

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

A Report on the Quality of Education in

**Rhydlewis C.P. School
Rhydlewis
Llandysul
Ceredigion
SA44 5PQ**

School Number: 6672343

Date of Inspection: 05/05/09

by

**Nicholas Jones
79685**

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Rhydlewis 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 Rhydlewis C.P. School took place between 05/05/09 and 07/05/09. 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Rhydlewis is a rural school situated in the village of Rhydlewis, near Llandysul. The Unitary Authority (UA) is Ceredigion. There are 31 pupils on roll between the ages of 4 and 11. Children begin school full time the term after their fourth birthday. Around 13 per cent of pupils come from outside the school's designated catchment area.
2. Across the school, pupils come from a range of social backgrounds. On entry, most children have average levels of basic skills. The school reports that about 17 per cent of pupils are eligible for free school meals. This is the same as the average for Wales. No pupils are looked after by the UA.
3. About 26 per cent of pupils have some degree of special educational needs, as recognised by the local education authority (LEA). This is above the average for Wales. One pupil on roll has a statement of Special Educational Needs (SEN) and no pupils are disapplied from the National Curriculum (NC).
4. The language of all pupils at school is Welsh. No pupils currently have support, learning Welsh as an additional language. Nearly all pupils come from white, British backgrounds. The school currently has been awarded the Basic Skills Quality Mark on three occasions. The school was last inspected in the summer term of 2003.

The school's priorities and targets

5. The school lists the following as some of its main targets:
 - Raising standards to be consistently similar or above area, county and Welsh standards to ensure that every child reaches their full potential. This includes Welsh for latecomers to the school in key stage 2;
 - consider the gap between girls and boys and adopt appropriate teaching strategies;
 - consider strategies to raise standards in writing in Welsh and English;
 - continue to target raising standards in reading in Welsh and English;
 - collect data to inform planning;
 - develop more business links;
 - establish international links;
 - obtain the second leaf of Healthy Schools;
 - assessment for learning;
 - individual targets for pupils;
 - create a favourable atmosphere for governors to strengthen their knowledge in their areas of responsibility;
 - develop the key stage 1 classroom to incorporate disabled access.

Summary

6. Ysgol Rhydlewis is a good school where there are no important shortcomings. It has made good progress since the last inspection. It is well led and managed.

Table of grades awarded

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

7. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

8. Pupils' standards of achievement in lessons is higher than the figures noted in HMCI's Annual Report 2007-08 of standards being good or better, grade 2 or grade 1, in 84 per cent of lessons. The comparison is less favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2007-08 states that standards are outstanding in 12 per cent of lessons.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with average levels of basic skills for children of this age and make good progress by the end of both key stage 1 and key stage 2.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	2	2
Science	2	2
Information Technology	2	2
History	2	2
Music	2	2
Religious education	2	2

10. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those pupils with special educational needs (SEN) achieve well taking account of their ability and start points.
11. In the 2008 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 below the local and national averages for seven year olds. For eleven year olds, the results are above the local and national averages in English, science and mathematics and when the subjects are combined. However, they are below local and national averages in Welsh.
12. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the bottom 25 per cent of similar schools in Welsh, mathematics, science and when the subjects are combined.
13. For eleven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the top 25 per cent of similar schools in English, science, mathematics and when the subjects are combined. The school is in the bottom 50 per cent of similar schools in Welsh.
14. 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.
15. Generally, pupils' overall development of key skills is good and has no important shortcomings. In the Foundation Phase and both key stages, pupils' standards and progress in the key skills of speaking, listening and reading in Welsh and

English are good. Good features outweigh shortcomings in writing in both languages.

16. Mathematical, problem solving, information and communications technology skills and thinking skills are good. All pupils' independent learning skills are under developed. Bilingual skills are good. The pupils' knowledge of the heritage and culture of Wales, '*Y Cwricwlwm Cymreig*', has good features and no important shortcomings.
17. Pupils' personal, social and moral understanding is good. Their understanding and awareness of cultural diversity is good. All pupils' understanding of how to improve their own work has good features that outweigh shortcomings.
18. All pupils work well together, which is a very good feature of the school. Good behaviour and attitudes are shown by pupils of all ages, during lessons and at play times.
19. The average level of attendance is around 98 per cent. This is above the national average for all schools and is an outstanding feature. Punctuality at the beginning of the school day and after break times is good.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	0%	0%

20. These figures compare well to the national picture published in HMCI's Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 or better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons.
21. Good and outstanding features seen in the teaching include:
 - stimulating and challenging activities for all pupils;
 - effective use of support staff;
 - knowing when to intervene in the learning and when to refrain from intervening;
 - a good pace to lessons;
 - clear objectives to sessions;
 - good questioning and clear explanations.
22. Where good features outweigh shortcomings in lessons, there is a lack of sufficient challenge and too much teacher direction.
23. Equality of opportunity is promoted well in the school. All pupils are treated equally whatever their gender, race or disability. Teachers challenge stereotypical images effectively.
24. The system to assess pupils' progress and to record and report upon pupils' achievements is good. Assessment is regularly undertaken in order to track the

progress pupils make. It is used well to inform the next steps in teaching and learning. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. Marking and target setting are areas where good features outweigh shortcomings. It is also developing moderation procedures to assist in the accurate levelling of pupils' work. Reports to parents are of a good quality. They are informative and provide a clear picture of pupils' achievements and efforts.

25. The school curriculum fully complies with the requirements of the National Curriculum 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.
26. The curriculum is enriched by a very good range of visitors to the school and by visits to places of interest. There is a very 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. The role of the school council is well developed.
27. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils to understand the importance of sustainable development is good and the development of their entrepreneurial skills is good. The provision for pupils' bilingual skills is good with no important shortcomings.
28. The quality of care, support and guidance is good. The quality of provision for additional learning needs is good. The school provides a happy and very caring environment. Induction arrangements for the Foundation Phase and for the transfer to secondary education are detailed and effective.
29. The school has clear and well-documented arrangements to contribute to pupils' well being. However, traffic issues relating to pupils' safety on the school yard have been brought to the attention of the school. Child protection policies meet current recommended practice. The school has well-planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities.

Leadership and management

30. The head teacher leads well. Leadership and management have good features and no important shortcomings. Generally, good expectations and aspirations for all pupils are at the forefront of the school's vision. The leaders and managers implement good management structures at all levels in the school.
31. The school takes careful account of national priorities and local partnerships. The introduction of the Foundation Phase has been managed thoroughly and sensibly.
32. 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 and their monitoring of the quality of provision at the school is good.

33. The process of self-evaluation is good. It is based around first hand evidence. The views of all those involved in the school are considered.
34. The school's self-evaluation document fully informs the School Development Plan (SDP). The SDP is a good working document and is aligned to the school's performance management programme.
35. The school's self-evaluation is accurate in terms of grades and the inspection team agrees with the school's identification of its main strengths and weaknesses. Since the last inspection in 2003, the school's progress is good with no important shortcomings.
36. 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 and the school is an important part of the community.
37. The school is clean and well maintained. It provides suitable accommodation for all pupils. The use of the accommodation in the Foundation Phase is good. The outdoor environment is used very well. The school uses and deploys its teaching resources well.
38. The school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 improve pupils' independent learning skills through sufficiently challenging tasks;
- R2 ensure that pupils' extended writing skills are developed fully in all areas of the curriculum;
- R3 ensure that marking and target setting promote improvements in pupils' learning;
- R4 address health and safety issues relating to traffic that have been brought to the attention of the school.

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

39. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
40. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

41. Pupils' standards of achievement in lessons is higher than the figures noted in HMCI's Annual Report 2007-08 of standards being good or better, grade 2 or grade 1, in 84 per cent of lessons. The comparison is less favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2007-08 states that standards are outstanding in 12 per cent of lessons.
42. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with average levels of basic skills for children of this age and make good progress by the end of both key stage 1 and key stage 2.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	2	2
Science	2	2
Information Technology	2	2
History	2	2
Music	2	2
Religious education	2	2

43. Regardless of their social, ethnic or linguistic background, all pupils make good progress from the time they start school. Pupils with additional learning needs (ALN), including those with special educational needs (SEN) achieve well taking account of their ability and start points.

44. In Welsh, mathematics, science and when the subjects are combined, the 2008 national assessments for seven year olds show that results are below the local and national averages. In these assessments, there is no significant difference between the performance of boys and girls.
45. For seven year olds, when the results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2008 are in the bottom 25 per cent of similar schools in Welsh, mathematics, science and when the subjects are combined.
46. For eleven year olds, the 2008 results show that the results are above local and national averages in English, mathematics, science and when the subjects are combined. Welsh results are below local and national averages. In these assessments, there is no significant difference between the performance of boys and girls.
47. When the results for eleven year olds are compared to schools with a similar proportion of pupils entitled to free school meals, the 2008 results in English, mathematics, science and when the subjects are combined place the school in the top 25 per cent of similar schools. In Welsh, the school is placed in the bottom 50 per cent of similar schools.
48. In 2006, when considering seven year olds, the school was in the bottom 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in science, the bottom 50 per cent in Welsh and when the subjects are combined and the top 25 per cent in mathematics. In 2007, the school was in the top 25 per cent of similar schools when considering the percentage of pupils entitled to free school meals in mathematics and science and the bottom 25 per cent in Welsh and when the subjects are combined. For eleven year olds, in 2006, the school was in the top 25 per cent of similar schools in science, the bottom 50 per cent in English and the bottom 25 per cent in Welsh, mathematics and when the subjects are combined. In 2007, the school was in the top 25 per cent of similar schools in English, mathematics, science and when the subjects are combined and the top 50 per cent in Welsh.
49. When both sets of results are compared to the assessments that were made when these individual pupils began school, they show that good value is added to the pupils' achievements and they make good progress. However, 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.
50. Generally, pupils' overall development of key skills has good features and no important shortcomings. In both key stages, pupils' standards and progress in the key skills of speaking, listening and reading in Welsh and English have good features and no important shortcomings. Good features outweigh shortcomings in writing in both languages. 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.

51. Nearly all pupils read well for a range of reasons. They use reference books and the Internet effectively to find out information. They read with good expression and with good levels of understanding of a variety of texts. Older pupils have good higher order reading skills and their deductions and inferences for set purposes are good.
52. In a range of activities in other subjects, most pupils' writing has good features that outweigh shortcomings. Writing in extended forms for a wide range of reasons, using different styles and genres is under developed.
53. Pupils' bilingual skills have good features and no important shortcomings. They are consistent across the school.
54. All pupils' mathematical skills in other subjects are good with no important shortcomings. This is particularly true of investigative work where they use their knowledge of mathematics to investigate carefully and to identify appropriate results and findings. Pupils' enquiry skills are good in both mathematics and science.
55. All pupils' skills in information and communications technology are good with no important shortcomings. Foundation Phase and key stage 1 pupils use simple programs confidently to reinforce their work in other subjects. Art and language packages in key stage 2 are used well to express the information they collect and print their illustrations. All pupils use the mouse, keyboard and other equipment with confidence.
56. All pupils are good at creating, storing and retrieving their work. They compose, draft, edit and print their work accurately.
57. Nearly all pupils' problem solving and thinking skills are good with no important shortcomings. Nearly all pupils can with guidance successfully make decisions for themselves. They respond well to the challenges which are set for them in all subjects.
58. Creative skills are good with no important shortcomings. All pupils apply their creative skills in a wide range of activities, for example in art, sports and music. They illustrate their work and perform confidently.
59. Pupils' understanding of the particular features of Welsh music, art, history, literature and traditions are good. Nearly all pupils are aware of the work of Welsh artists and other craftspeople. They are very familiar with a good range of Welsh folk tales and legends.
60. All pupils' personal social and learning skills are good with no important shortcomings. They are good at accepting responsibilities willingly and enthusiastically.
61. All pupils are well behaved. The school has good expectations and all pupils know what is expected of them. All pupils are friendly, polite and considerate. Pupils move sensibly in and around the school under supervision and most

demonstrate a high degree of self discipline and maturity. Their behaviour on visits is reported as being very good.

62. All pupils work and play together very well and relationships with each other are very good. This is a very good feature of the school. They value rewards. Throughout the school nearly all pupils co-operate very well in pairs and small groups during lessons and at other times. Boys and girls work and play together very well at lunch and break times and in out of hours' activities such as the computer and sports clubs. They recognise the needs of others and support their colleagues with consideration and respect. They have good moral values.
63. At 98 per cent, the average rate of attendance for the three terms prior to the inspection is outstanding and is above the LEA, national averages and the average for similar schools. Absences are caused mainly through illness. There are some family holidays taken in term time.
64. Punctuality at the start of the day and after break times is good. Punctuality is helped by the good Breakfast Club provision that exists in the school.
65. Pupils' understanding of equal opportunities is good and is very firmly embedded in the school's work.
66. All pupils have a clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop their spirituality well. Pupils understand school rules and expectations.
67. All pupils are successful at developing sensitivity to the needs of others, caring for those that are less fortunate than themselves. They have a good awareness of cultural and racial issues and have a good knowledge of world religions.
68. There have been no exclusions during the last year.
69. Nearly all pupils' understanding of how to improve their own work has good features that outweigh shortcomings. Pupils are developing strategies to raise confidence as independent learners.
70. All pupils' knowledge and understanding of the workplace and the local community is good and appropriate to their age.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the grades awarded by the school in its self-evaluation report.

72. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	86%	7%	0%	0%

73. These figures compare well with the national picture published in HMCIs Annual Report for 2007-2008, where overall the quality of teaching in primary schools is judged to be grade 2 better in 83 per cent of lessons and has outstanding features in 16 per cent of lessons.

74. The quality of teaching contributes well to children's progress, achievement and well-being. Planning across the school ensures appropriate continuity, progression and coverage of the National Curriculum and areas of learning.

75. The quality of relationships in the school between teachers and pupils is extremely good and is an outstanding feature. All staff, including all support staff, create a positive and purposeful atmosphere to enable children to become good and effective learners. Pupils are managed positively and sensitively and are not allowed to disrupt others. Overall, this has a very positive effect on the standards they achieve and the quality of life in school.

76. Teachers and support staff demonstrate good knowledge of how young children and older pupils learn and are fully conversant with the seven areas of learning in the Foundation Phase, the National Curriculum Programmes of Study and Curriculum 2008.

77. In the Foundation Phase planning, teachers focus appropriately on the developmental needs of children, but do not always allow for child-initiated activities. This does not always ensure those children's independent learning needs are met successfully, allowing them the opportunity to be involved in their own learning. Home/school tasks are linked well to work in class.

78. Teachers have good expectations of all pupils, which ensure that nearly all of them reach their potential. In general, teachers use a wide range of teaching strategies, methods and approaches successfully to motivate pupils. There is an appropriate focus on practical and first-hand activities to stimulate children's learning. There is a good balance of individual, paired and whole class teaching in all classes.

79. Teaching assistants and support staff provide good quality support in delivering the curriculum and enrich pupils' learning effectively.

80. Good and outstanding features seen in the teaching include:
- stimulating and challenging activities for all pupils;
 - effective use of support staff;
 - knowing when to intervene in the learning and when to refrain from intervening;
 - a good pace to lessons;
 - clear objectives to sessions;
 - good questioning and clear explanations.
81. Where good features outweigh shortcomings in lessons, there is a lack of sufficient challenge, too much teacher direction and overuse of worksheets for recording.
82. All teachers promote equality of opportunity well and every pupil is treated fairly, irrespective of ability or background. The school caters well for pupils with additional learning needs. Teachers promote the use of Welsh well during the school day and are sympathetic to the language needs and abilities of all pupils.
83. The quality of assessment is good. Consistent implementation of the policy results in a coherent approach to assessing, recording and reporting throughout the school.
84. When planning learning, teachers have specific learning outcomes and success criteria for assessment that are identified well. Pupils' prior knowledge, skills and understanding are taken into account. In nearly all cases, the evaluation of learning in one lesson informs future planning appropriately. Assessments are regular and reliable. The school is currently developing procedures to involve pupils in understanding the purpose of assessment and to be more involved in planning their own progress and improvement. This aspect, along with marking and target setting are areas where good features outweigh shortcomings. It is also developing moderation procedures to assist in the accurate levelling of pupils' work. Statutory requirements are met in full.
85. A broad range of assessment strategies is used effectively to decide on the next steps in learning. These include baseline assessments, teacher assessments, standardised reading tests, spelling tests and observations. Procedures are effective and manageable, including those for pupils with SEN and provide good information about pupils' progress. Results are analysed and are used well to match work appropriately to pupils' skill levels. Pupils are observed closely by teachers and support staff and discussions and observations are regularly recorded to monitor their progress.
86. Individual pupil progress is tracked and notes individual strengths and needs. End of key stage assessments are scrutinised to ensure that future planning is appropriate.
87. Teachers mark pupils' work regularly. Marking is not consistent and is not always linked closely to pupils' targets and success criteria. Strategies for self-assessment are being developed to further develop pupils' understanding of what they have achieved and what they need to do to improve.

88. Achievements in all subjects are regularly reported to parents and the quality of reports is good. They meet statutory requirements and provide clear judgements about attainment in all subjects and areas of learning, as well as celebrating children's achievements and giving guidance about the way forward. Parents appreciate opportunities to discuss their children's development with staff formally each term and to respond to the reports. They state that they are happy with the information the school provides about their children's progress.
89. Relevant information is transferred to the receiving secondary school when pupils move on to the next stage of learning.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
91. The school successfully meets the needs of all its pupils including those with additional learning needs and children under five. Within its inclusive ethos for learning, all pupils have equal access to every area of the curriculum and every activity offered by the school. This is reflected well in the good levels of interest all pupils show in their work.
92. The curriculum is well organised, balanced and relevant and meets statutory requirements. The provision is good for developing pupils' personal, social and health education. Schemes of work for all subjects and areas of learning are of good quality and are beginning to reflect recent curriculum changes. Generally, teachers provide interesting and stimulating experiences.
93. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. There are a range of well planned learning experiences structured to provide enjoyment and meaningful learning experiences. The well planned early years' provision which follows Foundation Phase principles positively encourages learning through play, both indoors and outdoors. As a result, all children develop their knowledge, understanding and skills well in all areas of the curriculum. Opportunities for promoting independent learning are limited due to too much teacher direction. All children are given a good start in school.
94. The school makes good provision for the development of pupils' basic key skills. Opportunities for the development of key skills are linked into planning and the curriculum. This is a developing area that is linked to the changes in the curriculum.
95. The school offers a good range of well attended, out of hours' clubs. They effectively promote pupils' learning after the school day. Pupils state that they

are pleased with and derive enjoyment from the variety of clubs on offer by the school.

96. Pupils also benefit from the very good provision of visits and visitors to the school. These have a very positive impact on pupils' understanding of the world of work, standards and enthusiasm for learning. Very well planned opportunities are taken to visit places within the locality of the school and further afield. Visits and local studies enrich the curriculum. Visitors from the community bring a wealth of expertise and experience that stimulate pupils' learning. The school is an important part of the village.
97. The overall provision for pupils' social, moral, spiritual and cultural development is good with no important shortcomings. It is well planned for and a good feature of school life.
98. The planning for the development of personal skills and social education is good. It is well integrated into the school's daily life. Appropriate attention is given to sex education.
99. Good opportunities are provided for pupils' spiritual development. Collective worship meets statutory requirements in full. Most pupils are actively encouraged to consider other faiths alongside their own through multi-cultural themes.
100. The provision for pupils' moral development is good. All staff actively endorse values such as fairness and model good behaviour for pupils. This is a good feature of day to day life in the school.
101. The school makes good provision for pupils' social development that enables them to play a part in the school community. Pupils are provided with opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for charitable organisations and this positively enhances their sense of social responsibility and understanding of their own and other communities. The role of the school council and the eco council is well developed.
102. Cultural development is good. Pupils are given a growing understanding, awareness and appreciation of other cultures. '*Y Cwricwlwm Cymreig*' is fostered well through the study of famous Welsh people and pupils are given opportunities to learn about the traditions, culture and history of Wales. It is well integrated into the curriculum.
103. Close links are maintained with a wide variety of community groups such as artists, theatre groups and emergency services. The school also enjoys effective working partnerships with other local schools, including the secondary school, where good transition arrangements have been developed. Links for Additional Learning Needs (ALN) provision with the secondary school is good.
104. The school's partnership with parents is very good and a strong feature. Parents are well informed about school. They have regular opportunities to

meet teachers to discuss their children's work and progress and these meetings are reported to be well attended. Parents report that the school has an open door policy that is appreciated by all.

105. There was a reasonably good response to the parents' pre-inspection questionnaire with about a third returned. The response indicated that almost all parents and carers were supportive of the school and expressed satisfaction with the standards their children achieve within a caring, supportive environment.
106. Good features exist when related to pupils' knowledge of the world of work beyond the school gates, even though opportunities are limited in a rural community. Visits and visitors provide very good opportunities to broaden and enrich pupils' work related education. No teachers have recently undertaken relevant industrial placements with a view to enhancing professional development and enriching curricular provision for pupils.
107. The school has good expectations of all its pupils and actively promotes all aspects of equality. This is a good feature of the school. Stereotyping is challenged when identified. Good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an individual, is encouraged to participate fully in all activities and no pupil is barred from any of them.
108. The standards and provision for education for sustainable development and global citizenship is good and the school participates in the Eco Schools initiative, having received the Silver award.
109. The school is laying down the foundations for life long learning well. National priorities are reflected well in the life of the school. The priority given to pupils developing independence and taking responsibility for their own learning and well being is a developing area. Pupils' entrepreneurial skills are good.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
111. The head teacher and staff place a high priority on pastoral care throughout the school and provide good care, guidance and support for pupils. Staff are successful in creating a calm, caring and supportive environment where pupils feel secure and respected. There is a good community spirit and staff and pupils are welcoming to visitors.
112. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This is beneficial for all pupils, particularly those with special educational needs.

113. The school enjoys effective working partnerships with parents and carers, which contributes very well to the quality of support and guidance offered to pupils. The school listens carefully to parents and carers and takes into consideration their views and opinions.
114. The induction procedures for pupils entering the school, moving classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments. The youngest children in the nursery class are settling in well and are happy and secure in their work and play.
115. The school provides good personal support and guidance to pupils. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. The quality of relationships between staff and pupils is very good and contributes very well to pupils' positive behaviour and self-esteem.
116. Pupils have access to an effective personal and social education (PSE) programme, drawn up in line with national recommendations.
117. The monitoring of pupils' attendance, punctuality, behaviour and performance is good. Issues are dealt with quickly and efficiently.
118. The school's behaviour policy works well and teachers are skilled at managing pupil behaviour.
119. Class teachers monitor pupils' academic performance regularly and pupils are beginning to take a more active role in setting their own targets and understanding and planning their own progress. This is a recent development and has good features that outweigh shortcomings.
120. The school has clear policies and procedures are in place to promote health, safety and well being, including risk assessments. Every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. However, traffic issues relating to pupils' safety on the school yard have been brought to the attention of the school.
121. Pupils are well supervised at all times. Ancillary and support staffs make a good contribution to pupils' welfare throughout break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
122. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat healthily and have received the first leaf of the Healthy Schools' programme. Pupils have access to a good range of physical and sporting activities, which contribute well to their well being.
123. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The head teacher has designated responsibilities for child protection issues and there is also a nominated governor. National child protection guidelines are followed, training is regularly

updated and all adults in the school are made aware of the correct procedures to be followed.

124. Provision for pupils with SEN is good. Those with particular needs are identified at an early stage through baseline and school entry assessments and effective arrangements are made to meet those needs. The school follows LEA referral systems, and adheres closely to the Code of Practice. The designated member of the governing body with responsibility for SEN is well informed.
125. Individual education plans (IEPs) are provided for all identified pupils. IEPs have realistic targets and successfully outline teaching strategies and the resources required to achieve them. Teachers make good use of these plans. Review meetings are held and the school involves parents and encourages them to support their children at home.
126. Pupils with SEN are well supported by class teachers and teaching assistants. The needs of pupils with disabilities are carefully considered.
127. There are good links with other professionals who are effective in supporting the school's provision for pupils with SEN if necessary.
128. The school provides very good support for learners whose behaviour could impede their progress and that of others and there is a consistent, positive approach to behaviour management. School and classroom rules and reward systems provide a culture to support positive behaviour.
129. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
130. Good race relations are promoted successfully and the school values, respects and celebrates diversity. Good quality documentation underpins this good practice.
131. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The school has produced a good quality accessibility plan and disability equality scheme to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons.
132. The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective.

Leadership and management

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
134. The school is well led and managed. The quality of all leaders and managers at different levels in the school is good. The school is a purposeful community and the channels of communication between staff are effective.
135. The head teacher and other staff members have a clear vision for the school based on raising standards. Both teachers are pro-active members of the governing body and have a good relationship with parents. Good expectations and aspirations for all pupils are at the forefront of their vision.
136. The school's policies and practices promote equality of opportunity well. 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 access to all the school offers. Staff contribute to the school's very caring ethos. This has a positive effect on all pupils' behaviour and attitudes.
137. There are appropriate arrangements, when required, to support newly qualified teachers and teachers who are new to the school.
138. The school takes good account of national priorities and local partnerships. Preparations for the introduction of the Foundation Phase were thorough and sensible and are now being systematically managed by the teaching staff and the governing body.
139. The outdoor area is well developed. It is a very good feature 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. The school has good extra curricular clubs.
140. There are effective arrangements in place for the head teacher to review the progress of initiatives that the school is pursuing. This is conducted appropriately and accurately. The school collects National Curriculum assessment data and analyses the data well.
141. Performance Management is well established and job descriptions note the specific roles and tasks of staff. The head teacher has agreed objectives that are reviewed annually. All staff have been made aware of their responsibilities in relation to their job descriptions.
142. Support and training is good for all staff members and the governing body and is linked to school development. The school allows staff and governors to

further develop their skills and knowledge through appropriate and focused training opportunities, organised mainly by the LEA.

143. The links between the governing body and the school are good. The governing body, working effectively with the head teacher helps to set the long term direction for the school in a structured way. The governors are well informed about the school's self-evaluation process and have effectively followed guidelines set out by the LEA. Their contribution to the school's strategic planning is good. The monitoring of the quality of provision in the school by the governors is good.
144. Governors successfully hold the professional leadership to account. The school has current policies covering the various aspects of school life. These are regularly considered and updated by the governors. All statutory requirements are met.

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
146. The process of self-evaluation is good. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan (SDP) is thorough. The school's procedures for monitoring standards, based on clear evidence, are good.
147. All staff are involved in the monitoring process. The monitoring process in relation to the standards pupils achieve is good.
148. The school uses performance data well to inform judgements and evaluate specific trends over time. Self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. The school is good at seeking the views of a range of agencies that have an interest in the school. This includes parents.
149. All staff work diligently. They are aware they have a part in the school's self-evaluation process and their input is valued.
150. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is detailed and targets areas for development. It provides a good overview of the school's position. It identifies the areas and aspects that are strengths within the school and those which require further attention.
151. The judgements of the inspection team agree with the school's self-evaluation in all of the seven key questions.

152. The school's priorities for improvement inform the SDP well and have appropriate time scales and costs noted.
153. The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. It works with the LEA to allocate resources and expertise to raise and improve standards. For example, the actions of the school in establishing outdoor areas have resulted in good improvements in curricular provision for all pupils.
154. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in areas that needed developing. Progress since the previous inspection is good with no important shortcomings.

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

Grade 2: Good features and no important shortcomings

155. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report.
156. The adequacy, suitability and use made of learning resources and accommodation is good. Even though this is a small, rural school, the use of staff is a good feature. The school has good resources and ensures that purchases are prioritised according to need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of funding regulations.
157. 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 the under-fives.
158. All staff are committed to providing a secure, supportive environment for all pupils. Teaching assistants support teachers well and all pupils throughout the school day and are valued members of the school community. This is good practice.
159. Efficient use is made of available resources. All pupils have ready access to a range of good resources appropriate to their age and needs. Good investment has been made in ICT resources. The computers and interactive whiteboards are used well to support pupils' learning.
160. Library areas are well positioned and well developed in relation to the age and needs of the pupils and are well used.
161. The use made of the outside learning environment including the school grounds enriches every pupil's experiences and is a very good feature of the school's provision. The school makes effective use of resources outside the school to enrich the curriculum.

162. The accommodation is very adequate for the number of pupils on roll and is kept clean and well maintained. The head teacher and staff make imaginative use of the building to provide a welcoming and warm environment for all pupils. The 'Cylch Meithrin' uses the building during the mornings which familiarises children with the life of the school prior to starting. The quality of display throughout the school is good. It is used well to celebrate pupils' achievements and is an effective aid to learning.
163. Outdoors, the school benefits from having hard play and grassed areas. Even though the yard is on a steep slope, all pupils use it very sensibly. Specific outdoor areas for the Foundation Phase are of good quality and include a good range of play equipment.
164. 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.
165. 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.
166. Teachers make good use of their planning, preparation and assessment (PPA) time to develop work for their own classes and for their areas of responsibility. Resources are used well for the purposes of work force re-modelling.
167. The school's administrative procedures ensure the efficient day to day running of the school. All support staff, such as the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their contribution to the life of the school.
168. 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 and surplus figures are part of long term planning in relation to staffing. The outcomes of spending decisions are regularly reviewed.
169. The school meets the needs and range of all pupils and gives good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

170. Nearly all pupils at both key stages show good ability to listen attentively to teachers' presentations and to each other's contributions.

171. Nearly all pupils make good progress in oral skills. With prompting, guidance and support, all pupils respond appropriately using suitable and extended vocabulary.

172. At key stage 1, most pupils, according to their abilities, make consistent progress in their mastery of different aspects of the reading process. They read with good expression and use their phonetic knowledge in order to build unfamiliar words accurately most of the time.

173. Nearly all pupils talk well about what they have read. They give good reasons for enjoying a story. All pupils are good at defining and discussing terms that are relevant to the world of books.

174. All pupils can read fluently, according to age and ability, as they become familiar with a wider variety of fact and fiction texts at key stage 2.

175. Most pupils effectively learn about the conventions of writing including punctuation. Their use of syntax is good when writing for personal and factual purposes.

176. Nearly all pupils realise that language forms depend on a purpose for writing and in simple forms they demonstrate an ability to use persuasive writing and they record their opinions effectively.

177. Nearly all pupils demonstrate a good understanding of verb forms, syntax and mutations.

Shortcomings

178. The extended writing skills of nearly all pupils are underdeveloped.

Science

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

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

Good features

179. All pupils in both key stages are developing good general scientific skills according to their age and ability.
180. Nearly all pupils understand the concept of a fair test. They predict, ask questions, investigate, experiment, record and evaluate their work well.
181. Key stage 1 pupils know the difference between living and non-living things. They are able to compare materials and describe their common properties.
182. They are aware of light sources at school and in the home and show that they understand the concepts involved in colour and how shadows are formed.
183. All key stage 1 pupils are aware of the different groups of food and the importance of healthy diets and exercise. They also demonstrate good knowledge of the life cycle of plants and how seeds are dispersed.
184. All key stage 2 pupils have a good understanding of life processes and living things. They can name healthy foods and food types and are aware of the need for a healthy diet and regular exercise. Through collating results from good investigative work they are able to comment on the way electricity plays an important part in everyday life.
185. All pupils have a good knowledge about the properties of light and shadows and provide good explanations of these properties in both familiar and unfamiliar situations.
186. All pupils in both key stages use information technology effectively to support their investigations, including digital microscopes.

Shortcomings

187. There are no important shortcomings.

Information technology

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

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

Good features

188. All pupils in both key stages possess good information technology (IT) skills which they practice frequently and confidently using an extensive range of IT equipment including digital cameras and recording equipment. They have created very good work through the 'Radio Waves' scheme.
189. All pupils in the Foundation Phase and key stage 1 competently open a program, add data to a file which already exists and save it in order to use it in the future. They confidently create a picture on the screen in order to illustrate a story and add appropriate text.

190. All pupils in key stage 1 are able communicate information and ideas in different forms. They use their word processing skills well to present information in a variety of interesting ways.
191. All pupils in key stage 2 input information into an existing database confidently and display the information in graph form. They are also confident in using appropriate creative programmes involving art, design, history and geography.
192. Every pupil in key stage 2 uses information and communications technology (ICT) effectively, sharing, exchanging and creating different forms of information. They can save and retrieve their work to and from file locations very well.
193. All pupils can confidently and competently enter information into a database. They show the results in graph and chart form. They interpret their findings accurately and are beginning to question the credibility of their results. This is done in a range of subjects with good work evident in mathematics and science.
194. Older key stage 2 pupils use the Internet effectively to search for information. They send e-mails efficiently.
195. All key stage 2 pupils' modelling skills are developing well. They can change values and fonts, examine patterns and make predictions about their results effectively.

Shortcomings

196. There are no important shortcomings.

History

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

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

Good features

197. All pupils have a developing awareness of change over time. Through studying history in a Welsh context they know how life in Wales has changed. They confidently use common words relating to the passage of time in the correct context. They enjoy listening to stories and recall and interpret important facts about some of the well-known characters from Welsh and British history.
198. All pupils' understanding of the main characteristics of the periods studied is good and they can identify and describe changes over a period of time.
199. All pupils use ICT skills effectively to undertake investigations into historical topics.
200. All pupils in both key stages study carefully the interesting artefacts used as stimuli in lessons and discuss them knowledgeably, describing their purpose. They readily ask and answer questions about the past.

201. All pupils have a good knowledge of the different ways in which the past is represented. This includes displays in museums, photographs, art, television programmes, DVDs, artefacts and the viewpoints of historians and visitors.
202. All pupils, especially at the upper end of key stage 2 have a good awareness of chronology and they use time lines effectively to promote thinking skills. They have a good understanding of the main aspects of life in all periods studied. All pupils have a good understanding of historical issues relating to Wales.
203. All pupils discuss the changes in the local and surrounding areas over time making specific references to changes in buildings and clothes. Historical references by all pupils to the '*Cwricwlwm Cymreig*' in relation to their locality are good.
204. All pupils are well-informed about the characteristics of society in the periods studied. They know about the living conditions during the period and are confident when conducting historical enquiry in groups, pairs and as individuals.

Shortcomings

205. There are no important shortcomings.

Music

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

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

Good features

206. Most pupils throughout school demonstrate technical competence and accuracy appropriate to their development, in both vocal and instrumental performance.
207. All pupils throughout school acquire musical knowledge, skills and understanding by direct engagement with the elements of music through a good range of practical activities.
208. All pupils at key stage 1 investigate voice sounds enthusiastically by singing in harmony to traditional Welsh '*Hwiangerddi*' and action songs.
209. All pupils are able to explore a range of sound sources from which they select sounds effectively and imaginatively to produce simple compositions which they perform and evaluate well.
210. All pupils appraise music from different styles and cultures well. Pupils are able to explore and analyse and make good suggestions about the '*mood*' of the music.
211. Older pupils in key stage 2 sensitively comment and evaluate the work of their peers and are able to suggest improvements.

212. Older pupils enhance their individual skills and knowledge well by performing for a purpose in groups and ensembles within the school and externally in larger groups.

Shortcomings

213. There are no important shortcomings.

Religious education

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

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

Good features

214. Pupils in key stage 1 and key stage 2 display a good awareness of Christian values and beliefs such as sharing and caring for others. Through their efforts to collect money for charities, all pupils develop a good awareness that they are a part of a worldwide community and that they have a responsibility to their fellow human beings.

215. Through visiting local places of worship all pupils develop a good understanding of the significance of the main features of religious buildings. They show a good awareness of some of the special ceremonies held in such places like christenings and weddings. They have a very good knowledge of some of the main stories from the Bible.

216. All pupils discuss the importance of belonging to a family and of having friends. They are developing a good understanding of worship and prayer. Most pupils are aware of the meaning of prayer as a means of communicating with God.

217. Across both key stages, all pupils demonstrate a good knowledge of Christian celebrations. They have a good understanding of key events in the Christian calendar. They also have a good understanding of the traditions of other world religions.

218. All pupils in key stage 2 have a good knowledge of stories from the Bible and a range of other stories which highlight the importance of values and good relationships.

219. In key stage 2, pupils develop thinking and learning skills through their further study of world religions and are open minded and positive towards people with different beliefs. They think well about religious and general, everyday issues.

220. All pupils are aware that other religions have places of worship and sacred artefacts.

221. Older pupils reflect and form their own views of religious issues well. They show very good reasoning and communication skills both within small groups and whole class discussions. They display a natural enthusiasm for debate, which aids their understanding of more complex issues.

222. Nearly all pupils display a good understanding of how to reflect, share feelings and make decisions on their social and moral responsibilities.

223. Nearly all pupils effectively apply the lessons of moral and religious stories to modern day situations. They relate their own experiences and offer perceptive suggestions as to the importance of having responsibility for others.

Shortcomings

224. There are no important shortcomings.

School's response to the inspection

The school is very happy with the report and takes pride in having its good standards acknowledged. We sincerely thank the Inspectors for their professionalism and courtesy at all times. We feel that the Inspectors have really understood the school's ethos and culture, and have acknowledged the dynamic contribution of each team member, child and governor. The report affirms the school's vision in relation to its provision for the children and will be of assistance as we aim for excellence within the school.

We will prepare an action plan in order to tackle the recommendations noted in the report. This action plan will be forwarded to every parent, and the governors' annual report will outline the progress made.

Appendix 1

Basic information about the school

Name of school	Rhydlewis C.P. School
School type	Primary including Foundation Phase
Age-range of pupils	4 - 11
Address of school	Rhydlewis Llandysul Ceredigion
Postcode	SA44 5PQ
Telephone number	01239 851416

Head teacher	Mr V Jones
Date of appointment	01.10.1985
Chair of governors	Mr J Harries
Registered inspector	Mr N Jones
Dates of inspection	05.05.09 – 07.05.09

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	3	2	3	6	3	4	5	5	31

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:14
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	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	Not available	Not available	96.4
Autumn 2008	Not available	Not available	98.3
Summer 2008	Not available	Not available	97.9

Percentage of pupils entitled to free school meals	17
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 2008	Number of pupils in Y2	3
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

- A team of three inspectors was present in the school for six inspector days. They carried out the inspection with a peer assessor and a nominee from the school.
- 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.
- Eleven 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.
- Fourteen 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 in both key stages reading and answering mental mathematics' problems.
- 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

Mr Nicholas Jones (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 4 & 5 Key Question 6 Key Question 7 Appendices History Science Information Technology
Mrs Eleri Honour (Team Inspector)	Key Question 2 Key Question 3 Contributions to Key Question 4 Welsh first language Religious Education Music
Mr Dylan Jones (Lay Inspector)	Contributions to Key Questions 1, 4 & 5
Mr Gordon Hughes (Peer Assessor)	Contributions to all Key Questions
Mr Vaughan Jones (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

Partneriaeth Dyfri Partnership
Awel Tywi
Llangadog Road
Llandovery
Carmarthenshire
SA20 0EX