

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

**Ysgol Gymunedol Gwenlli
Synod Inn
Llandysul
Ceredigion
SA44 6JH**

School number : 667 / 2290

Date of the Inspection : 6 – 8 October, 2003

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Registered Inspector : W019 / 17166
Date : 8 December, 2003
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CURRICULUM AND KEY STAGES NOMENCLATURE

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

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

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

GRADE DESCRIPTIONS

The following five point scale is used to represent the main opinions in the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The School and its priorities

Ysgol Gymunedol Gwenlli is a designated bilingual school for 4-11 year old pupils; it is a Category 'A' school, maintained by the Ceredigion Local Education Authority [LEA]. It has 31 full-time pupils including 12 reception age children on roll.

The school is located on the outskirts of Synod Inn, near the main road between Aberaeron and Cardigan and opposite the parish church. The pupils attending come from the village or the neighbouring rural area.

Pupils are from the full ability range. Ninety per cent of the pupils have received pre-school education. Not one pupil has a statement of special educational needs [SEN]; three pupils receive extra support with their work. No pupil is disapplied from the National Curriculum [NC].

Just under 50% of the pupils come from Welsh speaking homes and the remainder speak English at home. Eighty per cent of pupils are able to speak Welsh to a standard equivalent to that of first language speakers. All pupils belong to the white ethnic group. No pupil is in the care of the local authority.

The school states that the pupils come from neither an economically advantaged nor disadvantaged area. Nine per cent of the pupils have been registered as being entitled to free school meals.

The school was last inspected during the summer term 1998.

The school's main priorities for 2003-4 are to:

- a) trial a new assessment programme throughout the school;
- b) update the school's mathematics scheme;
- c) develop the use of Welsh as a medium of teaching and learning throughout the school;
- d) raise the standards of handwriting throughout the school;
- e) improve the standards of mathematics throughout the school;
- f) improve the standards of boys' reading, in particular, and standards in Welsh in general;
- g) develop the 'Circle Time' arrangement;
- h) establish the school council.

The school's quantitative targets for 2004 and 2005 are as follows:

	KS1: %Level 2		KS2: % Level 4	
	2004 (1 pupil)	2005 (6 pupils)	2004 (2 pupils)	2005 (6 pupils)
Welsh	100	83	100	66
English	-	-	100	66
Mathematics	100	100	100	66
Science	100	100	100	83
CSI	100	100	100	66

2. MAIN FINDINGS

The Main Findings of the Report

Introduction

This school has made significant progress since the last inspection. A civilised environment has been established which promotes learning and teaching. The school is now well managed and the curriculum is well planned. Apart from one aspect of the work of children under 5, the standards achieved in all classes and subjects are at least satisfactory and are frequently good. The results of recent NC tests and assessments have also been good.

Subject standards in the key skills

During the inspection, the standards were satisfactory or better in all the lessons observed. They were good in 50% and satisfactory in the remainder. One aspect of the work of children under 5 was unsatisfactory.

The standards of children under five are as follows.

Area	Standards, reception age
Language, literacy and communication skills	Satisfactory
Personal and social development	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Good
Physical development	Unsatisfactory
Creative development	Satisfactory

The table below shows the standards in the NC subjects and in religious education

Subject	KS1 Standards	KS2 Standards
Welsh (mother tongue)	Satisfactory	Satisfactory
English	-	Good
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Design and Technology	Good	Satisfactory
Information Technology	Satisfactory	Good
Geography	Good	Good
History	Satisfactory	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Satisfactory	Satisfactory

- The standards achieved by pupils with SEN are good.

- Children under five make satisfactory progress in applying their early literacy and numeracy skills in the six areas of learning. The development of their information technology and communication [ICT] skills across the six areas of learning is satisfactory.
- The following table shows the standards in the key skills across the curriculum at KS1 and KS2.

Key skill	KS1 Standards		KS2 Standards	
	Welsh	English	Welsh	English
Oral	Satisfactory	-	Satisfactory	Good
Listening	Good	-	Good	Good
Reading	Satisfactory	-	Satisfactory	Good
Writing	Satisfactory	-	Satisfactory	Good
Information technology and communication	Satisfactory		Good	
Numeracy	Satisfactory		Satisfactory	

- This school succeeds to a significant degree in promoting the pupils' bilingual skills, including the significant number who come from non-Welsh speaking homes. They are able to use the knowledge gained in one language, in the other language, both orally and in writing.

Results of statutory tests and assessments.

- The results of statutory assessments at KS1 and KS2 are not discussed in this report as the numbers of pupils taking the tests over the years have been small and it is difficult to draw reliable conclusions on the basis of the statistics. Generally, the school's results have been as good as or better than those for Wales, the county and for the catchment area. They were particularly good at KS1 and KS2 in 2003.

Quality of teaching

- The quality of the teaching was deemed to be satisfactory or better in all the lessons observed. It was good in 70% of the lessons and satisfactory in 30% of them. ¹ Good working relationships and detailed and meticulous planning of work for pupils of every age and ability is a feature of good teaching. At times, the range of teaching and learning techniques used is limited.

Curriculum

- The curricular provision for children under five is good. Activities for reception age children are well planned.
- At KS1 and KS2, the school provides a broad and balanced curriculum that conforms to statutory requirements. The use of Welsh and English as media of teaching and learning is carefully planned at KS2. The curriculum is reinforced by a good contribution from the world of work and by varied extra curricular activities. The school provides good opportunities for pupils to participate in a wide range of competitive sports and much success has been achieved. Provision has been made for SEN pupils to have full access to an inclusive curriculum.

Leadership and efficiency of the school.

- The head provides good leadership and the governing body, which has clear policies and sound values, provides satisfactory leadership. The School Development Plan [SDP] is of satisfactory quality and notes a number of the school's priorities.

¹.Children under 5 and KS1 pupils were taught by a supply teacher during the inspection because of a family bereavement.

- The head takes responsibility for the strategic leadership of the school. The quality of his leadership is good. As he is also the head of Ysgol Cei Newydd and takes part-time responsibility for a class, the teacher in charge manages the school on a day to day basis. He undertakes the task effectively.
- Similarly, the other teacher performs whole school activities, paying particular and effective attention to KS1 and to children under 5. The headteacher evaluates the school's work and effectively monitors standards through direct class observation.
- The quality of self-evaluation in the school is good. The teachers evaluate aspects of school life but, to date, co-ordinators do not monitor subject standards through class observation. The governors do not contribute to the self-evaluation process.
- Resources are managed efficiently and effectively; the financial allocation is generous. For a number of years, the percentage of the budget held in reserve has been more than the percentage recommended by the audit commission. This is justified by the possibility of further building on site as there has been an increase in the number of pupils and space for children under five is very limited. Bearing in mind the ethos of the school, the results of external tests and assessments and the standards achieved in the subjects, the school provides value for money.

Special educational needs

- The provision for the small number of pupils with SEN is good but the school's policy does not conform to current statutory requirements.

The under fives and KS1 class

- There has been a striking increase in the number of pupils in the reception group which now includes 12 children. Lack of space has a detrimental effect on the provision and subject standards as there is insufficient room for the children to play and to develop physical skills. Furthermore, there is no classroom assistant available to allow the class teacher time to pay due attention in turn to KS1 pupils and children under 5.

School / Home agreement

Although the partnership with parents is good there is no home school agreement. This is a statutory requirement.

Progress since the last inspection

The school has responded fully to six of the nine key issues noted in the last inspection report and partially to another two. It has not responded satisfactorily to the one remaining point which therefore remains as a key issue following this inspection.

- Unsatisfactory teaching has been eradicated. There has been significant improvement in standards in a number of subjects, particularly at KS2. Curriculum planning has been improved throughout the school. Standards, teaching and provision are monitored effectively. There has been some improvement in the governors' monitoring role, and the whole school responsibilities of the KS1 teacher have been developed. Registers are now kept carefully. Nevertheless concerns about some health and safety issues appertaining to the building remain.

Spiritual, moral, social and cultural development

- Pupils' spiritual development is satisfactory and their moral, social and cultural development are good. They show respect towards one another and towards property; they undertake responsibilities and are aware of expectations as regards behaviour.

Health and safety issues

The report mentions a number of health and safety issues appertaining to the site and the buildings which need to be addressed. The outside toilets for staff and pupils are in a poor condition and remain a cause for concern since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards in Subjects and Areas of Learning

During the inspection, standards were satisfactory or better in all the lessons observed. They were good in 50% and satisfactory in the remainder. One aspect of the work of children under five was unsatisfactory.

- The educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for children's learning. The standards achieved by the children in four areas of learning are satisfactory. The children's standard in knowledge and understanding of the world is good but physical development is unsatisfactory. (Details are given in the table in section 2 of this report.)
- The standards of geography, art and music are good at KS1 and KS2. Standards in English are good at KS2. The standards of mathematics, science, information technology (IT) and physical education are satisfactory at KS1 and good at KS2. The standards of design and technology are good at KS1 and satisfactory at KS2. The standards of Welsh, history and religious education are satisfactory throughout the school
- The standards achieved by SEN pupils are good.
- The results of statutory NC tests for KS1 and KS2 are not discussed as the number of pupils sitting tests and assessments has been low over the years, and it is difficult to draw reliable conclusions from the statistics. In general, the school's results have been as good as or better than national, county and local results. They were particularly good at KS1 and KS2 in 2003.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards and progress the children make in linguistic, mathematical and ICT skills in the early years are satisfactory. At KS1 and KS2, standards across the curriculum are satisfactory in

speaking, reading and writing in Welsh and good in listening in both languages and good in speaking, reading and writing in English at KS2. They are satisfactory in numeracy and ICT.

- Children under five make satisfactory progress in applying their developing skills in early literacy and numeracy within and across the six areas of learning. Their progress in early ICT skills is also satisfactory.

- At KS1 and KS2, pupils listen carefully to teachers' presentations and to each other.

- They respond in Welsh and English, expressing facts and personal views; their vocabulary and idiomatic expressions are, at times, limited in Welsh.

- The standard of reading aloud varies in both languages. On the whole, standards are satisfactory. Some individuals read aloud well whilst others are stilted. They display a fuller understanding of the text when they read in English rather than in Welsh. Pupils use books in both languages to carry out investigations and to study in various subjects. This is particularly true at KS2. Frequently, they transfer information gained in one language to the other as they respond orally or in writing.

- At KS1 and KS2, the pupils write regularly, and successfully adapt their style to suit different contexts and audiences. Pupils at KS2 regularly use both languages when they undertake written work in subjects across the curriculum. Some individuals find it difficult to use mutations and spell correctly in Welsh. On the whole, pupils write at greater length in English than in Welsh at KS2 although spelling errors remain.

- Pupils use their numeracy skills satisfactorily in a number of subjects. They handle numbers confidently, both orally and in writing. They use standard measures in science and design and technology lessons and achieve satisfactory standards when interpreting and using data and when presenting data in a variety of forms across the subjects.

- Pupils' ability to use ICT across the curriculum is satisfactory at KS1 and good at KS2. By Y5 and Y6, pupils' standards in conveying information and combining picture, text and sound are good. Pupils use these skills to convey information across the subjects. Pupils use their ICT skills to draw different types of graphs. The use of ICT to interpret data is elementary. Pupils at KS1 and KS2 use subject specific or presentation software for modelling. ICT is used to control devices in design and technology to a satisfactory standard. Occasionally, KS2 pupils use e-mail to communicate with other schools. Pupils at KS2 use the internet and reference CD-ROMs to gather and select information. They do this to a high standard and occasionally transfer knowledge from one language to the other. No use is made of ICT for composition in music and it is only rarely used in geography and design and technology.

- Pupils co-operate satisfactorily in groups or pairs at KS1 and KS2. The standard of problem solving is good. The pupils' ability to evaluate and improve their own work is not fully developed.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The pupils' spiritual development is satisfactory and their moral, social and cultural development is good.

- The school successfully promotes knowledge and understanding of different beliefs and values. In the daily morning acts of worship, an appropriate spiritual atmosphere is established. Much emphasis is placed on the need to be honest and fair and the pupils show respect towards others and towards school rules. Pupils are not given sufficient opportunity to meditate upon their own experiences and this limits their spiritual development.

- The school is a safe, kind and caring community. It promotes high values and there is a good relationship between teachers and pupils. The courtesy and respect shown towards others is a prominent feature of the pupils' attitudes.

- The pupils' cultural development is good. They study Welsh traditions, fables and folk tales and have learnt a number of Welsh songs and hymns. They participate in Urdd (Welsh League of Youth) activities, and they know of Welsh artists and of famous men and women in Welsh history.

- Pupils are provided with opportunities within the curriculum to study other cultures, and their awareness of racial equality is promoted in discussions and relevant activities.

- Pupils respond well to the efforts made by their teachers to promote their spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

The pupils' behaviour and attitude are very good.

The school has adopted and implements a range of relevant policies dealing with behaviour and attitudes towards work.

- The children and pupils are fully aware of expectations as regards behaviour, and their attitude towards learning is very positive. This is reflected in the standards achieved.

- Children and pupils interrelate happily and in a friendly manner. They are courteous and respectful towards their teachers, and towards visitors to the school. All this makes a significant contribution towards social inclusion in the school.

- During the inspection, no cases of bullying or aggressive behaviour were noted.

4.3 Attendance

Attendance levels are good.

- The school has appropriate policies and procedures to promote and monitor attendance, and this has a good effect on the attendance figures of pupils.

- The registers are kept correctly and according to the requirements of the Welsh Assembly Government. Each absence is placed in its correct category in the statistics. Parents' telephone calls and letters provide evidence of their willingness to conform with the system.
- The attendance level of children under 5 is a fair reflection of the school as a whole.
- Punctuality is very good and this ensures that school sessions start on time.

5. QUALITY OF TEACHING

5.1 Teaching

It was deemed that the quality of teaching was satisfactory or better in all the lessons observed. The quality of teaching was good in 70% and satisfactory in the other 30% of lessons². Good teaching is characterised by a good working relationship between pupils and teachers and careful and detailed planning for pupils of all ages and abilities. At times, the range of teaching and learning techniques is restricted.

- Teachers' knowledge and understanding of the subjects they teach and of the requirements of the Desirable Outcomes, the NC and the local Standing Committee for Religious Education [SACRE] are good.
- The quality of short term planning and individual lesson planning, is good. Care has been taken to ensure that the work has clear aims and appropriate progression.
- Lack of space in both classrooms has a detrimental effect on the range of teaching techniques used.
- Teachers ensure that every pupil has an opportunity to contribute to whole class discussions. Each individual's contribution is respected. In addition, differential tasks are arranged to cater for different groups of children or pupils in the class.
- Teachers establish a happy and co-operative relationship with pupils, supporting and helping them on an individual or group basis.
- In the good lessons, probing questioning ensures that pupils understand what is taught. The pace of the teaching is appropriate and the revision at the end of the lesson is effective.
- In the satisfactory lessons, there is a tendency for teacher presentations to take up too much time, especially in the case of children and younger pupils. This leads to a loss of interest in the work.

5.2 Assessment, Recording and Reporting

The quality of the arrangements for assessment, recording and reporting is good. Teachers' response to pupils' work is satisfactory. The quality of the records kept on pupil progress, and of the reports to parents, is good.

- The school provides clear guidelines for assessment. The various purposes of assessment are identified and assessment arrangements are outlined in detail in core and foundation subjects,

- Assessment arrangements are used consistently and effectively from basic assessment onwards. Pupils' work is marked regularly and remarks are occasionally constructive and useful. Pupils do not contribute to the process by their own assessment progress and they do not have personal targets. This is a weakness.
- Careful records are kept of pupils' progress, including the small number of pupils with SEN.

² Children under 5 and KS1 pupils were taught by a supply teacher during the inspection because of a family bereavement.

- A variety of tests are effectively used to assess pupils' progress and parents receive regular reports on progress and test results.
- The annual reports sent to parents are of good quality. Parents are invited to school three times a year to discuss their children's work. One aspect of each core subject is assessed each term.
- The school analyses the data gleaned from the results of NC external tests and evaluates pupils' scripts but there is no obvious outcome to this process.
- Assessment arrangements meet with statutory requirements.

5.3 Curriculum

The school offers a broad, balanced and varied curriculum that meets the requirements of the Desirable Outcomes, the NC and religious education.

- The curriculum offered to pupils under five is appropriate and promotes the Desirable Outcomes in the six areas of learning.
- The provision for pupils with SEN is good. They have a range of stimulating and relevant experiences.
- Policies and schemes of work have been prepared for all curriculum subjects. These schemes are of good quality and provide useful guidance.
- Whole school planning is detailed and thorough at every level. This ensures balance and progression in pupils' educational experiences. The curriculum is presented effectively by means of specific themes supplemented by additional units, especially in mathematics.
- The school makes a conscious effort to include the key skills, especially the language skills, when planning units of work across the curriculum. Due attention is paid to the *Cwricwlwm Cymreig* [The Welsh Curriculum]. This fosters pupils' awareness of the culture and traditions of their local area as well as their national heritage.
- At KS2, the school increasingly makes structured use of English as a medium of instruction in order to develop pupils' bilingualism. The use of both languages as a medium of education is very carefully planned.
- The school has appointed a personal and social education (PSE) co-ordinator and has prepared a detailed PSE policy based on the ACCAC framework. It encompasses all the relevant objectives, and schemes of work in the subjects show the means by which the school intends to

achieve these objectives which have been statutory since the beginning of this term. In addition, the school prepares 'discussion circles' that give pupils an opportunity to discuss matters of concern to them.

- The whole ethos of the school fosters pupils' values and encourages positive attitudes.
- A variety of extra curricular activities are organised which include cultural events as well as games and sports. This provision, as well as experiences from the world of work, enhance pupils' experiences in several areas.

- The school uses homework consistently and purposefully in order to reinforce pupils' knowledge and to develop their skills.
- All pupils have full access to all aspects of the life and curriculum of the school. A conscious effort is made to integrate pupils with SEN into the activities of both classes.
- No pupil has been disapplied from the requirements of the NC.
- The NC has not been modified for any pupil.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and educational and personal guidance offered to pupils is good.

- All members of staff take care to ensure the safety and well being of pupils; pupils know to whom to turn for help.
- Sex education is appropriately catered for in the school curriculum.
- The school has a racial equality policy. Equal opportunities are provided for all pupils in all school activities.
- Teachers are aware of the appropriate steps to be taken to protect children from abuse.
- Entrance into the school building is controlled by means of appropriate locks.
- The road outside the school is narrow and, at the end of the school day, is choked by cars. Consequently, staff take great care of children's safety as they release them into their parents' care.
- Fire extinguishers and electrical equipment are inspected regularly. Fire drills are held once a term. First aid boxes are available and, in an emergency, it is possible to get in touch with a doctor. However, neither teacher holds a current qualification in First Aid.
- As the school does not have a hall or designated eating area, pupils have to eat their lunch in their classrooms. The increase in the number of pupils makes the task of supervising them difficult.

5.5 Provision for Pupils with Special Educational Needs [SEN]

The provision for pupils with SEN is good.

- Two pupils have been identified as having SEN. Support is provided for these pupils during two sessions a week. The support is effective and the pupils make good progress.
- The school policy has not been updated to meet with the most recent statutory requirements. The school has a good understanding of the needs of each pupil and the current code of practice ensures that the provision is appropriate for each individual.
- The school's assessment system, teachers' knowledge of pupils and parents' comments, are all used to identify pupils with SEN, and full records of their progress are kept. Relevant and detailed Individual Education Plans [IEPs] are prepared for them. These plans are constantly revised and teachers, parents and relevant members of education authority staff contribute to the process.
- These pupils have access to a varied and relevant curriculum. Pupils' needs and the tasks undertaken by them are well matched; this is particularly true when they are withdrawn from the class for special attention.
- The head, who is also the SEN co-ordinator, collaborates well with the member of the governing body designated to monitor the quality of the provision.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- Parents appreciate the school's efforts on behalf of their children. Despite this, partly because of lack of space, only a few of them help in class.
- Parents invariably support activities, meetings and any other event arranged by the school. They are also willing to offer support if the need arises.
- The standard of communicating with parents is good. Apart from a few minor errors, the School Handbook is a useful publication. No Home and School Agreement exists and this is contrary to statutory requirements.
- The "Friends of the School", which includes teachers, parents and a substantial number of community members is an enthusiastic body which takes an interest in the work of the school. It raises significant sums of money for the school, and it is also a very effective means of extending the partnership between school and parents. They do this by arranging social events.
- The school plays a crucial role in this sparsely populated area. The community supports the work of the school by responding in a very supportive manner to the varied activities and celebrations held. Pupils are also very industrious in contributing to services in the church. They also hold concerts, make contributions towards the care of the elderly, arrange summer fairs and celebrate Easter and Christmas. They work hard with "The Urdd" and are members of the local branch. They make generous contributions towards charities and voluntary causes.
- The partnership with other primary schools in the area is good. This partnership is reinforced through professional contacts and by arranging sports fixtures between pupils. As the schools

share the same head, there is very close contact with Ysgol Ceinwydd (Newquay School), and Ysgol Gymunedol Gwenlli avail themselves of the extra resources available. The arrangements for transferring Y6 pupils to secondary schools fully meet with the pupils' curricular and personal needs.

- The LEA provides a prompt service and responds effectively to any request. Also, other organisations, such as the Library Service and the Police, are a vital link in the partnership with other agencies.
- Although prospective teachers have not visited the school recently, they are welcome at any time. Students from the secondary schools and also from the local college of further education have availed themselves of opportunities to carry out work experience at the school.

5.7 Partnerships with Industry

The school's links with industry are good.

- Despite not having a policy on partnership with industry, the school has a clear strategy and is aware of the importance of this aspect of the curriculum as a means of increasing the pupils' understanding of the world of work.
- A good number of visits have been arranged to workplaces, such as a woollen mill, a supermarket and farms. Elements from these visits have enriched the curriculum. In addition, Y5 and Y6 have attended a workshop under the auspices of ELWA and have also produced goods in the form of a calendar to sell. Sponsorship from local businesses was also successfully gained.
- The school has begun the process of gaining recognition as "Investors in People".

6. MANAGEMENT

6.1 Quality of Self-evaluation and Planning for Improvement

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

- Recently, the school has produced a detailed and comprehensive self-evaluation plan. Judgements are reached on the basis of teacher discussions and the minutes of meetings record intentions to take further action. At present, there is not a strong enough link between the self evaluation process and SDP priorities.
- Samples of pupils' work and data from external assessment and standardised tests are analysed and pupils' scripts are scrutinised following NC assessment. In addition, the new assessment plan is used to provide an overview of developments across the school.
- LEA advisers are invited to evaluate specific aspects of the school's provision and their reports are used to decide on priorities in the SDP.
- One aspect of the core subjects is reviewed annually and the foundation subjects over a four-year period. There are no set guidelines to measure progress and the SDP does not indicate expected outcomes.

- Although the school plan refers to class visits to evaluate the quality of teaching and learning, the head is the only one who performs this task. Few evaluative reports have been prepared.
- The school identifies pupils who underachieve and makes specific provision for them. However, development targets are not set for them; individual pupils do not self-evaluate their progress.
- The school's evaluation procedures result in analytical reports but, up to the present, they do not set quantitative and qualitative targets for pupils to aim for.
- The governing body is becoming more and more involved in curricular and managerial issues. Their awareness of curricular matters is satisfactory.

6.2 Leadership and Efficiency

The school is lead effectively and efficiently.

- The school is well led by the head and satisfactorily by the governing body which has clear policies and strong values. The SDP is of a satisfactory quality and notes a large number of school priorities. At times, the dates for achieving priorities are vague.
- The head takes responsibility for providing the school with strategic leadership. As he is also the head of Ysgol Cei Newydd, and has part – time responsibility for a class, the teacher in charge manages the school on a daily basis. He completes this task effectively.
- Similarly, the other teacher performs whole school tasks effectively, paying particular attention to KS1 and children under 5. She and the teacher in charge have produced good quality whole school schemes of work. The head alone evaluates the school's work by monitoring standards on the basis of direct observation. He does so effectively.
- Teachers evaluate aspects of school life, but, up to now, co-ordinators do not monitor standards in their subject through class observation.
- Resources are managed efficiently and effectively; the LEA's financial allocation is generous. The head administers the budget effectively in co-operation with the education department. There has been no financial audit since the last inspection.
- For a number of years, the percentage of the budget held in reserve has been significantly above that recommended by the Audit Commission. This is justified by the possibility that it may become necessary to build an extension to the site as the number of pupils has increased and space is very limited, especially for children under 5. Bearing in mind the ethos of the school, the results of external tests and assessments and the standards achieved in the subjects, the school provides value for money.
- The school's day-to-day administration is very good.
- Apart from weaknesses in the SEN policy and the need for a home school agreement, the school conforms to statutory requirements and to the guidelines for schools laid down by the Welsh Assembly Government.

6.3 Staffing, Accommodation and Learning Resources

The school is an effective institution that makes good use of all the resources available. The quality of staffing is good but the supply is insufficient as there is no classroom assistant. There is a very good supply of equipment but significant weaknesses in the buildings and the site have a detrimental effect on standards and are a threat to health and safety.

- The school has sufficient and appropriate teaching staff to meet all its requirements.
- Teachers make good use of professional courses to improve their qualifications.
- All the teachers are appropriately qualified and attend continuous professional development (CPD) courses to update their knowledge as the need arises. All the teachers have undergone the performance management process; the guidelines were adhered to appropriately.

- There has been little recent contact with teacher training agencies as the size of the school limits the training opportunities.
- There is no classroom assistant to help specifically with children under five and KS1 pupils. This is a weakness.
- The building is in good condition but has significant weaknesses as regards provision. There is no hall for large group activities such as assemblies, physical education and dining. Re-arranging classes for lunch reduces the length of the last lesson before lunch. Space for storing resources is at a premium.
- Despite the fact that the infants recently moved to another classroom, this also is too small to accommodate the usual activities for twelve children under five years of age. The size of the class also restricts curricular opportunities and lowers the standard of the pupils' physical development.
- There are no inside toilets for staff or pupils. The toilets for staff are unsatisfactory and those for pupils are poor. Due to the absence of heating, they are cold in severe weather. There are no hand washing facilities, and leaves and dirt blow in under the door.
- The standard of cleanliness, inside and outside the school, is good.
- The standard of displays in classrooms and in the entrance lobby is good and contributes towards the effectiveness of the teaching and learning.
- There is no suitable designated play area for children under five.
- The school has a large field but, for about half the school year, it cannot be used as it is too wet. The tarmac area has been marked for different games but the surface is not smooth enough to be used safely.
- The branches of a tree hang over the school wall and over the area where pupils play. This is a possible threat to health and safety.

- An open septic tank, covered by weeds, is located on an open piece of land near the school. Although there is a wall to prevent anyone from accessing this area, it is possible for pupils to gain access. This could be dangerous.
- The supply of resources for teaching all the subjects of the NC are at least good. Pupils' use of these resources has a positive effect on standards.
- The supply of small equipment for subjects such as mathematics and science is very good. The supply of ITC equipment is good. The school has a very good supply of books in Welsh and English.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Standards in general are satisfactory.

The educational provision for the twelve children under five is appropriate and promotes the Desirable Outcomes in five out of the six areas of learning.

The children's knowledge and understanding of the world is good. Their language, literacy and communication skills, personal and social development, mathematical development and creative development are satisfactory. Their physical development is unsatisfactory.

Language, literacy and communication skills

The children's language, literacy and communication skills are satisfactory.

Good features

- A small minority of the children are willing to talk and share experiences in their mother tongue. Increasingly, the learners develop an understanding of Welsh and they make an effort to use the language. Some are able to listen and follow the sequence of a story and start to respond orally to one another. Some recognise letters and their sounds and follow the sequence of a story by looking at pictures. They use a pencil with increasing confidence when copying letters and individual words. The understanding of children who come from a non-Welsh speaking home is progressing and they use some words and basic phrases.

Shortcomings

- A small minority have difficulty in listening to a story.

Personal and Social Development

The children's personal and social development is satisfactory.

Good features

- On the whole, the children co-operate with Y1 and Y2 pupils and play with them. They co-operate willingly with their peers and are ready to share with others. A small minority show a measure deal of independence.

Shortcomings

- A significant number have some difficulty in conforming to normal classroom behaviour.
- A few individuals do not concentrate sufficiently when they are involved in curricular activity.
- A few children tend to spoil the contribution of others.

Mathematical development

The children's mathematical development is satisfactory.

Good features

- The best pupils can count up to ten. A small minority recognise and name the main two dimensional shapes. Through structured play, they come to use and understand terms such as 'big' and 'small', and start to understand the concept of 'bigger than' and 'smaller than'.

Shortcomings

- A significant number are unsure how to place a number correctly on a blank number line.
- Their ability to apply numbers has not developed so far.

Knowledge and understanding of the world

Their knowledge and understanding of the world is good.

Good features

- They use a number of terms which describe the weather and a few individuals have an initial understanding of the characteristics of the seasons. They name parts of the body, the main colours and are able to describe household equipment. They understand the concept of 'today' and 'tomorrow'.

Shortcomings

- There are no significant shortcomings.

Creative development

The children's creative development is satisfactory.

Good features

- They take advantage of opportunities to use equipment such as scissors, paint brushes and glue dispensers, and they are able to discuss what they are doing. They produce a variety of paintings and sing a number of songs.

Shortcomings

- The children's ability to role-play is limited.

Physical development

The children's physical development is unsatisfactory

Good features

- They can handle small pieces of equipment and their ability to colour, stick, build and cut out is developing.

Shortcomings

- Lack of space is restricting the children's physical development. They are sedentary for long periods of time.
- There is insufficient opportunity to play with large equipment.
- Play activities are not sufficiently structured. Important basic skills are not being fully developed across the six fields of learning because of this.

Welsh

Standards are satisfactory across the skills at both key stages.

Good features

- At KS1, the pupils answer questions and participate confidently in informal discussions.
- They read a range of books which correspond to their reading skills. They are beginning to recognise many common words and can decompose unfamiliar words into their component elements.
- Y1 pupils compose individual sentences. By Y2 they write short paragraphs and have begun to vary sentence patterns. They write in a variety of forms and for different purposes.
- Throughout KS2, pupils' oral expression shows progress. They respond to questions in a satisfactory manner and offer short comments when expressing and justifying views.
- In KS2, reading standards are varied, but in general, they are satisfactory. The most able read aloud fluently and with appropriate expression. The other pupils persevere with simpler books and make satisfactory progress.

- The school's oldest pupils can discuss story structures and characters and are well able to express their views about them simply.
- KS2 pupils write well in a variety of forms and for different purposes across the curriculum. They write creatively and factually, varying the style appropriately.

Shortcomings

- The pupils respond briefly to the teacher's comments but rarely offer comments spontaneously. The vocabulary and syntax of a significant number of KS2 pupils are limited, both orally and when writing.
- A significant number of pupils lack tone and expression when they read aloud. A significant number of pupils read unchallenging Welsh books.
- A significant number of pupils at both key stages make spelling and mutation errors.

English

English is not taught at KS1. English is formally introduced at the beginning of Y3.

The standards at KS2 are good across the skills.

Good features

- The great majority of KS2 pupils listen well and respond appropriately, showing a satisfactory understanding of the language. Some individuals offer relevant spontaneous comments as they respond to class discussions.
- The standards of reading vary considerably according to the pupils' age and ability. Overall, standards are good. Some pupils in each year are able to read books that correspond to their reading age fluently and meaningfully. By the time they reach Y6, the most able pupils read aloud challenging books using appropriate expression and intonation. They discuss characters in novels intelligently and are able to compare different authors, expressing and justifying their opinions.
- A number of pupils are able to find relevant information from print and electronic sources.
- Pupils write in a variety of linguistic forms including narrative, descriptive and factual. By Y5 and Y6, some pupils write at length and show a good grasp of syntax and vocabulary.
- The written work of pupils of average and below average ability is often relevant and interesting. These pupils are able to express their opinions and ideas in short paragraphs.

Shortcomings

- A significant minority of pupils lack the confidence to express themselves in English. Their vocabulary is limited and their syntax insecure at the beginning of Y3.
- The writing of a number of Y3 pupils is short and incorrect; spelling and punctuation errors are a regular feature of their work.
- A small number of pupils are not able to produce cursive writing.

Mathematics

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils have a satisfactory understanding of number bonds and of addition and subtraction processes.
 - They recognise two dimensional shapes (2D) by name and describe their characteristics correctly. They recognise symmetrical shapes and are able to draw symmetrical patterns.
 - They measure correctly using non-standard units and are beginning to use standard measures.
 - Pupils can gather simple data and record it in graphical form.
-
- At KS2, the standard of pupils' mental work is sound. They respond quickly, and often correctly, when dealing with a variety of problems.
 - In Y3 and Y4, pupils use the correct mathematical terms when naming and describing 2D and 3D characteristics. They can measure length, mass, content and time, using standard units. They can use measures to make sensible estimates in every day situations.
 - By Y5 and Y6, the vast majority of the pupils deal swiftly with mental work. They have a good understanding of the relationship between decimals, fractions and percentages. They estimate fairly correctly.
 - The pupils have a good understanding of angles, perimeter and area and use and adapt this information skilfully in various contexts.

Shortcomings

- A significant number of KS1 pupils are uncertain with mental calculations and their ability to use appropriate strategies has not sufficiently developed.

Science

Standards are satisfactory at KS1 and good at KS2.

Good features

- At KS1, pupils carry out investigations, make comparisons, observe and draw sensible conclusions. They systematically record their findings orally and by means of pictures, text and block graphs.
- They are familiar with the life cycle of plants and animals and understand the requirement for light and water. They name and label the main external parts of the human body.
- They have a good idea of what constitutes healthy food and what can damage health.
- At KS2, pupils deal with a satisfactory range of investigations and have good awareness of the need for a fair test. On occasion, with guidance, they devise their own investigative tasks.

Older pupils know that it is necessary to repeat observations and detailed measurements in order to ensure reliability. They make intelligent predictions and offer mature reasons when carrying out investigations.

- They record their results carefully in graph and tabular form, in writing and in diagrams and are beginning to recognise patterns in their results. They draw sensible conclusions from their results.
- At times, pupils gather and record scientific information from different sources. They possess good knowledge of parts of the human body and their characteristics, they know what is damaging to health and, about the properties of light. They can class materials according to their properties and they know about electrical circuits.

Shortcomings

- At KS1, the pupils' measuring, recording and prediction skills have not developed sufficiently.
- KS1 pupils' use of the subjects' technical terms is insecure.
- When carrying out investigations, the older pupils at KS2 do not measure with sufficient care.

Design and Technology

Standards are good at KS1 and satisfactory at KS2.

Good features

- KS1 pupils are aware of the characteristics of different materials and of their fitness for purpose.
- They undertake a satisfactory range of design and make assignments, using a variety of media.
- They gather ideas and carry out simple research into possibilities during the planning stage and then record the design process on appropriate sheets. They use sketches as the basis of their work.
- KS1 pupils evaluate their work well.
- They control a device simply by using the Floor Turtle.
- At KS2, pupils research their projects, using a satisfactory number of different sources.
- They are able to use materials, equipment and appropriate methods independently to complete the task in hand.
- KS2 pupils make satisfactory use of ITC to control movements.

Shortcomings

- At KS1, a large number of pupils do not plan in sufficient detail when putting their brief into practice. These pupils are not always neat and do not take sufficient care with their work.
- At KS2, pupils' range of making skills are limited.
- At times, KS2 pupils' evaluation of their work and the suggestions they make for improving their projects are superficial.

Information Technology

Standards are satisfactory at KS1 and good at KS2.

Good features

- Pupils make occasional use of the computer as a word processor at both key stages in order to present information.
- At KS1 and the early years of KS2, pupils make effective use of an art package in order to produce good quality pictures to match the class topic.
- Pupils at KS1 make appropriate use of a simple data-handling program in order to gather, organise and record results in the form of a block graph.
- Pupils simulate the real world using appropriate computer software.

- By the end of KS2, pupils create good quality presentations that combine pictures and text. They are well aware of audience expectations. Y3 and Y4 pupils can import pictures into a word processing program.
- KS2 pupils record data, drawing different types of graphs in the process.
- The modelling skills of KS2 pupils are good. They do this by producing careful emulations using a commercial information presentation programme.

Shortcomings

- Throughout the school, pupils' understanding of the application of computers in society is elementary.
- At KS1, pupils' grasp of computer skills are insecure.
- At KS2, pupils' ability to handle and interpret data is superficial.

History

Standards are satisfactory throughout the school.

Good features

- At both key stages, pupils demonstrate a good understanding of chronology..
- By visiting places of historical interest, pupils develop an understanding of how people lived 'long ago'.

- At KS1, pupils develop the concept of objects and artefacts as evidence that things change over time.
- At KS2, pupils are able to demonstrate their understanding of chronology by placing historical periods in sequence as they produce valid time lines. They know about the contribution made by famous people to the period they are studying.
- They are able to describe the living conditions and circumstances of people in the past.
- They are aware of different types of historical evidence.
- They record their findings simply in different forms

Shortcomings

- Pupils describe rather than evaluate historical facts and are unable to evaluate the validity of different types of evidence.
- With a few exceptions, KS2 pupils' historical empathy skills are limited.
- The ability of KS2 pupils to explain historical cause and effect has not been sufficiently developed.

Geography

Standards are good at both key stages.

Good features

- At KS1, pupils' knowledge of their area is good. They use and understand common geographical terms and relate them to the world around them.
- They draw simple maps, denoting locations by using elementary symbols and co-ordinates.
- By visiting the town of Aberaeron, the pupils are given the opportunity to study two localities. They have good knowledge of the main features of both areas and their research has been recorded in tabular and map form.
- At KS2, pupils are very familiar with the country of Lesotho and their contrasting knowledge about life in rural areas in both countries is good. They also compare and contrast the Gwenlli area with the town of Aberystwyth.
- The older pupils are aware of some physical and economic factors and can differentiate between their own communities and a developing country.
- They have a good understanding of environmental matters and can express views on pollution and the effectiveness of different methods of recycling waste.

Shortcomings

- At KS2, pupils do not make sufficient use of ITC programmes to promote work within the subject.

Art

Standards in art are good throughout the school.

Good features

- At KS1, pupils make good use of the ample opportunities afforded to investigate and experiment with an appropriate variety of media and produce paintings, drawings and murals of good quality.
- Pupils are able to observe closely, describing pattern, form, line, texture, shape and tone. They are aware of families of shades and colours.
- Having observed work by Van Gogh, Augustus John and Cefyn Burgess in detail, they create their own drawings, following the same principles. The standard of the work is good with a few examples of very good work.
- Pupils build on their previous experiences at KS2. They imitate the work of Kyffin Williams and other artists, placing the same emphasis on colour, tone and composition.

- They use personal sketchbooks to experiment and record their observations, their experiences and their imagination. They are developing well in their ability to observe objects, such as artefacts and Celtic patterns, before going on to produce work of a good standard.
- They make good use of opportunities to investigate and experiment with poetry and this stimulates their creative work in craft and leads to the production of models of a good standard.
- The pupils have produced 3D work, such as a model of a hot air balloon, which is of a good standard.

Shortcomings

- The pupils have produced little 3D work and their work with clay is of a variable standard.

Music

Standards in music are good throughout the school.

Good features

- From the very beginning, KS1 pupils perform, compose and appraise music with enthusiasm and pleasure.
- They sing a range of simple songs and hymns. They maintain their pitch and sing rhythmically.
- KS1 pupils can clap different rhythms when interpreting graphic scores. By Y2, they handle more complex rhythms, including rests, with a good degree of accuracy.

- At KS2, every pupil plays the recorder and some have guitar and violin lessons. They can use them to create slow or fast movements as well as high and low notes.
- When listening to music, they respond using the musical terms they have learnt.
- Pupils are used to producing graphic scores, experimenting with musical elements to convey mood and atmosphere. When groups perform their compositions, the remainder of the class offers evaluative observations.
- Pupils use appropriate musical terms correctly and meaningfully when evaluating each other's work and when listening to music.
- Pupils know about world famous composers and performers.
- The quality of the vocal work, in unison and in two voices, is good throughout the school.

Shortcomings

- The sequences composed by the pupils are of an elementary standard.

Physical Education

KS2 pupils go to Ysgol Ceinwydd for physical education lessons one afternoon per week.

A KS1 gymnastics lesson was observed as well as a games lesson at KS2 with Y5 and Y6 pupils.

Standards are satisfactory at KS1 and good at KS2.

Good features

- Pupils at KS1 warm-up enthusiastically for preliminary activities. They are aware of the need to warm the body up and to dress appropriately.
- The majority have good control over their movements. They create movements which require basic travel skills, stepping, jumping and landing using different shapes.
- At KS2, the pupils are able to control a ball satisfactorily by following instructions. They modify their skills in a game situation, showing an awareness of structures, rules and the scoring system of the game being played.
- Their ability to respect the rules of fair play, to compete honestly and to behave well as individuals and as team members, is developing.

Shortcomings

- The pupils' evaluative skills at both key stages have not developed sufficiently.
- Some individuals at KS1 tend to lose the self-discipline required in physical education.

- When playing games, KS2 pupils have not learnt how to make the best use of space.

Religious Education

Standards are satisfactory throughout the school.

Good features

- Throughout the school, the pupils' understanding of principles such as friendship, care for others and sharing with others, is good. They discuss these aspects effectively
- At KS1, pupils have appropriate knowledge of Bible stories; they are able to repeat them correctly and explain their significance.
- They write personal prayers of good quality.
- They are aware of the living conditions of people less fortunate than themselves.

- They have satisfactory knowledge of saints and some benefactors, and are aware that, in several religions, believers go on pilgrimages.
- They understand the importance of religious symbols.
- They are aware of the importance of safeguarding the environment and understand the significance of families, communities, homes and buildings.
- They are familiar with elements of other religions, such as Judaism, and can discuss simply their significant characteristics.

Shortcomings

- Pupils at both key stages have difficulty in recalling details of their religious experiences and in using the appropriate technical terms when discussing them.
- The ability of pupils throughout the school to discuss religious questions is elementary.

8. SCHOOL IMPROVEMENT

8.1 Progress since the previous inspection

A full response has been made to six of the nine issues identified and a partial response to two of them. The school has not responded successfully to the one remaining issue and, therefore, it remains a key issue to be dealt with following this inspection.

The key issues identified in the previous inspection, held during the summer term of 1998, are listed below:

Key issue 1: Raising the unsatisfactory standards in Welsh, IT, history, music, religious education at KS2 and physical education throughout the school.

- There has been an improvement in the standard of Welsh at KS2 from unsatisfactory to satisfactory. The standards at KS2 have been successfully raised from unsatisfactory to good in IT, in history (KS2) from unsatisfactory to satisfactory, music (KS2) from unsatisfactory to good and religious education (KS2) from unsatisfactory to satisfactory. Whilst physical education was unsatisfactory throughout the school, it is now satisfactory at KS1 and good at KS2.

Key issue 2: Raise the standards in those subjects and aspects which were satisfactory by eradicating the shortcomings which were noted

- There has been an improvement in the standards of geography and music throughout the school from unsatisfactory to good at both key stages. At KS2, the standards of English, mathematics, science and design and technology have been successfully raised from satisfactory to good. At KS1, the satisfactory standards of Welsh, mathematics, science, design and technology, IT and physical education have not been raised. Standards in these subjects remain satisfactory.

Key issue 3: To eradicate the unsatisfactory teaching and learning by sharing good practice, considering new strategies where appropriate, and ensuring that INSET is more specifically targeted towards the needs of the school

- By now, the teaching in each subject at the two key stages is at least satisfactory and good in over half the lessons. The quality of teaching was good in 70% of the lessons observed. No unsatisfactory lessons were observed.

Key issue 4: To ensure that the school continues the process of providing a broad and balanced curriculum for KS1 and KS2, and that the provision for children under five is suitable and promotes the requirements of the Desirable Outcomes.

- The school has now produced policies and schemes of work for each curricular area. The quality of the short term and long term planning is good. The teachers' job descriptions specify their areas of responsibility. Also, the scheme of work for children under five has been updated to meet the requirements of the Desirable Outcomes.

Key issue 5: To develop the monitoring role of the governing body in order to ensure that the school's curricular and managerial arrangements are effective.

- There has been some progress in the monitoring role of the governors. The reports they receive termly from the head include curricular issues. They discuss test results' and data and are aware of the school's performance in comparison with other schools in Ceredigion and Wales.

Key Issue 6: To ensure sufficient opportunities for the headteacher to monitor the education and standard of work of KS1 pupils and children under five.

- The head is in charge of two schools and spends a period which corresponds to one non-contact day per week at Ysgol Gymunedol Gwenlli. The school has put a self-evaluation plan into action and this allows teachers to gather information about the subjects they are responsible for throughout the school. It is the head who observes lessons. The findings are recorded in a report and this information has a bearing on the SDP.

Key Issue 7: To develop the whole school role of the school's assistant teacher

- By now, the assistant teacher's role gives her responsibilities for co-ordinating the subjects on a whole school level.

Key Issue 8: To ensure that statutory requirements as regards registering children are adhered to and that the governors' report to parents conforms with statutory requirements.

- The issues as regards registering children and the governors' annual report to parents now fully conform with statutory requirements.

Key Issue 9: To respond appropriately to the health and safety matters noted during the inspection.

- The condition of the outside toilets has not improved since the last inspection. This remains a key issue.

8.2 Key issues for Action

The school needs to:

- raise the standards of physical development of children under five;
- raise the satisfactory standards to good while maintaining the good standards in subjects, areas of study and key skills;
- reinforce the present self-evaluation system by allowing curriculum leaders to visit classes in order to evaluate standards of achievement and the quality of provision;
- ensure appropriate levels of support for the infants' teacher;
- ensure that the school's SEN policy conforms with current statutory requirements and that there is a school-home agreement as required by statute;
- pay appropriate attention to the health and safety issues identified in the body of the report and, in particular, to ensure that there are suitable indoor toilets for pupils and staff.

APPENDIX

School Data

A. Basic information about the school

Name of School	Ysgol Gymunedol Gwenlli
School type	Primary
Age range of pupils	4 – 11
Address of school	SYNOD INN LLANDYSUL CEREDIGION
Post-Code	SA44 6JH
Telephone Number	01545580315

Headteacher	Mr Brian Davies, who is also the head of Ysgol Gymunedol Ceinewydd
Date of appointment	1 June, 2000
Chair of Governors	Mr Cen Llwyd
Registered Inspector	Gareth W. Roberts
Dates of inspection	6 – 8 October, 2003

B. School data and indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total (fte)
Number of pupils	12	6	1	3	1	6	2	31

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	-	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.5 : 1
Average class size, excluding nursery and special classes	15.5

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2003	94	95	95	94.5
Spring 2003	93	94	94	94
Autumn 2002	95	97	95	96

Number of pupils excluded during 12 months prior to inspection.	0
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C. NATIONAL CURRICULUM ASSESSMENT RESULTS

NATIONAL CURRICULUM ASSESSMENT RESULTS KS1: 2003

National Curriculum Assessment KS1 Results: 2003	Number of pupils in Y2: 2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003	Number of pupils in Y6: 6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh or English			
by Teacher Assessment		By Test	
In the school:	85.7%	In the school:	85.7%
In Wales	68%	In Wales:	68%

* Wales data 2002

D. The evidence base of the inspection

The school was inspected for three days by a team of two team inspectors and one lay inspector. During the period:

- 25 sessions were observed, endeavouring to share the time fairly equally between classes. As KS2 pupils in this school receive physical education and IT lessons at Ysgol Gymunedol Cei Newydd, Y5 and Y6 lessons were observed at New Quay and particular attention was given to pupils from Ysgol Gymunedol Gwenlli.
- discussions were held with pupils, the head and all members of staff;
- pupils' knowledge and understanding of the work done by them were inspected;
- inspectors listened to a cross-section of pupils reading in both languages;
- samples of pupils' work were inspected;
- analyses were made of the school policy documents and plans, short and long term plans by teachers, and work schemes;
- attendance registers, pupils' records and teachers' assessment notes were inspected;
- detailed attention was given to the school's budgetary information;
- a formal meeting was held with the governors;
- a meeting was held, with ten parents present, (representing 18 pupils), and six questionnaires were received for analysis. No additional letters or notes were received.

E. Composition and Responsibilities of the Inspection Team.

Name	Type of Inspector	Sections of the report	Subjects
Gareth W. Roberts	Registered Inspector	1, 2, 3.1, 3.2, 5.3, 5.4, 6.2, 6.3, 8.2, Appendix	Welsh, science, design and technology, information technology, history, religious education.
William Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7, 6.3	
John Blake	Team Inspector	4.1, 5.1, 5.2, 5.5, 6.1, 6.3, 8.1	Children under five, English, mathematics, geography, music, art, physical education

The inspectors wish to express their gratitude to the governors, headteacher, staff and pupils at the school for their willing co-operation during the inspection.