

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

**A Report on the Quality of Education in**

**Trefilan VC Primary School  
Talsarn  
Lampeter  
Ceredigion  
SA48 8QZ**

**School Number: 6673060**

**Date of Inspection: 11 November 2008**

**by**

**Dorothy Morris  
16211**

**Date of Publication: 16 January 2009**

**Under Estyn contract number: 1102908**

**© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Trefilan VC Primary 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 Trefilan VC Primary School took place between 11/11/08 and 12/11/08. An independent team of inspectors, led by Dorothy Morris 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:

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

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

The term 'Reception' (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 |

| <b>Contents</b>  | <b>Page</b> |
|--|-------------|
| <b>Context</b>   | 1           |
| <b>Summary</b>   | 2           |
| <b>Recommendations</b>   | 5           |
| <b>Standards</b>   | 6           |
| Key Question 1: How well do learners achieve?  | 6           |
| <b>The quality of education and training</b>   | 7           |
| Key Question 2: How effective are teaching, training and assessment?   | 7           |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 9           |
| Key Question 4: How well are learners cared for, guided and supported?   | 11          |
| <b>Leadership and management</b>   | 13          |
| Key Question 5: How effective are leadership and strategic management?   | 13          |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards?                           | 14          |
| Key Question 7: How efficient are leaders and managers in using resources?   | 15          |
| <b>School's response to the inspection</b>   | 17          |
| <b>Appendices</b>  | 18          |
| 1 Basic information about the school   | 18          |
| 2 School data and indicators   | 18          |
| 3 National Curriculum assessments results  | 19          |
| 4 Evidence base of the inspection  | 19          |
| 5 Composition and responsibilities of the inspection team  | 20          |

## **Context**

### **The nature of the provider**

1. Trefilan Church in Wales Voluntary Controlled Primary School is located on the outskirts of the village of Talsarn, near the town of Lampeter in the county of Ceredigion. The school serves the village and the surrounding rural area. There are 18 pupils between four and 11 years of age on roll. Pupils are admitted to school on a full-time basis at the beginning of the term following their fourth birthday. Numbers have fallen slightly over recent years, in line with local trends.
2. According to the school, the area generally is neither prosperous nor economically disadvantaged. Thirty per cent of the pupils have been registered as being eligible to receive free school meals.
3. Pupils are accepted from the whole ability range. At present, no pupil has been identified by the school as having additional learning needs (ALN).
4. Welsh is the medium of teaching in the reception class and in key stage 1. In key stage 2, pupils are taught through the medium of both English and Welsh with the aim of ensuring that pupils are fully bilingual by the time they transfer to the secondary sector. The majority of the pupils come from homes where English is the main language. According to the school, the majority of the pupils come to speak Welsh to a standard that corresponds with a first language.
5. The school has been awarded the Basic Skills Agency's Quality Mark. It has gained an ECO schools award and is also part of the local education authority's (LEA) Healthy Schools programme.
6. As this is a Church in Wales Voluntary School, an inspector, appointed by the Church, undertook a separate inspection of collective worship, pupils' spiritual and moral development, and religious education.
7. The school was last inspected in November 2002. Since that inspection, improvements have been made to the main building and the site. Following the recent retirement of one member of staff, a new teacher was appointed at the beginning of the autumn term 2008. The current headteacher was appointed to her post in September 1997.

### **The school's priorities and targets**

8. The school's main aim is to enable the children to develop to their full ability in a happy and secure environment.
9. The school's main priorities and targets for 2008-2009 include to:
  - maintain the high standards;
  - develop the Foundation Phase;
  - develop assessment for learning methods;
  - develop the links with industry and promote pupils entrepreneurial skills;
  - promote the European dimension; and
  - continue to improve the building and the site.

## Summary

10. Trefilan Primary School has a number of good features. It provides a supportive and caring environment for pupils that successfully promotes their learning and development. Since the last inspection, it has succeeded in improving the educational provision further in many areas.
11. The self-evaluation report, produced by the school prior to the inspection, is comprehensive and clear, and identifies strengths and areas for improvement. The inspection team agreed with the school's judgements in all seven of the key questions.

### Table of grades awarded

12. The inspection team judged the school's work as follows:

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

13. The education provided by the school satisfies the range of pupils' needs well. Pupils make good progress in gaining new knowledge, skills and understanding and succeed in achieving the agreed targets and learning objectives.
14. The school has chosen to continue to use the Desirable Outcomes for Children's Learning in the reception class. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards to Desirable Outcomes for Children's Learning. Due to the fact that there is only one pupil in the reception class, standards and progress are not reported in detail.
15. In both key stages, pupils' standards and progress in Welsh communication skills across the curriculum are good. In key stage 2, pupils' standards and progress in English communication skills are also good. In both key stages, pupils make appropriate use of their number skills and their information and communications technology (ICT) skills across the subjects and the best work is of a good standard. Even so, pupils do not develop and improve their skills progressively across the school.
16. Pupils' standards in their bilingual proficiency show good progress. By the end of key stage 2, pupils are proficient in both English and Welsh.
17. Pupils have improvement targets to achieve and the more able pupils can discuss their work sensibly. Overall, pupils' ability to understand what they need to do in order to improve the standard of their work is insufficiently developed.

The school has identified this aspect appropriately as an area for further development.

18. In the National Curriculum (NC) assessments, all pupils in both key stages succeed in attaining the expected levels and there is no significant difference between the performances of boys and girls. During the last three years, the number of pupils assessed at the end of both key stages has been lower than five in the majority of years, and therefore national and county comparisons are not always valid. Overall, however, the school's performance has excelled on the county and national performance.
19. Throughout the school, pupils display outstanding progress in their personal and social skills. Pupils work together effectively in pairs, groups and as a whole class. They are considerate and respect the opinions and contributions of others. They welcome visitors warmly to their school and are courteous to staff and other adults.
20. Pupils' attitudes towards their learning, the interest they show in their work and their ability to focus on their tasks are good. Their learning skills are developing effectively and good progress can be seen in their problem-solving and creative skills. They make good progress towards attaining their potential and moving forward to the next stage of learning.
21. Pupils' moral, social and cultural development is good. Through circle time sessions, for example, pupils develop the ability to consider important values. They display consideration for others who are less fortunate than themselves and collect sums of money for worthy causes.
22. Pupils' awareness of equal opportunities is developing well and they have a respect for the various creeds, attitudes and cultural traditions to be found in society.
23. Pupils' standards of behaviour in the classes and during break times are good. They have a clear understanding of what is expected of them.
24. Attendance levels are very good. For the three terms prior to the inspection, the average attendance was 96%. Pupils attend school regularly and are prompt at the beginning of the day.
25. Pupils have a detailed knowledge of community life in their locality and regularly contribute to local events. They have a general awareness of the world of work and of people's jobs. However, the development of their entrepreneurial skills is at an early stage. This aspect is recognised appropriately by the school as an area for further development.

### **The quality of education and training**

26. In the lessons observed, the quality of teaching was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 0%             | 100%           | 0%             | 0%             | 0%             |

27. These figures correspond well with the national findings as reported in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2006-2007, which states that the quality of teaching is Grade 1 or Grade 2 overall in 80% of the lessons inspected. However, the above figures are below the 14% judged to be a Grade 1.

28. The good features of the teaching include teachers' high expectations, thorough presentations and clear explanations, and effective collaboration between the teacher and pupil. Even so, the planning does not always ensure that tasks correspond to pupils' specific learning needs in classes of mixed age and ability.
29. Teachers use a range of assessment procedures to measure and record pupils' progress fairly and accurately. Even so, the information gained is not consistently used when planning future provision.
30. The school offers equal access to a broad, balanced and rich curriculum. Pupils' learning experiences are enriched further by many extra-curricular activities and the very good curricular links with the community and other schools in the cluster.
31. Teachers are aware of the need to ensure that each pupil gains proficiency in basic and key skills. The school has gained the Basic Skills Agency Quality Mark for the second time, which indicates its success in maintaining standards in literacy and numeracy. Even so, there is no whole-school strategy to develop pupils' key thinking, communication, number and ICT skills progressively in other areas across the school.
32. There are good features in the provision for pupils' moral, social and cultural development. Through the curriculum, circle-time and school council activities, pupils have a sound grasp of moral and social issues.
33. There is good emphasis on developing pupils' knowledge of Welsh culture and heritage through the Cwricwlwm Cymreig (the Welsh Curriculum), and their studies across the curriculum.
34. There are daily routines for ensuring pupils' well-being, and staff implement these rigorously. The relevant policies and procedures, which include issues such as child protection and first aid, are implemented with care. Staff are very careful of pupils' personal well-being and appropriate risk assessments are undertaken for activities held outside the school site.
35. The provision for raising pupils' awareness and understanding of sustainable development and global citizenship is good. The focus on promoting healthy living is an obvious feature and the school is involved in the county's Healthy Schools project.
36. The partnership with parents and the community is a very good feature and during the pre-inspection consultation it was evident that they appreciated the provision made by the school.
37. The school's policies and procedures for pupils with ALN fulfil all the requirements of the Code of Practice.

### **Leadership and management**

38. The headteacher's leadership and management are good and offer a clear direction for the school's work. Her sound values and commitment to the education and development of the pupils are known to staff, governors and parents, and are reflected well in the work of the school.
39. All staff work together well and there is a strong sense of purpose for continuing with the further development of the school.

40. The school development plan (SDP) is an effective document that includes appropriate aims and objectives based on the school's needs. Consistent progress is made in achieving the main priorities set. The budget is carefully managed and spending is closely linked to the school's priorities.
41. Current monitoring and evaluation procedures offer the school useful information on the quality of its educational provision and standards of achievement.
42. The school has made good progress since the last inspection and the key issues identified in the previous report have been addressed successfully.
43. The governing body provides strong support for the school, and its members work very effectively with the headteacher and staff. Members have a good knowledge of the school's current needs and contribute effectively to the strategic planning and monitoring processes. Members visit the school to discuss and observe aspects of the provision and report back to the full body.
44. Resources are managed efficiently. There are sufficient teachers and support staff with suitable qualifications to undertake the work of the school. There are sufficient learning resources and they are used effectively to facilitate the teaching and learning. Effective use is made of the local environment, the community and educational locations to enrich pupils' learning.
45. Good features outweigh shortcomings in relation to the accommodation. The classrooms are of a sufficient size for the number of pupils in the class but the range of learning facilities is more limited. The headteacher, the finance officer and governors review the use of resources regularly and the school offers good value for money.

## Recommendations

In order to develop further, the school needs to:

- R1 establish a whole-school strategy to develop pupils' key skills and their entrepreneurial skills\* progressively across the school;
- R2 refine short-term planning to ensure that tasks consistently meet the range of pupils' learning needs in classes of mixed age and ability; and
- R3 develop the assessment procedures, and involve pupils more in the assessment of their own progress and development.\*

*(The school has included the recommendations marked with a \* in its SDP).*

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

46. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
47. Pupils make consistent progress in gaining new skills, understanding and information and succeed in achieving the agreed targets and learning objectives. They succeed whatever their social, ethnic or linguistic background.
48. In the NC assessments over the last three years, all pupils in both key stages succeed in attaining the expected levels. There is no significant difference between the performances of boys and girls. The number of pupils assessed at the end of both key stages has been lower than five in the majority of years and, therefore, national and county comparisons are not always valid. Overall, the school's performance has consistently exceeded that of the county and nationally.
49. The school has chosen to continue to use the Desirable Outcomes for Children's Learning in the reception class. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards to Desirable Outcomes for Children's Learning. The baseline assessments undertaken on entry to the school indicate good achievement for the majority of children. Children settle in quickly to school life and develop well.
50. In both key stages, there are good features to pupils' standards and progress in their thinking, communication, number and ICT skills across the curriculum. Even so, pupils do not develop and improve their skills progressively across the school.
51. In both key stages, pupils' standards in Welsh communication skills across the curriculum are good. Pupils listen well and respond effectively in group and class discussions. The speaking skills of a few individuals are of a very good standard. Pupils write confidently for a range of purposes and in different styles across the subjects. Pupils make good use of their reading skills to glean information and to research across the curriculum. In key stage 2, pupils' standards and progress in English communication skills are also good.
52. In both key stages, pupils use their number skills to measure and count appropriately when undertaking work in other subjects such as science and geography. They use their ICT skills confidently to gather information and to handle and record their work in many curricular areas and standards are good.
53. Pupils' standards and progress in their bilingual proficiency is good. By the end of key stage 2, pupils communicate confidently in both English and Welsh.
54. Pupils' learning skills are good. In subjects such as science, art and design and technology, pupils display good problem-solving and research skills. They develop the ability and confidence to work independently at their tasks. Pupils' creative skills are also developing well.

55. Pupils' moral, social and cultural development is good. Through the curriculum, circle-time and school council activities, pupils have a secure understanding of moral and social issues.
56. Pupils have a secure understanding of the principles of equal opportunities and each pupil receives the same opportunity to participate in school activities. Pupils' knowledge of Welsh culture and heritage is good. They also display a good understanding of the cultural and social traditions of other creeds and cultures.
57. Pupils' attitudes towards their learning, the interest they show in their work and their ability to focus on their tasks are good. They work hard in lessons and readily engage themselves in the wide range of activities provided for them. They make good progress towards attaining their potential and moving forward to the next stage of learning.
58. Throughout the school, pupils display outstanding progress in their personal and social skills. Pupils work together effectively in pairs, groups and as a whole class. They respect the opinions and contributions of others. They welcome visitors warmly to their school and are courteous to staff and other adults.
59. Older pupils can discuss the strengths and weaknesses in their work sensibly. Younger pupils understand what they are doing and can discuss the tasks that they enjoy. Overall, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed. The school has identified this aspect appropriately as an area for further development.
60. Pupils' standards of behaviour are good. They move around in an orderly manner, showing effective self-discipline. This responsible attitude has a positive effect on the progress they make.
61. Attendance levels are very good. For the three terms prior to the inspection, the average attendance was 96%. This exceeds the local and national percentages. Most pupils attend school regularly and are prompt at the beginning of the day. The school monitors and records pupils' attendance carefully and in line with current requirements.
62. Pupils have a detailed knowledge of community life in their locality and contribute to a number of local events. Through visits, links with local businesses and the contributions of visitors, pupils have a general awareness of the world of work. However, the development of their entrepreneurial skills is at an early stage. The school has identified this appropriately as an area for further development.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

63. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
64. In the lessons observed, the quality of teaching was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 0%             | 100%           | 0%             | 0%             | 0%             |

65. These figures correspond well with the national findings reported in HMCI's Annual Report for 2006-2007, which states that the quality of teaching is Grade 1 or Grade 2 overall in 80% of the lessons inspected. However, the above figures are below the 14% judged to be a Grade 1 in HMCI's report.
66. The good features of the teaching include:
  - teachers' high expectations;
  - clear objectives that are shared with the pupils;
  - good opportunities offered to pupils to research and investigate that kindles and maintains their interest in the subject in question;
  - thorough presentations and clear explanations;
  - good questioning that encourages pupils to think and consider before offering an answer, and
  - effective collaboration between teacher and pupil.
67. There are clear lesson objectives and appropriate information about the nature of the activities in the short-term planning. Even so, the planning does not always ensure that tasks correspond to pupils' specific learning needs in classes of mixed age and ability.
68. The outstanding working relationship between the teachers and pupils promotes effective learning. Teachers and support staff treat pupils equally, whatever their gender, race or ability.
69. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning for the under-fives. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils good learning experiences.
70. The good teaching successfully promotes pupils' bilingual development. Teachers use a variety of appropriate strategies to extend pupils' communication skills and they take advantage of every opportunity to develop the Welsh dimension within subjects.
71. Teachers challenge stereotypical images and opinions successfully and all pupils are encouraged to actively contribute to the wide range of activities provided. Teachers monitor and review pupils' work regularly.
72. Good features outweigh shortcomings in the procedures for assessing, recording and reporting pupils' progress. A variety of methods are used to assess pupils' achievements and progress accurately and regularly. However, the process of evaluating learning outcomes and using the evidence for further planning in a coherent way is not as well-developed.
73. The school has a useful policy with suitable arrangements to provide information to those with a valid interest in the progress and achievement of pupils.
74. The statutory requirements for assessment and reporting on the NC are satisfied and the baseline assessment at the beginning of the child's period of full-time education is undertaken correctly. Assessments for pupils with ALN meet the statutory requirements.
75. In both key stages, effective use is made of evidence from standard assessments in language and mathematics to set targets and identify strengths and areas for development. Work in the core subjects, including science, is assessed twice a

year and the information is recorded effectively on the tracking system for monitoring pupils' development. There is an appropriate strategy and procedure for assessing progress in the foundation subjects across the ability range.

76. There is a system in place for compiling portfolios of levelled work in the core subjects. This process effectively strengthens teachers' understanding and promotes consistency in levelling. There is also good collaboration amongst the primary and secondary schools in the cluster for standardising and moderating teachers' assessments at the end of key stage 2.
77. Oral feedback of a good standard is given to pupils in the majority of lessons. Marking is regular and, in the best practice, identifies the ways forward for pupils. Pupils have begun to receive opportunities to comment on work completed during the week.
78. Personal targets for pupils are set termly and are shared with parents. The process of giving pupils opportunities to contribute towards these targets and to be aware of the success criteria is in its early stages. Procedures for providing opportunities for pupils to assess their own work have only just begun.
79. Annual reports to parents meet statutory requirements. They outline pupils' skills and achievements in every subject and are of a good standard, especially in the core subjects. Specific targets are set in relation to pupils' further development. Parents receive opportunities to respond in writing to the reports.
80. Parents appreciate the school's open door policy and the opportunities to come and discuss their children's achievements. Open evenings are held for parents each term when they can observe their children's workbooks and discuss their targets, their achievement and their progress.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

81. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
82. The curriculum conforms to statutory requirements and provides equal access to a broad and balanced curriculum.
83. In both key stages, the school meets the aspirations of learners well. There are appropriate subject policies and comprehensive schemes of work that ensure continuity and progression in knowledge, understanding and skills. The curriculum is in the process of being revised further in order to meet the needs of the revised curriculum.
84. The quality of the provision for children under five years of age is appropriate for their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning. The school has chosen to continue to use the Desirable Outcomes for Children's Learning in the reception class. Even so, the planning is developing to reflect the requirements of the Foundation Phase.
85. There is an appropriate policy for developing the key skills of thinking, communication, application of number and using ICT across the curriculum. There is no whole-school strategy, however, for ensuring continuity and the

progressive development of these skills across the school. There is appropriate provision for developing pupils' creative skills and the procedures for problem-solving and developing thinking skills are developing well. Experiences are planned that enable pupils to develop the skills to work more independently and there are good opportunities for pupils to work together in pairs and groups.

86. There are good features to the broad range of extra-curricular activities provided for pupils. The extra-curricular aspects include experiences involving the Urdd movement, the county orchestra and drama, sports, folk dancing and football clubs. There are residential visits that provide a range of appropriate outdoor activities for pupils.
87. Visitors to the school, which include clerics, artists, historians, authors, poets and members of the care services, enrich pupils' learning experiences very effectively.
88. Pupils receive very valuable experiences when visiting locations in the locality and further away, such as the Folk Museum, National Library of Wales, nature and farming centres, nearby theatres and old buildings. These rich opportunities make an important contribution to the provision and are effective sources for pupils' personal and social development.
89. The school promotes pupils bilingualism in both English and Welsh effectively and succeeds in attaining its aim of enabling pupils to be confident in using both languages. This aspect of the provision is a strength.
90. The requirements of the Cwricwlwm Cymreig are satisfied. Welsh culture and heritage are strong in many areas of the curriculum such as history, religious education and art and in extra-curricular and community activities.
91. There are good procedures and appropriate curricular opportunities to promote pupils' knowledge and understanding of other cultures, especially in subjects such as religious education and geography. Pupils receive opportunities to learn French and the school has introduced a project to extend the international dimension further.
92. Pupils' moral development is promoted well and moral messages are presented constantly during the school day and during collective worship. The school's positive ethos, the relationship between pupils, and between staff and pupils promotes their social development very effectively. This is an outstanding feature. Pupils receive opportunities to shoulder responsibility through membership of the school council and activities in the vegetable shop.
93. There is a policy document for personal and social education (PSE) which meets current requirements. Good experiences are provided across the curriculum and during circle time for pupils to discuss suitable issues as they arise. Even so, there is no specific structure to ensure a focus on the range or aspects involved in this field. The school concentrates effectively on health education, including the importance of healthy living and eating.
94. The school is an important part of the community that is very supportive of it. The school makes a good contribution to the community and there are strong links with the local church. The school has a very good and effective partnership with its parents who are very supportive of the school. There was a very positive response from those who attended the pre-inspection meeting and also in the questionnaires that were returned. Parents regularly receive correspondence

from the school, including an outline of the work that pupils will be doing. The school has a strong Parents' Association that raises good sums of money for the school by holding social activities. The majority of parents have signed the home/school agreement. There are appropriate procedures for setting homework.

95. There is a very good link with other schools that are part of a cluster of similarly sized schools. They work together very effectively in relation to a number of elements for developing the curriculum and enriching pupils' learning experiences. Working together to produce a joint concert is a notably successful example. The collaboration to update policies and schemes of work and to share subject expertise is also a particular feature of the cluster's work.
96. The transfer links with the secondary schools to which pupils transfer is good. The school also receives students on initial teacher training from Aberystwyth University and students on work experience from local secondary schools.
97. Suitable use is made of visits and of visitors from the community to develop pupils' knowledge of the world of work. The school recognises the need to strengthen this aspect further. The planning to develop pupils' entrepreneurial skills is insufficiently developed and this aspect is appropriately included in the SDP as a target for improvement.
98. The school's provision for sustainable development and global citizenship is good. It has received the Eco-Schools silver award and is working towards the next step, which is the green flag. Pupils are aware of the need to recycle and to care for the community. Good opportunities to undertake practical work for recycling are evident in the life of the school. Pupils are aware of those who are less fortunate in the world and are active in raising money for worthy causes including 'Operation Christmas Child'.
99. The school sets good foundations for lifelong learning and community regeneration through a variety of methods, such as the attention paid to promoting bilingual competency, equality, health education and developments in ICT. Pupils receive good opportunities to work independently and to develop their awareness of their responsibility towards the future of their community.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

100. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
101. Good features of the provision include teachers' detailed knowledge of the pupils' learning needs, the high level of care and support offered, and the priority given to ensuring the same educational and social opportunities for each pupil.
102. The school is a caring community where pupils feel they receive support and care. The good relationship between the pupils, and between them and their teachers and other adults is a strength. The school supports and guides pupils effectively and considers their social, educational, ethnic or linguistic background. Appropriate attention is paid to the statutory framework for inclusive education.

103. There are good arrangements to ensure that the younger pupils at the school settle in quickly. There are good link arrangements with the secondary school in order to ensure progression and a smooth transfer.
104. The school works well with parents, carers and the support services of the LEA in matters relating to pupils' well-being. There is a very good partnership with parents and the school gives good consideration to their opinion. Through questionnaires and the pre-inspection meeting, parents expressed their appreciation of the support their children receive, and the opportunities they receive as parents for discussions with staff.
105. No pupil receives support for ALN. Even so, the ALN co-ordinator and staff at the school have a good understanding of the requirements. A policy and good procedures have been established to ensure suitable support for pupils with ALN. The procedures ensure that pupils with ALN receive full access to the curriculum and to all other activities at the school. Due to the staff's good knowledge of the pupils, ALN is identified at an early stage.
106. The member of the governing body with responsibility for ALN is fully aware of her responsibilities and has a good understanding of the schools overall procedures.
107. Personal and social education permeates the provision. Good emphasis is placed on developing pupils' understanding of the need to eat healthily and exercise the body. Circle-time and school council sessions also provide an effective channel for pupils to share problems through discussion with members of staff.
108. The school implements a clear policy and guidelines for child protection. Staff have received training on the requirements and are aware of the protocols to follow. The school conforms to the requirement to appoint members of staff and a member of the governing body to be responsible for child protection issues.
109. Policies and procedures for first aid, sex education and racial equality are operational and known to all. Staff have current first aid qualifications. The school pays appropriate attention to aspects of health and safety. However, a few matters relating to pupils' health and safety were discussed with the headteacher and governing body.
110. There is a specific strategy for eliminating oppressive behaviour, including differentiation on the basis of race, bullying and all forms of harassment. The school has high expectations with regard to pupils' behaviour, emphasising self respect and respect towards others. Behaviour is managed effectively by all staff who consistently work together. They act immediately to solve any problems relating to unacceptable behaviour.
111. The school has effective policies and procedures for monitoring punctuality and attendance and all procedures respond to current requirements.
112. The school council operates effectively and follows national guidelines. The opportunity to participate as school council members is appreciated by pupils and develops their understanding of citizenship very effectively. It also offers good opportunities to contribute towards school decisions that affect them.
113. This is an inclusive school. The school has appropriate policies and procedures for dealing with racial equality, differentiation on the basis of disability and equal opportunities. All pupils are encouraged to take part in the activities provided during the day and in the extra-curricular activities.

114. The school has a Disability Equality Scheme and a clear action plan that provides practical information about the general provision, and identifies plans to improve the provision further. The scheme is discussed and monitored by the governing body and it reports appropriately on any developments in its annual report to parents. The governors are aware that despite recent improvements to the accommodation, one building still requires further attention to ensure full access for children or adults with physical disabilities.
115. The daily routines fully promote equality and challenge stereotyping. The school acknowledges and respects diversity. Religious festivals and cultures are celebrated, ensuring that the pupils understand diversity and respect the differences and the contributions of others.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

116. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
117. The headteacher's leadership and management are good and offer a clear direction for the school's work. Her sound values and commitment to pupils' education and development are known to staff, governors and parents, and are reflected well in the work of the school.
118. All staff work together well and there is a strong sense of mutual support to promote the further development of the school. The school's explicit aims and values are well documented and promote equality for all.
119. Good consideration is given to local and national priorities. The school has gained the Basic Skills Agency's Quality Mark and through the Healthy Schools initiative is successfully developing pupils' understanding of healthy eating and living habits. The planning is developing to reflect the requirements of the revised curriculum and the Foundation Phase. The school pays good attention to education for sustainable development and the school council is prominent in this work.
120. The good collaboration with many local and county partnerships, such as the LEA, colleges and schools, contributes well towards enriching the curriculum, promoting appropriate progression in the educational provision and extending the professional development of staff.
121. The headteacher and staff analyse school performance data well and use the information to set appropriate targets for pupils. The targets are realistic and achievable and based on the likely performance of each pupil. Pupils achieve, and on occasion exceed their targets.
122. There are suitable structures in place for managing and improving the performance of staff. The school successfully implements performance management procedures in line with statutory requirements. Team discussions and collective planning methods promote their continuous professional development and contribute towards the work of improving pupils' standards of achievement.

123. The school implements performance management procedures in line with statutory requirements. There is a strong commitment to ensuring that the professional development of staff continues. It is led by the professional needs of teachers together with the developmental priorities of the school.
124. The SDP sets appropriate targets in a range of matters and the priorities identified in the plan are current. There are effective processes in place for setting and reviewing targets, and good progress is made in addressing the main targets that have been set. There are clear improvements in areas such as expanding information and communications technology resources and developing self-evaluation procedures.
125. Governors have a very clear understanding of their roles and responsibilities and contribute well to strategic planning. They provide the headteacher and staff with very good support.
126. The governing body is taking an increasing role in the school's self-evaluation processes. Members visit the school regularly to discuss and observe aspects of the provision and report back to the full body. They use this information effectively to make appropriate decisions.
127. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Appropriate attention is paid to statutory requirements in preparing and implementing whole-school policies. The school has appropriate procedures for dealing with appeals and complaints.

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

**Grade 2: Good features and no important shortcomings**

128. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
129. The headteacher, governors and staff are committed to developing the school further. There is a clear self-evaluation strategy and a good focus on gathering a range of relevant evidence. The information gathered is used effectively to move the school forward.
130. The headteacher's monitoring role is crucial in the process as are the contributions made by the LEA's advisor. The headteacher is supported well by the newly qualified teacher, and the classroom assistant, the governors and the ancillary staff make an important contribution to the self-evaluation process. Another good feature is that pupils and parents are given the opportunity to express their opinions. These contributions all have a positive effect on the development of the school.
131. The school has self-evaluation procedures that are comprehensive and based on first-hand evidence. They include monitoring pupils' books, observing teaching and learning, and listening to pupils. Following the reviews, strengths and areas for development are recorded, discussed and shared. The outcomes are included appropriately in future planning.
132. The headteacher and staff undertake a detailed analysis of pupils' assessment test results, including baseline assessment in the early years, teacher

assessments and NC tests. Results of teachers' assessments at the end of both key stages are analysed according to county and national outcomes and targets for improvement are set as a result of this analysis. Test results and targets are discussed with the governing body and members have a good knowledge of pupils' development and how the school compares with schools both locally and nationally.

133. The SDP is an effective document. The priorities identified within it are current and many have already been achieved. The action plans include clear targets, general costings and timescales. There are appropriate processes to set suitable targets, and the headteacher and governing body effectively analyse the implementation of the action plans. There is a good link between the self-evaluation process and the priorities in the SDP. Effective consideration is given to the financial implications and it is ensured that suitable strategies and resources are in place in order to achieve the targets set.
134. During recent years, the self-evaluation process has led to actions that have moved the school forward in several directions, including developments in reading, preparations for the Foundation Phase and principally, raising pupils ICT standards and skills.
135. The self-evaluation report, produced prior to the inspection, is a comprehensive and clear document, and includes a list of the shortcomings successfully addressed since the previous inspection. It focuses well on a number of relevant aspects relating to the seven key questions that are the basis for the inspection. There is a clear analysis of the strengths of the provision as well as identifying the priorities for moving the school forward. The analysis is based on appropriate evidence and this evidence was available to the inspectors. The inspection team agreed with the grades given by the school for the seven key questions.
136. The school has paid good attention to the issues for action identified in the previous report. There is an appropriate self-evaluation programme, a record of assessments in the foundation subjects is kept, the health and safety issues noted have been addressed, and the contents of the school handbook and the governors' annual report to parents conform to statutory requirements.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

137. The findings of the inspection team agree with the school's judgement given in its self-evaluation report.
138. The school has a sufficient number of teachers and support staff with the appropriate qualifications to deliver the curriculum. The teacher/pupil ratio is very favourable. There is good support from the classroom assistant and all staff work very effectively as a team. The job descriptions that everyone has give a clear outline of their responsibilities. Following recent changes in the teaching team, the school is in the process of reviewing curricular responsibilities. Staff attend a good range of training sessions, including some as members of the cluster of schools, and this has a positive effect on developing their skills and their understanding.

139. Effective use is made of a range of part-time staff to support the learning and to help ensure full access to the curriculum. These include an 'athrawes fro' (language teacher), music teacher, peripatetic teachers, an art and design and technology teacher, science teacher and a French teacher.
140. Statutory requirements are met in relation to remodelling the workforce, and resources are managed efficiently. Effective use is made of the art and design and technology teacher to provide planning, preparation and assessment time for the full-time teachers. There is effective monitoring and an appropriate training programme for the newly qualified teacher. The school undertakes appropriate Criminal Records Bureau checks for staff.
141. Good features outweigh some shortcomings in relation to the site and the building. The shortcomings were discussed with the headteacher and governors. There is sufficient space in the classrooms for teaching but there is no hall for aspects of the physical education programmes and whole-school activities. There is good use of the leisure centre to provide appropriate experiences for pupils in this area. There is a suitable playground and the playing field provides further opportunities for sports and leisure activities. There is an appropriate play area for children in the early years. The campus is kept tidy.
142. The school has a sufficient supply of resources to promote the curriculum. There is an interactive whiteboard in both classes and a very good supply of computers. The resources for the under-fives are sufficient. The use made of resources is good. The use of computers, for example, has had a significant effect on raising standards in information and communications technology.
143. There is effective use of the accommodation and the school site. One of the features evident in the school is the standard of displays that contribute well to creating a stimulating environment that is characteristic of the life of the school.
144. Daily routines are good and the headteacher and the governing body ensure that resources match their priorities for further development. Regular reviews are undertaken to ensure the sufficiency and quality of the resources. The school budget, additional grants and the generous contributions from the Parent Teacher Association are used well.
145. The school budget is managed efficiently. The school's spending decisions are linked well to the plans for development. The reserve surplus has been earmarked mainly to secure the staffing levels. Governors review spending regularly. The school provides good value for money.

## **School's response to the inspection**

The governors and staff of Trefilan school accept this report and the positive statements made about the school's work and the consistent high standards achieved by the pupils. The report notes many strengths and the improvements made since the last inspection in 2002. The school takes pride in the report and appreciates the support it offers in identifying strengths and areas that require further improvement. We are pleased that the inspectors acknowledge that the school offers pupils a caring and supportive environment which promotes effective learning, and that pupils make outstanding progress in their personal and social skills. The report confirms that we succeed in our aims of promoting pupils' bilingual skills in English and Welsh, and to treat each pupil equally irrespective of gender, race or ability in a happy and safe environment.

We shall prepare a school action plan in response to the report recommendations which will be sent to all parents. The annual report of the governing body will report on the progress made in relation to the inspection recommendations.

The school wishes to thank Dorothy Morris and her fellow inspectors for their sensitive and courteous approach when working with staff and pupils. We appreciate the discussions, observations and the findings during and following the inspection.

## Appendix 1

### Basic information about the school

|                     |                                   |
|---------------------|-----------------------------------|
| Name of school      | Trefilan VC Primary School        |
| School type         | Nursery and Primary               |
| Age-range of pupils | 4-11                              |
| Address of school   | Talsarn<br>Lampeter<br>Ceredigion |
| Postcode            | SA48 8QZ                          |
| Telephone number    | 01570470368                       |

|                      |                      |
|----------------------|----------------------|
| Headteacher          | Mrs M Wilson         |
| Date of appointment  | September 1995       |
| Chair of governors   | Mr M Williams        |
| Registered inspector | Miss D Morris        |
| Dates of inspection  | 11-12 November, 2008 |

## Appendix 2

### School data and indicators

| Number of pupils in each year group |         |   |    |    |    |    |    |    |       |
|-------------------------------------|---------|---|----|----|----|----|----|----|-------|
| Year group                          | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                    |         | 1 | 1  | 3  | 4  | 0  | 7  | 2  | 18    |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 2         | 1         | 2.2                        |

| Staffing information   |       |
|--|-------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 8.2:1 |
| Pupil: adult (fte) ratio in nursery classes                        | -     |
| Pupil: adult (fte) ratio in special classes                        | -     |
| Average class size, excluding nursery and special classes          | 9     |
| Teacher (fte): class ratio   | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection |     |                |
|--|-----|----------------|
| Term   | N/R | Rest of school |
| Autumn 2007  | 95% | 96%            |
| Spring 2008  | 96% | 95%            |
| Summer 2008  | 97% | 96%            |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 30% |
| Number of pupils excluded during 12 months prior to inspection | 0   |

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

|  |                        |   |
|--|------------------------|---|
| <b>National Curriculum Assessment KS1 Results 2008</b>   | 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:

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

## Appendix 4

### Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of five inspection days at the school and met as a team before the inspection.

These inspectors visited:

- 12 lessons, as well as parts of learning sessions;
- registration sessions, assemblies and collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support staff;
- the school council, and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report
- 14 responses to the parents' questionnaires;
- documents provided by the school both before and during the inspection;
- a wide range of pupils previous and current work, and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team member</b>                          | <b>Responsibilities</b>   |
|---|---|
| Miss Dorothy Morris<br>Registered Inspector | Context, Summary, Recommendations, Appendices<br>Key Questions 1, 2a, 4 and 5 |
| Mr Brinley Jones<br>Team inspector          | Key Questions 2b, 3, 6 and 7  |
| Mr Dylan Jones<br>Lay Inspector             | Contributions to key questions 1, 2, 3, 4 and 7                               |
| Mrs Margaret Wilson<br>Headteacher/Nominee  | Attending meetings and providing information                                  |

### ***Acknowledgement***

***The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.***

**Contractor:** EPPC/Severn Crossing Ltd  
Suite H  
Britannic House  
Llandarcy  
Neath SA10 6JQ