

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

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

**Ysgol Gynradd Gymunedol Penparc  
Penparc  
Aberteifi  
Ceredigion  
SA43 1SG**

**School Number: 6672324**

**Date of Inspection: 23/09/08**

**by**

**David Martin Cray  
16768**

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Ysgol Gymunedol Penparc 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 Ysgol Gymunedol Penparc took place between 23/09/08 and 25/09/08. An independent team of inspectors, led by David Martin Cray 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 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 This school is located outside the village of Penparc on the highway between Cardigan and Aberystwyth. It is maintained by Ceredigion Local Education Authority and the pupils come from the village itself and from the surrounding area. According to the school, the area is neither particularly prosperous or disadvantaged. The children's attainment levels vary when they are first admitted to the school.
- 2 There are currently 108 pupils between 4 and 11 years of age on the school register and they are admitted on a full-time basis at the beginning of the term following their fourth birthday.
- 3 Approximately four per cent are entitled to receive free school meals - a figure that is considerably lower than county (11.4%) and national (17.5%) averages. Twenty six of them, (24%) are designated as pupils with additional learning needs. Two of these pupils have a formal statement of their needs.
- 4 Slightly over half the pupils come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh first language programme of study. English is introduced on a formal basis at the beginning of Key Stage 2.
- 5 The school was last inspected in December 2002 and there has been some growth in pupil numbers since then. The headteacher has been in post since 1981 and has recently undertaken additional responsibilities for managing another school in the locality.

### The school's priorities and targets

- 6 The school's priorities and targets for 2008 – 2009 include addressing the following aspects:
  - Maintaining standards;
  - Putting the Foundation Phase in place;
  - Reviewing policies and schemes of work;
  - Developing 'Roots and Wings' links;
  - Working towards the Silver Eco Schools Award.

## Summary

- 7 The findings of the inspection team match the judgements of the school in six of the seven Key Questions. A lower grade was awarded for Key Question 4.

### 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 leadership 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 learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

- 8 The pupils, including the significant number with additional learning needs, succeed well in terms of achieving agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.

- 9 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	2005	2006	2007
<b>Key Stage 1</b>	2	1	2
<b>Key Stage 2</b>	1	2	4

#### Key

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

- 10 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	92%	8%	--	--

11 These standards compare favourably with the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that overall national standards are good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 10% of them.

12 The standards achieved by under-fives are as follows:

Personal and Social Development, Wellbeing and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

13 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

14 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

15 Pupils of all ages make good progress in their learning. They are able to respond intelligently in lessons to concepts and tasks that challenge them to think. This contributes well to their ability to work creatively, to problem solving, and to considering the viewpoints of others and forming a consensus on findings. They make good progress towards achieving their potential.

16 The pupils' personal, social and learning skills are often seen to be outstanding. They show a particular interest in their work, they use their time effectively and work enthusiastically and productively in lessons. They are able to work in pairs and small groups without regular supervision, and to particularly good effect.

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

#### **Grades for teaching**

17 In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
11%	75%	14%	--	--

- 18 The quality of teaching compares well with the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that teaching is good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 14% of them.
- 19 It was seen that the relationships in classes are outstanding and it is one of the school's strengths. The teachers are good role models and the relationship with pupils is a positive element of the learning and teaching.
- 20 The school has recently embarked upon the process of updating its schemes of work in order to meet the requirements of the 2008 revised curriculum. Emphasis is placed on developing the pupils' basic and key skills, and during the inspection it was seen that they receive good opportunities to nurture their skills across the curriculum.
- 21 The provision for pupils' spiritual, moral, social and cultural development is promoted to particularly good effect. Pupils play an active part in collective worship and they receive regular opportunities for reflection. All the statutory requirements are fulfilled.
- 22 The provision for pupils' personal and social education is outstanding and it is carefully incorporated in the curriculum.
- 23 The school promotes pupils' awareness of sustainability and of conservation issues. Attention is also given to global citizenship through links with certain foreign countries. However, these aspects are currently not one of the school's strengths and they have been targeted for further development.
- 24 The school contributes well to its pupils' wellbeing and it provides a homely and welcoming environment. There are high expectations in terms of behaviour and the pupils respond very positively to these expectations.
- 25 The quality of provision for pupils with additional learning needs is good. Pupils' difficulties are identified at an early stage and appropriate support is provided as required. This has a very positive impact on their achievements.
- 26 There is a range of policies relating to equality, race relations and recognising and respecting diversity. Although they are implemented effectively, the school does not currently have arrangements for monitoring, assessing and publishing the impact of its racial equality policy.
- 27 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. However, although the school has produced a draft Accessibility Plan that corresponds to statutory requirements, it has not yet been formally adopted by the governing body.

### **Leadership and management**

- 28 The quality of leadership shown by the headteacher is good and he leads the school effectively. He appreciates the co-operation of the governing body, the management team and the other staff, in order to ensure further development.

- 29 Good attention is given to ensuring a range of current and carefully produced management policies. However, there are minor gaps in the annual report distributed to parents on behalf of the governing body.
- 30 There are effective self-evaluation systems in place and they are now well-established. Each subject is monitored in turn and the strengths and weaknesses are identified in the different areas. Inspectors saw evidence of monitoring work undertaken by curricular leaders that is of outstanding quality, and which offers clear direction for improvements.
- 31 The school development plan identifies a good number of priorities to be targetted, primarily for the current year, and it contains action steps that allocate sufficient funding for their implementation. However, there is room to ensure that the Plan gives a clearer outline of the school's long-term priorities and to tighten somewhat the links between it and the outcomes of the self-evaluation processes.
- 32 The school has made good progress in addressing the issues identified in the 2002 report.

## **Recommendations**

- R1 Continue with the work of maintaining and building on the good standards achieved by pupils.
- R2 Refine the school development plan by giving more attention to long-term priorities.
- R3 Continue with the work of reviewing the curricular schemes as identified within the development plan.
- R4 Present the draft Accessibility Plan for the attention of the governing body.

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

- 33 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 34 The pupils, including the significant number with additional learning needs, succeed well in terms of achieving agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.
- 35 In Key Stage 1 in 2008, according to teacher assessments, 88.9% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2007 the figure was 95.2% (Wales 80%, Ceredigion 82%). In 2006 it was 100% (Wales 80.6%, Ceredigion 80.4%), and in 2005 it was 92.3% (Wales 80.9%, Ceredigion 76.8%). The school's results for 2008 are comparable to county and national averages (2007) in the three core subjects.
- 36 In Key Stage 2 in 2008, according to teacher assessments, 92.3% of pupils at the school attained level 4 or above, in the core subjects of Welsh, English, mathematics and science. In 2007 the figure was 66.7%% (Wales 74%; Ceredigion 73%). In 2006 it was 87.5% (Wales 74.2%, Ceredigion 74.2%), and in 2005 it was 100% (Wales 74.3%; Ceredigion 74.9%). The results for 2008 were considerably higher than county and national averages (2007) in all subjects.
- 37 Over time, it was seen, although not of any great significance, that the performance of boys is sometimes lower than that of girls in both key stages.
- 38 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	2005	2006	2007
<b>Key Stage 1</b>	2	1	2
<b>Key Stage 2</b>	1	2	4

#### Key

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

- 39 The standards achieved by pupils in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	92%	8%	--	--

40 These standards compare favourably with the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that overall national standards are good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 10% of them.

41 The standards achieved by under-fives are as follows:

Personal and Social Development, Wellbeing and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

42 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

43 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
Science	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

44 The under-fives achieve appropriate levels in their communication, mathematical and information and communications technology skills across all areas of the Foundation Phase.

45 Pupils in both key stages achieve appropriate levels in their communication skills across curriculum subjects. They show listening skills that are often outstanding. They use their mathematical skills well across the curriculum in Key Stages 1 and 2. The standards they achieve in the use of information and communications technology skills across the subjects are good in both key stages.

46 The pupils' bilingual proficiency is developing very well, and by the end of Key Stage 2 they use Welsh and English with increasing confidence in their studies.

47 Pupils of all ages make good progress in their learning. They are able to respond intelligently in lessons to concepts and tasks that challenge them to think. This contributes well to their ability to work creatively, to problem solving, and to considering the viewpoints of others and forming a consensus on findings. They make good progress towards achieving their potential.

- 48 The pupils' personal, social and learning skills are often seen to be outstanding. They show a particular interest in their work, they use their time effectively and work enthusiastically and productively in lessons. They are able to work in pairs and small groups without regular supervision, and to very good effect.
- 49 The pupils' behaviour within and without lessons is outstanding, they play and socialise together happily during break times.
- 50 During the three full terms prior to the inspection, the pupils' average levels of attendance were slightly over 95%. There are few instances of unauthorised absences and pupils arrive punctually at school.

## The quality of education and training

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

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

- 51 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 52 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	75%	14%	--	--

- 53 The quality of teaching compares well with the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that teaching is good or better (grade 1 and 2) in 80% of lessons and outstanding (grade 1) in 14% of them.
- 54 The quality of the relationships in classes is outstanding and it is one of the school's strengths. The teachers are good role models and the relationship with pupils is a positive element of the learning and teaching.
- 55 The teachers exhibit good subject knowledge and a good awareness of recent educational initiatives. Lessons are prepared thoroughly and there are meaningful links with previous learning and subsequent lessons. Good attention is given to the needs of individual pupils.
- 56 In classes, the teachers are enthusiastic and they employ a variety of purposeful teaching strategies and resources. The classroom assistants make a considerable contribution and they work in a very effective manner with teachers in order to ensure the best for pupils.
- 57 In the best lessons, teachers:
- Ask searching questions in a skilful manner.
  - Make effective use of key skills in order to promote the learning.

- Intervene purposefully and effectively when pupils require support.
- Prepare work that meets the needs of individual pupils.
- Share lesson objectives with the pupils.
- Plan tasks that stimulate interest and enthusiasm.

- 58 In the small percentage of lessons that were awarded Grade 3, the tasks were not sufficiently challenging and the pace of the lessons did not fully engage the pupils.
- 59 The teaching effectively promotes the pupils' bilingual development and gives appropriate attention to vocabulary and syntax. The pupils' progress is carefully monitored and appropriate support is given to individuals and groups.
- 60 The quality of assessment of the under-fives is effective and purposeful use is made of baseline assessments to identify educational needs at an early stage and to plan appropriately for them.
- 61 There is a comprehensive system for assessing pupil progress in core and foundation subjects. Standardised tests are used in order to confirm the accuracy of teacher assessments. Detailed records are kept of pupils' achievements, from the baseline assessment in the Reception class up to the end of Year 6. There is a progress tracking form that gives useful information about pupils' performance throughout their time at the school. Test results are carefully analysed in order to guide the teaching and to set appropriate targets for improvement.
- 62 The system of setting individual targets for pupils is good. Pupils are fully aware of the targets and they play an important part in the process of evaluating them in order to set new targets.
- 63 Pupils' work is marked on a regular basis and, in the best practice, constructive comments are made that give further guidance on how to improve the quality of the work.
- 64 Much effective moderation has been undertaken to level pupils' work in each subject. Examples of levelled work are collated in subject based portfolios and this is a highly useful tool when assessing work across the curriculum.
- 65 The annual reports to parents conform to requirements and they outline pupils' achievements well, and also contain personal comments. However, the school is aware of the need to modify the timing of the presentation of the reports to parents so as to enable them to familiarise themselves with their content prior to discussing them with teachers.

**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**

- 66 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 67 The school responds well to pupils' learning needs by providing a broad, balanced and relevant curriculum. Teachers plan a wide range of experiences that are structured effectively in order to ensure continuity and progression of learning.
- 68 The school has embarked upon the process of updating its schemes of work in order to meet the requirements of the 2008 revised curriculum. Emphasis is placed on developing the pupils' basic and key skills, and during the inspection it was seen that they receive good opportunities to nurture their skills across the curriculum.
- 69 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 70 The curriculum is enhanced by the opportunities given to pupils to benefit from the experiences of visitors, off-site visits and after school clubs.
- 71 Homework is set regularly and it further enhances the curriculum by being relevant to the work undertaken in class.
- 72 The provision for pupils' spiritual, moral, social and cultural development is promoted to particularly good effect. Pupils play an active part in collective worship and they receive regular opportunities for reflection. All the statutory requirements are fulfilled.
- 73 The provision for pupils' personal and social education is outstanding and it is carefully incorporated in the curriculum. The circle time periods, where opportunities are provided to discuss highly sensitive issues in a supportive environment, make a vital contribution to extending the pupils' understanding of moral issues and promoting their personal and social development.
- 74 There is a good partnership with parents. They greatly appreciate the work of the school and are very active in raising considerable sums of money for school funds. There are strong links with the local community, and a good response to events and celebrations held at the school.
- 75 There are productive links with other local primary schools and with the secondary schools.
- 76 The local visits and the collaboration with various agencies deepen the pupils' knowledge of the world of work, but insufficient attention is given to the development of their entrepreneurial skills.
- 77 The requirements of the Cwricwlwm Cymreig are satisfied in full. Pride in local and national traditions is promoted and strategies such as *Cymraeg Cŵl* are very effective in developing the pupils' bilingual skills.

- 78 The school promotes the pupils' awareness of sustainability and of conservation issues. Attention is also given to global citizenship through links with some foreign countries. However, these aspects are currently not one of the school's strengths and they have been targeted for further development.

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

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

- 79 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded Grade 1 for this key question. There are a good number of strengths in the provision, but not enough evidence was seen of outstanding features to support the school's judgement on this question.
- 80 The school plans and manages its care and support arrangements well.
- 81 A homely and welcoming environment is provided for new children. A close relationship has been developed with the Cylch Meithrin that meets on the site, and this ensures a smooth transfer from one provider to another. The arrangements for receiving latecomers are also very effective.
- 82 The quality of the personal support and guidance provided for all pupils is outstanding. Pupils are happy to approach adults for support and guidance and they are treated with respect. Great emphasis is placed on values of respect for others and ensuring fair play for every individual.
- 83 The School Council is an effective vehicle for pupils to bring their influence to bear on decisions regarding their wellbeing at the school.
- 84 The school's provision to ensure the pupils' health, safety and healthy development is good. Regular fire drills are held and risk assessments are undertaken to overcome various situations. There are appropriate arrangements for receiving and releasing pupils at the end of the day and for their supervision whilst they are on school grounds.
- 85 Sex and drugs education, and the importance of healthy living are given due attention within the relevant areas of the curriculum. The school is part of the local education authority's Healthy Schools scheme and it encourages pupils to eat fruit or vegetables during break times and to drink water regularly.
- 86 The school has a clear policy and procedures on child protection that fulfils requirements. Every adult employed by the school is aware of the procedures and of the way in which the policy is implemented.
- 87 The quality of provision for pupils with additional learning needs is good. Pupils' difficulties are identified at an early stage and appropriate support is provided as required. This has a very positive impact on their achievements.

- 88 The school has high expectations in terms of behaviour and the pupils respond very positively to these expectations. It ensures that pupils are given opportunities to work effectively without disruption.
- 89 There is a range of policies relating to equality, race relations and identifying and respecting diversity. Although they are implemented effectively, the school does not currently have arrangements for monitoring, assessing and publishing the impact of its racial equality policy.
- 90 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. However, although the school has produced a draft Accessibility Plan that corresponds to statutory requirements, it has not yet been formally adopted by the governing body.

## **Leadership and management**

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

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

- 91 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 92 The quality of leadership shown by the headteacher is good and he leads the school effectively. He appreciates the co-operation of the governing body, the management team and other staff, in order to secure further development.
- 93 The school has aims and values that promote equality for all. The formal staff meetings, that are held on a weekly basis, ensure that current priorities, both local and national, are given due attention in the discussions. As a result, everyone has a good awareness of what is required of them and this is reflected in the school's day to day practices.
- 94 Self-evaluation processes and the setting of realistic targets have been in place for a number of years and the procedures are still developing well in the school's management strategies. Performance management contributes to identifying the professional needs of all staff, improving the quality of provision and promoting high standards.
- 95 There have been a number of recent changes in the membership of the governing body. The governors are very supportive of the work of the school and they co-operate well with the headteacher who ensures, through his reports, that they have an appropriate and current awareness of the relevant issues. The visits by members also contribute effectively towards their understanding of the school's performance and their duties in relation to statutory requirements.

- 96 Good attention is given to ensuring a range of current and carefully produced management policies. However, there are minor gaps in the annual report distributed to parents on behalf of the governing body.

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

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

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 There are effective self-evaluation systems in place and they are now well-established. Appropriate attention is given to the views of all stakeholders, including parents, governors, staff and the School Council. The procedures include visits to classes, inspecting pupils' work, checking the effectiveness of planning documents and analysing assessment results, although there is in this regard room to give more attention to pupil performance in comparison to national benchmarking data. Each subject is monitored in turn and the strengths and weaknesses are identified in the different areas. Inspectors saw evidence of monitoring work undertaken by curricular leaders that is of outstanding quality offering clear direction for improvements.
- 99 The self-evaluation report that was presented to the inspection team prior to the inspection is very comprehensive and identifies a good number of aspects that the school believes to be strengths, together with issues that require further development in order to move the school forward. There is reference also to a range of different sources of evidence to support the judgements made.
- 100 The findings of the inspection team match the judgements made by the school in six of the seven key questions. The school's judgement was one grade higher than the findings of the inspection team in one of the questions.
- 101 The school development plan identifies a good number of priorities to be targetted, primarily for the current year, and it contains action steps that allocate sufficient funding for their implementation. However, there is room to ensure that the Plan gives a clearer outline of the school's long-term priorities and to tighten somewhat the links between it and the outcomes of the self-evaluation processes.
- 102 The school has made good progress in addressing the issues identified in the 2002 report.

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

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

- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 104 The current staffing ratio is generous, with sufficient suitably qualified teachers to teach all aspects of the curriculum. Good use is made of their expertise by exchanging classes to teach subjects such as science, religious education, music, history and geography.
- 105 A good range of training sessions are attended. Teachers work together very effectively to regularly share information at staff meetings.
- 106 The learning assistants make a vital contribution to the quality of teaching and learning. They work closely with teachers to give good support to pupils.
- 107 The arrangements to ensure that teachers receive non-contact time for planning, preparation and assessment have a positive impact on the standards achieved by pupils.
- 108 The school has a wide range of appropriate resources, including computers and interactive whiteboards for all ages. They are all of good quality and are kept tidily in suitable areas. Regular and effective use is made of them during lessons.
- 109 The school is located on a pleasant site with plenty of grassed and hard surfaces. Effective use is made of the buildings and grounds and they are well maintained.
- 110 There are shortcomings in terms of ensuring disabled access to the buildings.
- 111 The school's resources are well managed by the headteacher and the governing body in order to ensure value for money. Financial resources are used well in order to support the priorities identified in the school development plan.

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

### **Under-fives**

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

- 112 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.

#### **Personal and Social Development, Wellbeing and Cultural Diversity**

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

##### **Good features.**

- 113 Children settle happily in class and proceed immediately and entirely independently to choose their activities. They form good relationships with other children and adults, and are very willing to help. They respond positively to instructions and are happy to ask for assistance when required. A good

number of children are able to concentrate and persevere with tasks, showing a good awareness of self-control as they work on independent tasks, and when using equipment and resources in class and in the outdoor area. They exhibit confidence and an awareness of the day-to-day practices and structure of the class, and are aware of the importance of being responsible for tidying up after activities. They show a growing understanding of Welsh cultural traditions by celebrating St David's Day and they respond positively to new cultural experiences, such as celebrating the traditions and costumes of India.

### **Shortcomings.**

114 There are no important shortcomings.

## **Language, Literacy and Communication Skills**

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

#### **Good features**

115 Children display a liking of books when making their selections from the reading corner. They are able to handle a book correctly, follow the main storyline by looking at pictures and can offer comments on what they see. They follow with interest a story that is read to them and make observations that show a good understanding of the content, such as the list they gave of what baby Teddy needed to go to the moon. They all listen attentively to presentations and instructions, and converse confidently with adults and peers when working on their activities or sharing experiences. They use an increasing variety of words and familiar sentences. Their speaking skills are also developing well as they engage in role-play in the *Siop Deithio* (Travel Shop). Some children read initial books series well. They can confidently recall a number of Welsh nursery rhymes and lullabies and are able to sing them accurately. They enjoy creating personal marks, using a variety of materials to a high standard. In previous work it was seen that their writing skills are developing well and that the most able children can write sentences independently, such as their own news.

### **Shortcomings.**

116 There are no important shortcomings.

## **Mathematical Development**

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

#### **Good features**

117 Children develop a good awareness of mathematical concepts by singing number rhymes. Advantage is taken of opportunities to count, sort, arrange and compare colours and familiar objects. The majority of children can correctly count numbers up to 5, some up to 10, and they are able to count objects up to 20 with confidence. They effectively recognise simple two-dimensional shapes within and out of the classroom. They understand the passage of time in the context of their own lives and are fully aware of the order of the day within their class. There was evidence from previous work

that children correctly use mathematical language, such as *forward/back*, *small/large*, *tallest/shortest*, *largest/smallest* when engaged in their practical activities. They use comparative vocabulary such as *full/empty*, *heavy/light* with growing accuracy when playing with sand or water. A number of children are able to confidently empty and fill objects in the sand pit. They begin to recognise simple pieces of coinage and they understand that money is required to pay for goods. They record their findings in written form, such as the graphical records of their favourite flower colour. In previous work it was noted that a number of children come to understand the concept of addition and subtraction.

### **Shortcomings**

118 There are no important shortcomings.

## **Knowledge and Understanding of the World**

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

#### **Good features**

119 Evidence was seen from previous work that children exhibit good observational and investigative skills when researching the change in various materials such as wool in water and the changes that occur when colour is added. After investigating and observing a number of different materials to see which float and which sink, the children are able to confidently predict which materials would be best for building a boat for a toy elephant. They make good use of their senses to smell and taste the changes in materials as they cook cereal cakes. When observing the growth of plants outdoors and in the darkness, children come to realise that plants need water, light and heat to grow. They become increasingly aware of the importance of showing respect and care towards living things as they care for the class pet rabbit and come to understand the life cycle of a butterfly. Children understand the importance of living healthily and that drinking water and milk is beneficial. Based on direct observations, children are able to place pictures of old and new cars in order and are able to correctly describe the differences between them. Children realise that different people engage in various kinds of work in the community and they effectively emulate their characteristics in their role-play activities or as they create transport models. Children are proficient in using the computer mouse to create pictures, lines and shapes of various colours on the screen.

### **Shortcomings**

120 There are no important shortcomings.

## **Physical Development**

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

#### **Good features**

121 children are able to handle a wide range of materials and equipment such as scissors, paintbrushes, rollers and various pencils with increasing control. They can mix and handle dough effectively. They develop their fine motor

skills well as they join jigsaw pieces, cut pieces of coloured paper to emulate *The Mouse* by Matisse. They exhibit control of their broad physical skills as they control, pull, push and steer moving toys during outdoor play. They respond appropriately to instructions when playing games and as they move safely about the class and in the outdoor area. They display a developing knowledge of the difference between walking, skipping, hopping and running. They make sensible use of space and are able to control their bodies well when creating gymnastic shapes such as a star. They practise their climbing, jumping and balancing skills well when working with the appropriate equipment.

### **Shortcomings**

122 There are no important shortcomings.

### **Creative Development**

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

##### **Good features**

123 Children enjoy singing and they exhibit good knowledge of songs and they sing in tune. They play percussion instruments with enthusiasm and make interesting choices for producing their own instruments out of old boxes. After listening to a piece of music, *Flight of the Bumble Bee*, the children produced attractive and striking print work of bees. They work creatively with different materials, such as clay. After conducting detailed observation of the picture of sunflowers by the artist Van Gogh, they produce successful emulations of his work, producing colourful weavings and showing a good awareness of colour and tone. Children show developing and imaginative enjoyment during role-play, by creating imaginary conversations in the Travel Shop and in their use of building toys during purposeful play.

##### **Shortcomings**

124 There are no important shortcomings.

<b>Welsh</b>
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#### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

#### **Key Stage 2 - Grade 2: Good features and no important shortcomings**

##### **Good features**

125 In Key Stage 1, pupils listen well to class stories and presentations. The vast majority are particularly eager to take part in class discussions and to reinforce their understanding of a story such as *Het y Bwgan Brain*. A number are confident in presenting responses in good quality language and they express themselves clearly and understandably.

126 Reading standards are good, and the pupils come to read fluently and meaningfully, giving appropriate attention to the words of the characters and the narrator. They use their phonic knowledge effectively in order to build unfamiliar words.

- 127 They learn effectively about the essentials of writing, forming letters correctly and using a number of sentence patterns correctly. They understand the need to write in different styles to meet specific requirements such as a post card or a letter of thanks for birthday presents. They are able to punctuate and spell the majority of simple words with a good measure of accuracy.
- 128 In Key Stage 2, the pupils listen with interest and they contribute well to class discussions and during group activities. The majority are able to respond intelligently to questions, offering unsolicited comments and expressing and defending their viewpoints confidently.
- 129 The pupils' ability to read fluently, meaningfully and with appropriate intonation is developing well as they familiarise themselves with a variety of fiction and non-fiction texts. They use a range of reading sources in order to retrieve and collate information, including the Internet.
- 130 Evidence was seen from previous work that pupils have a growing mastery of various forms of writing, including diaries, questionnaires, letters, monologues and poetry. In their current work, pupils are able to compose extended pieces of work. These include a range of various sentence patterns and interesting and well-designed comparisons as they write about the character of Alun in the story *Lladron Defaid*.

### Shortcomings

- 131 Repeating careless spelling mistakes is a feature of the work of some pupils in Key Stage 2.

## 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

- 132 Pupils in Key Stage 1 respond well to the teachers' questioning about forces. They gain considerable enjoyment from playing various games that reinforce their knowledge and understanding. Their scientific vocabulary is developing well.
- 133 It was seen from the pupils' previous work that they have thoroughly researched different types of materials and their suitability for the task of keeping a farmer warm. They learn how to predict and are knowledgeable about what is required for fair testing. They record the findings of their investigations using a good variety of methods.
- 134 In Key Stage 2, the pupils build well on what was learned in the previous key stage. The younger pupils come to understand more about different types of forces, as some of them work on classifying a range of every day objects according to the kind of force needed to move them, whilst others experiment with pullies and the strength of magnets. They can offer good explanations of

what they have done. Through their own investigations with an umbrella on the school yard, the older pupils have a sound understanding of air resistance.

- 135 From their previous work, it was seen that pupils make detailed observations and measurements, and that they communicate their findings effectively, using text, diagrams, graphs and tables.

### **Shortcomings**

- 136 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**

- 137 Across both key stages the pupils show enjoyment when singing and they sing a variety of songs confidently. They sing tunefully, often in two part. Their diction is clear and good attention is paid to breathing and dynamics.
- 138 Pupils in Key Stage 1 can keep the beat, clap simple four beat rhythms and emulate patterns correctly. They recognise a variety of pitch and non-pitch instruments and are able to differentiate between high and low sounds.
- 139 Their awareness of creating, selecting and arranging sounds in response to various stimuli is good. They make effective use of non-pitch instruments to compose a story and sound about animals, showing an initial awareness of the musical elements of dynamics and tempo.
- 140 In Key Stage 2, pupils receive opportunities to listen to and evaluate music such as *Carnival of the Animals* and to carefully and sensibly evaluate their own compositions, making firm recommendations for improvement.
- 141 Emphasis is placed on the Welsh heritage and on the traditions of different cultures when listening to, comparing and evaluating music and instruments from countries such as Greece, Ireland and China.
- 142 Pupils are able to describe and compare the features of the music they hear, using the terms for musical elements appropriately. They are able to appreciate the different textures and tempo found in interpretations of the piece entitled *Jupiter* from *The Planets*, by Holst. They can name and describe the quality of the sound generated by some musical instruments.

#### **Shortcomings**

- 143 There is little evidence of the ability of Key Stage 1 pupils to compose music using information and communications technology.

## Physical 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

- 144 Pupils in Key Stage 1 show good awareness of their bodies as they move about the hall. They work safely, make effective use of space and follow instructions well. They appreciate the impact that warm-up activities have on the body and they work energetically.
- 145 In their gymnastics lessons, they display growing skilfulness as they move along the benches and through a series of hoops.
- 146 They show good technique as they begin and close activities with straight backs.
- 147 In Key Stage 2, the pupils concentrate well on stretching and breathing under control as they take part in warm-up activities.
- 148 In their dance work they are able to create a series of movements that reflect different rhythms and musical moods. It was seen that they are able to combine a sequence of movements effectively and to work at different levels.
- 149 They show a willingness to experiment and take risks; they appreciate the importance of refining their work and their evaluations of each other's work are constructive and mature.

### Shortcomings

- 150 Occasionally, in Key Stage 2, individuals forget to hold the final shape of their choice.

## 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

- 151 In Key Stage 1, the pupils are knowledgeable about some of the main stories of the Bible.
- 152 They are aware of the importance of gratitude and have written their own effective prayers of thanks.
- 153 They know about a number of the leaders of their local community.

- 154 From their previous work, it was seen that they have a good developing awareness of the Hindu religion and of the practices related to celebrations and worship.
- 155 In Key Stage 2, the pupils know that Christians worship in chapels or churches. They know about different parts of their church and about the related artefacts, and their experience was further enhanced by visiting local places of worship.
- 156 They have a good knowledge of the wonder of Creation and about a number of other stories from the Old Testament and the New Testament.
- 157 Their previous work shows that the pupils' knowledge and understanding of Judaism, and of festivals such as Rosh Hashanah and Yom Kippur are developing appropriately. They know of the Qur'an as the holy book of Islam and are aware of the significance of the Five Pillars of Islam.

**Shortcomings**

- 158 There are no important shortcomings.

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

The governors and staff of Ysgol Penparc accept this report and the positive comments about the continuous good work at the school and the consistently high standards achieved by pupils.

There is reference in the report to a large number of strengths and to the improvements that have taken place since the 2002 inspection.

The school takes pride in the report and appreciates the assistance it gives us in identifying our strengths, together with those areas that require further development.

We are proud that the inspectors have acknowledged that our school is a welcoming community and that the care taken of everyone at the school is clear and that this leads to providing a positive learning environment. The report confirms that we fulfil our objectives of making the school a happy and safe place in which the confidence and independence of pupils flourishes.

We thank Mr Martin Cray and his fellow inspectors for their thorough work and for their sensitivity and courtesy in dealing with all staff. We value the discussions, comments and findings made during and as a result of the inspection.

## Appendix 1

### Basic information about the school

Name of school	Penparc
School type	Primary Community
Age-range of pupils	4 – 11 years
Address of school	Penparc Aberteifi Ceredigion
Post-code	SA43 1SG
Telephone number	(01239) 810586
Headteacher	Mr Clive Rees
Date of appointment	January 1981
Chair of governors/ Appropriate authority	Mrs Glesni Davies
Reporting inspector	Mr D M Cray
Dates of inspection	23 – 25 September 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	-	13	10	12	17	20	22	14	108

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.4:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	--	93.2%	95.9%
Spring 2008	--	92.2%	95.3%
Summer	--	93.3%	95.2%

Percentage of pupils entitled to free school meals	4%
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 KS 1 Results 2008			Number of pupils in Y2:						18
Percentage of pupils at each level									
			D	N	W	1	2	3	2+
Welsh	Teacher Assessment	School				11	83	6	89
		National			2	10	63	26	88
Welsh: Oracy	Teacher Assessment	School				11	83	6	89
		National			2	10	62	25	88
Welsh: Reading	Teacher Assessment	School				11	83	6	89
		National			2	15	59	23	82
Welsh: Writing	Teacher Assessment	School				11	83	6	89
		National			3	19	66	12	78
Mathematics	Teacher Assessment	School				11	56	33	89
		National			2	11	65	24	89
Science	Teacher Assessment	School				11	61	28	89
		National			1	9	66	24	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	88.9%	In Wales	80%
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### National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6						21		
Percentage of pupils at each level											
			D	N	W	1	2	3	4	5	4+
English	Teacher assessment	School							92	8	100
		National				1	4	16	50	29	79
Welsh	Teacher assessment	School							92	8	100
		National	1	1	1	1	5	19	49	24	73
Mathematics	Teacher assessment	School						8	69	23	92
		National				1	3	15	50	30	80
Science	Teacher assessment	School						8	77	15	92
		National					2	12	52	32	85

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	92.3%	In Wales	74%
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D Pupils who have been disapplied under statutory arrangements, or those for whom teachers were unable to provide an assessment.

N Pupils who have failed to register a level for reasons other than disapplication

W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors, including the school's nominee, spent the equivalent of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty eight lessons or part lessons; 27 in the six subjects inspected and 1 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirty four responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection team held meetings with subject departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Science; physical education; religious education
Mrs E Honour	Team	Key questions 2; 3; 4.	Under fives; Welsh; music
Mrs M Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs Eluned Lewis	Peer Assessor	Contributions to key questions 1; 3; 4 and 7	Contributions to subjects

**School's Nominee:** M Clive Rees.

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

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