastically.
- Pupils respond practically and imaginatively to the methods and ideas of other artists, including Welsh artists. They can discuss various styles with confidence. In discussing their work, they use art terminology correctly.
- Following detailed observation, they can produce a striking *collage*. They weave art elements skilfully into their work.
- They investigate the natural environment and create interesting pictures.
- When working with textiles, they produce striking weaving and stitching work.

### **Shortcomings**

- At KS1, pupils' ability to discuss and evaluate their own work and that of other artists is undeveloped.
- At both key stages, pupils have not taken advantage of a visit to an art gallery in order to further develop their skills of responding practically to the methods and ideas of other people.

## **Music**

Standards are good at both key stages.

### **Good features**

- At KS1, pupils sing a suitable variety of songs and hymns. The quality of the singing is satisfactory.
- Pupils can recognise and name tuned and untuned instruments. They use some of the percussion instruments to create rhythms effectively and they can beat the rhythm of their names and the beat in a verse correctly.
- As a response to a stimulus, they compose music using different sound sources. Their ability to write their composition in graphic score is good. They use a computer program to compose a simple sequence very successfully.
- In their own compositions, and when listening to music by others, they use suitable vocabulary in evaluating and describing it, expressing an opinion at a level appropriate to their age.
- At KS2, pupils sing a variety of songs and the public performances given by all pupils contribute to the good standards. They sing tunefully, giving some attention to vocal quality.
- Pupils recognise tuned and untuned instruments and they can name musical notes on a staff with their appropriate value.
- After listening to music by famous composers, pupils can discuss the compositions confidently, describing the atmosphere and the imagery created in the music.
- Pupils can keep beat accurately to a variety of music. They understand rhythm and they can compose various rhythms to match set music. They evaluate their compositions, offering ideas for improvement, and an opinion on the most apposite composition. The three aspects are interwoven effectively.
- They use a computer program successfully for composing for a special purpose. They are confident in discussion of texture, dynamics and structure.
- The youngest KS2 pupils all play the recorder. They do this effectively and show good development in awareness of notes and time. Some pupils receive lessons on other instruments and the entire provision leads to raising standards in the subject.

### **Shortcomings**

- In vocal work at both key stages, pupils' control of breathing, phrasing and dynamics is inadequate.

- KS2 pupils' knowledge of Welsh music and composers is limited.

### **Physical education**

The school's physical education programme offers pupils good opportunities to develop and to practise their skills. During the inspection, no physical education lessons were observed but scrutiny of pupils' work on video indicates that standards are satisfactory in both key stages.

#### **Good features**

- At both key stages, pupils respond well to warming up and cooling down activities at the beginning and end of lessons. They listen well to teachers' instructions.
- At KS1, pupils have a good awareness of space and make appropriate use of it. They move confidently and are successful in varying and combining a variety of simple movements.
- At KS2, pupils work effectively in groups. They show increasing control and balance in planning and performing a variety of basic gymnastic shapes.
- Pupils' performance skills are supplemented effectively by the extra-curricular activities, the games and the sports' activity arranged in the school and in the community.

#### **Shortcomings**

- Pupils do not observe and evaluate their fellow pupils' performances sufficiently.

### **Religious education**

Standards are good at both key stages.

#### **Good features**

- At KS1, pupils know the stories of some of the main Old Testament characters together with stories about Jesus, and they can recite them orally and record them in writing.
- Pupils are aware of the main religious festivals and understand their significance.
- They can compose simple prayers well and the most able know the purpose of prayer.
- Following a visit to the local church, they can name and describe the main features of the church and their significance. They can name the Muslim and Hindu places of worship and discuss simply places that are special to themselves.
- Their ability to express an opinion on topics, such as care for others and friendship, is good.
- At KS2, pupils can elaborate on the Bible as a holy book and they know a range of Old and New Testament stories. They can discuss some of the parables, explaining the meaning of a parable and its significance to us today.

- Through a discussion of a place that is special to them, pupils come to see the significance of a pilgrimage to places that pilgrims visit.
- Pupils are aware of the way people manifest care and concern for each other and they understand the need to respect the creeds and practices of each individual. They express an opinion effectively for abiding by rules today.
- Pupils can name the different features of a chapel and church and can describe their purpose; they know that different religions have their own special places of worship. They can discuss simply the Jewish Easter and the importance of Ramadan to the Muslim, together with the significance of the five pillars.

### **Shortcomings**

- At KS1, pupils' knowledge and understanding of other religions apart from Christianity is limited.
- At KS2, pupils do not show sufficient depth and understanding in their written tasks.

## **8. SCHOOL IMPROVEMENT**

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

The school has made good progress in responding to a number of key issues noted in the previous inspectors' report, but some issues require further consideration.

It was noted in the previous report that there was need for the school to raise standards in physical education, art and design and technology, and improve standards in the subjects judged to be satisfactory. It was further noted that there was a need to establish a system for monitoring the quality of the curricular provision, prepare detailed schemes of work, up-date assessment guidelines and ensure differentiation within the ability range. In addition, there was a need to produce a policy for the development of a partnership with industry. Also noted was the need to improve the toilet facilities.

- Since the previous inspection, standards have risen in the subjects noted above and have improved in a number of other subjects. By now, standards are good in a substantial number of subjects. The need remains to improve standards in some subjects that are satisfactory.
- Although a self-evaluation strategy has been planned, it is not fully operative at present.
- Schemes of work have been up-dated and there are good procedures for the assessment of pupil progress.
- The educational provision is successfully differentiated to meet the ability range that exists in every class.
- An appropriate policy has been formed for the development of partnership with industry.
- Inside toilets have not been provided for staff and pupils.
- Some of the above issues remain key issues for action.

## 8.2 Key issues for action

The school needs to:

- maintain the good standards, and improve standards in the subjects and aspects that are satisfactory by attending to the shortcomings noted;
- tighten the short-term planning and organisation of the curriculum in order to promote progression and continuity in the learning;
- broaden the opportunities for pupils to use literacy and numeracy as key skills to support their learning across the curriculum;
- implement the whole-school self-evaluation system more thoroughly as a means of ensuring improvement;
- set firm expectations in order to improve the quality of presentation of work by KS2 pupils;
- address the health and safety issues identified in the report.

## APPENDIX

### School Data

#### A. Basic information about the school

School's Name	Ysgol Gynradd Gymunedol Pennant
Type	LEA/Community maintained
Age range of pupils	4-11
School Address	Pennant Llanon Ceredigion
Postal Code	SY23 5PA
Telephone number	01545 570 661

Name of Headteacher	Mr G R Davies
Date of Appointment	September 1995
Chair of the governors/ The appropriate authority	Mr S Walker
Registered Inspector	Miss D Morris
Date of Inspection	10/11/03-12/11/03

#### 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		3	3	5	6	6	8	2	33

<b>Number of teachers</b>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	2	1	2.05

<b>Staffing information</b>	
Pupil : teacher (fte) ratio, excluding nursery and special classes	16.09 :1
Pupil : adult (fte) ratio in nursery classes	- :1
Average class size, excluding nursery and special classes	16.5
Teacher : class ratio	1.02 :1

<b>Attendance in percentages for the three terms prior to the inspection.</b>			
	Rec/KS1	KS2	Whole School
<b>Term 1</b>	96.27	94.68	95.70
<b>Term 2</b>	98.35	95.13	96.19
<b>Term 3</b>	96.30	93.37	93.36

Number of pupils excluded during the 12 previous months.	0
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### C. Results of National Curriculum Assessments and Public Examinations

#### NATIONAL CURRICULUM ASSESSMENT RESULTS

##### END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than ten, overall performance indicators only are included.

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

#### NATIONAL CURRICULUM ASSESSMENT RESULTS

##### END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results: 2003</b>
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.

### D. Evidence base of the inspection

The school was inspected over a period of 3 days. The team consisted of 3 inspectors including the lay inspector. During this period:

- 23 teaching periods or part thereof were attended.
- Pupils were questioned about their knowledge and understanding of the curriculum.
- Pupils 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, and the governing body.
- A meeting was held with the parents and the 19 questionnaires returned were analysed.

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

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

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