

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

A Report on the Quality of Education in

**Ysgol Carreg Hirfaen
Cwmann
Lampeter
SA48 8EP**

School Number: 6692386

Date of Inspection: 7 October 2009

by

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Ysgol Carreg Hirfaen 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 Carreg Hirfaen took place between 07/10/09 and 09/10/09. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Carreg Hirfaen is a primary school situated in the village of Cwmann on the outskirts of the town of Lampeter. The school was established in January 2009 when units at Ffarmers, Llanycrwys and Coedmor were united on to one site and it serves the local community and the surrounding area although a third of the pupils come from outside the school's catchment. Pupils come from homes which are neither prosperous nor economically disadvantaged. There are 8% of pupils who are entitled to free school meals, a figure which is lower than the local education authority (LEA) and national averages. The school provides education for pupils between four and 11 years of age.
2. There are 77 (full-time equivalent) pupils on the register, including two pupils who came recently from Guatemala; there is provision for Welsh as an additional language for them. There are four classes; one contains reception children and Year (Y) 1 pupils, one class for Y2 pupils, another for Y3 and Y4 and one for pupils in Y5 and Y6. The school has been designated as a Category A school, which means that Welsh is the main medium of teaching. Nineteen pupils have special educational needs (SEN) and one of them has a statement. The school's admissions arrangements are in line with the LEA's admissions policy and do not discriminate against pupils with SEN. Some 59% of pupils come from Welsh-speaking homes.
3. The school has gained the Eco-Schools green flag and was recently awarded the British Educational Communications and Technology Agency (BECTA) standard.
4. The school was last inspected in October 2003 when the three units were working together as a federation under one headteacher. Since that time, the number on the school's roll has fallen substantially. Currently, there are three full-time teachers at the school, including the headteacher, together with three part-time teachers and one teacher who teaches gymnastics for one morning each week. Six learning support assistants (LSAs) are employed and one of them works specifically with the statemented pupil. The school also employs a secretary on a part-time basis.

The school's priorities and targets

5. Amongst the areas for improvement identified by the school in its school development plan (SDP) are:
 - addressing the underachievement of boys;
 - establish a system of assessment for learning;
 - introduce a system to track pupils' progress;
 - work towards Basic Skills Agency accreditation, and
 - develop the school site further to include a nature area.

Summary

6. Ysgol Carreg Hirfaen is a good school with a number of outstanding features. In a short time the headteacher and staff have succeeded in creating a feeling of one school and the outstanding relationships between the staff and pupils contribute significantly towards the good standards achieved and the quality of life at the school.

Table of grades awarded

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

7. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	0%	0%	0%

8. These grades are better than those reported by Her Majesty's Chief Inspector (HMCI) in the annual report for 2007-2008 which states that standards of achievement for the whole of Wales are Grade 2 or higher in 84% of lessons. The percentage of Grade 1 lessons is exactly the same as the whole-Wales average.
9. In the 2009 national curriculum (NC) assessments, as the number of pupils eligible for assessment at the end of both key stages was more than four but less than 10, only the general performance indicators are used. In key stage 1, the percentage of pupils who attain level 2 or higher in Welsh, mathematics and science exceeds the LEA and whole-Wales averages. In the same way, the percentage of key stage 2 pupils who attain level 4 or higher in Welsh or English, mathematics and science, is better than the local and national results.
10. Recent data which compares Carreg Hirfaen with a family of 10 schools across Wales which are similar in size, language and number of pupils entitled to free school meals places the school at the top in both key stages in 2009. Over the previous three years (2006-2008) in comparison with schools in the whole of Wales with a similar percentage of pupils entitled to free school meals, the overall trends place the school in the lowest 25% in each subject in key stage 1. In key stage 2, on average, Welsh, mathematics and science have been in the third 25% and English in the lowest 25%. Overall, girls' results tend to be better than those of the boys. Over the last three years, the school has met the majority of its targets.

11. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	-	Grade 2
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 1
Information and communications technology (ICT)	Grade 2	Grade 1
Music	Grade 2	Grade 2

12. Since the last inspection, standards have improved in Welsh in both key stages, in English in key stage 2, and in science and music in key stage 1. The very good standards in design technology and ICT have been maintained in key stage 2 but a decline was seen in both subjects in key stage 1.
13. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Foundation Phase outcomes.
14. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
15. In the reception class, children make good progress in grasping key and basic skills. Pupils in both key stages make good progress in the key skills of speaking, listening, reading and writing. Pupils apply their mathematical knowledge well and make good use of their ICT skills. Pupils' creative skills are good and also show good problem solving skills. Pupils' bilingual skills are outstanding throughout the school.
16. Pupils make good progress in their personal skills. They have good moral values and consistently display these from day to day in the life and work of the school. Relationships between pupils across the school are outstanding.
17. Pupils' behaviour is outstanding during lessons, assemblies and during all other activities. They are respectful towards adults, visitors and each other.
18. Attendance averaged 95.3% over the three terms prior to the inspection. Punctuality at the beginning of the day, to lessons and all other activities is good.

The quality of teaching and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

20. This compares very well with the picture nationally as reported by HMCI in his annual report for 2007-2008. Nationally 80% of lessons are Grade 2 or higher. During the inspection 26% of lessons seen were outstanding in comparison with 16% nationally.
21. One of the school's strengths is the quality of teaching throughout the school. An outstanding feature is the way that all staff, the full-time teachers, the part-time teachers and the learning support staff, work effectively and

conscientiously as a team. There is an outstanding working relationship between them and the pupils.

22. Teachers have a sound knowledge and understanding of the subjects they teach. A special atmosphere is created when presenting lessons and amongst the strengths of the teaching is a range of interesting tasks which meet the needs of pupils well and holds their interest. There is detailed and appropriate planning and a good structure to lessons and an effective closing session to review and evaluate work. There is skilful and penetrating questioning and imaginative and appropriate use is made of the interactive whiteboard to enrich the learning.
23. A variety of resources and a range of teaching methods are used very skilfully and at the end of key stage 2, exceptional use is made of the interactive whiteboard and of ICT resources to reinforce the learning and teaching.
24. The quality of the assessment, recording and reporting procedures are good and fully meet statutory requirements. In the best practice, teachers discuss and mark work alongside the pupils and positive comments are included in pupils' work which clearly show them what they need to do in order to improve but this practice is not consistent throughout the school.
25. The school is outstanding in its response to pupils' learning needs and interests through offering a variety of experiences, some of them very exciting. The school provides equal access to a broad and balanced curriculum which meets statutory requirements and is planned to ensure continuity and progression from one learning phase to the next, effectively identifying the development in the key skills. The school offers very good opportunities for learning outside school hours.
26. Pupils' personal development, including their spiritual and moral development, is nurtured very effectively. Acts of collective worship contribute well towards pupils' understanding of moral and spiritual issues and help them to respect the truth.
27. Pupils' cultural development is outstanding. The school provides very well for pupils' bilingual proficiency. This is based on a sound policy and is one of the school's main aims. The 'Cwricwlwm Cymreig' permeates throughout the school's work. A very good emphasis is placed on studying the heritage of Wales and on giving pupils direct experiences and opportunities to contribute towards Welsh culture.
28. The school pays detailed attention to pupils' welfare and the quality of the care, support and guidance offered them is outstanding. The school is a happy, caring and inclusive community where pupils feel that they are appreciated and supported very well. There is an exceptional relationship between the pupils and each other and between them and their teachers and other adults.
29. The school council is effective as a means of including pupils in decision making.
30. The provision for pupils with SEN is very good and meets the requirements of the Code of Practice. They have full access to the curriculum. Their academic progress is monitored very carefully and very effective use is made of the analysed data in order to organise support. The SEN co-ordinator (SENCo) has

thorough knowledge of pupils' needs and the designated governor is also aware of her responsibilities.

Leadership and management

31. The school is well led and the headteacher gives the school positive direction and purpose. He has led the school strongly through an unsettled period of restructuring when two of the units were closed and he has a very clear vision of how to develop the school in the future.
32. The headteacher leads the staff well and the staff support each other and work together well as a team. Curriculum co-ordinators work closely together with cluster co-ordinators from local schools in order to prepare schemes of work in response to the 2008 Curriculum and the skills framework. They keep subject files but the content and quality of these is inconsistent.
33. There is a timetable for monitoring and co-ordinators produce whole-school subject reports which identify strengths and weaknesses and set targets for improvement for the SDP. However, the recording of monitoring activities, apart from class observations, is insufficient.
34. The governing body is very supportive of the headteacher and staff and fully meets all the statutory and legal requirements. It was actively involved in the process of joining the three units despite strong objections from the communities of the units to be closed.
35. A self-evaluation culture is developing in the school. Effective arrangements have been established for monitoring and evaluating performance. The self-evaluation records show that the school has a good knowledge of its educational provision and, overall, of the standards achieved in each subject.
36. The school has formal arrangements for gathering opinions of parents, staff and pupils through comprehensive questionnaires. In addition, they seek the opinion of the community; this is outstanding practice.
37. The SDP is a comprehensive document which identifies expected outcomes together with the success criteria for the current priorities. However, these are very numerous and the plan is not easy to manage.
38. Very good progress has been made since the last inspection. The school has addressed the key issues in detail and, for example, improvement was seen in standards in the core subjects. In addition, the quality of teaching has risen and is by now outstanding.
39. The school has a sufficient number of staff for the number of pupils on roll. Teachers are appropriately qualified, and they have detailed job descriptions which identify their curricular responsibilities. Teachers' expertise is used well throughout the school.
40. There are sufficient resources available to maintain the school's curricular priorities. The condition and quality of resources, which are all easily available to pupils, reflect the school's commitment to high expectations and standards in all areas of the curriculum. Effective use is made of all the school's resources in order to promote high standards.
41. The classrooms are of an appropriate size for the number of pupils on roll, and the quality of the school's site is outstanding.

42. The school monitors the use of its resources well. The headteacher and governors manage the budget effectively, and the school ensures good value for money.

Recommendations

In order to build on its strengths, the school needs to:

- R1 maintain the good and very good standards in the subjects;
- R2 thoroughly monitor standards in all the subjects; and
- R3 refine the SDP in order to make it more manageable.

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

43. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
44. The standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	90%	0%	0%	0%

45. These grades are better than those reported by HMCI in his annual report for 2007-2008 which states that standards of achievement for the whole of Wales are Grade 2 or higher in 84% of lessons. The percentage of Grade 1 lessons is exactly the same as the whole-Wales average.
46. In the 2009 national curriculum (NC) assessments, as the number of pupils eligible for assessment at the end of both key stages was more than four but less than 10, only the general performance indicators are used. In key stage 1, the percentage of pupils which attain level 2 or higher in Welsh, mathematics and science exceeds the LEA and whole-Wales averages. In the same way, the percentage of key stage 2 pupils which attain level 4 or higher in Welsh or English, mathematics and science, is better than the local and national results.
47. Recent data which compares Carreg Hirfaen with a family of 10 schools across Wales which are similar in size, language and number of pupils entitled to free school meals places the school at the top in both key stages in 2009. Over the previous three years (2006-2008) in comparison with schools in Wales with a similar percentage of pupils entitled to free school meals, the overall trends place the school in the lowest 25% in each subject in key stage 1. In key stage 2, on average, Welsh, mathematics and science have been in the third 25% and

English in the lowest 25%. Overall, girls' results tend to be better than those of the boys. Over the last three years, the school has met the majority of its targets.

48. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
English	-	Grade 2
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 1
Information and communications technology (ICT)	Grade 2	Grade 1
Music	Grade 2	Grade 2

49. Since the last inspection, standards have improved in Welsh in both key stages, in English in key stage 2, and in science and music in key stage 1. The very good standards in design technology and ICT have been maintained in key stage 2 but a decline was seen in both subjects in key stage 1.
50. The overall quality of the educational provision for children under five is appropriate for their needs and children make good progress towards the Foundation Phase outcomes.
51. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
52. In the reception class, children make good progress in grasping key and basic skills. Children have mature personal and social skills and make good use of Welsh. Their ICT skills are also developing well.
53. Pupils in both key stages make good progress in the key skill of speaking. They listen intently to their teachers and fellow pupils and, as they move through the school, increase in confidence when expressing their ideas using a language register which is appropriate to the context. They read well to gain information and their writing standards are good throughout the curriculum. Pupils apply their mathematical knowledge well in a number of contexts, for example for measuring and recording. They make good use of their ICT skills to support and enrich their learning in subjects throughout the curriculum. Pupils' creative skills are good. Pupils display good problem solving skills when undertaking research in groups.
54. Pupils' bilingual skills are outstanding throughout the school. They display a very good understanding of both languages and respond well to questions and instructions, using both Welsh and English as appropriate and are very effective in their purposeful concurrent use of language.
55. The school's strong values are evident in its daily life. The school is committed to developing each individual and all pupils succeed whatever their linguistic, social or ethnic background.
56. Pupils display the ability to learn new skills, for example in ICT. They develop an understanding of how democratic institutions work through the school council and the members understand their responsibilities in representing those who have elected them.

57. Pupils have an understanding of the strengths and weaknesses in their work and what they need to do in order to improve. Assessment for learning procedures promote their ability to recognise this. The majority achieve the targets set for them and pupils make good progress towards the next stage in their learning.
58. Pupils have outstanding attitudes towards learning and enjoy their lessons. They display very good levels of motivation, complete their tasks with enthusiasm, concentrate very well, persevere and give of their best.
59. Pupils' behaviour is outstanding during lessons, assemblies and all other activities. They are respectful towards adults, visitors and each other. They are motivated during lessons and display a positive attitude towards school in general.
60. Attendance averaged 95.3% for the three terms prior to the inspection. According to the most recent data on absenteeism this is over 2% better than the county average and 2% better than the national average. Unauthorised absence was almost zero and significantly better than local and national averages. Punctuality is good at the start of the day, in lessons and all other activities.
61. The registration system meets statutory requirements. It is recorded each morning and afternoon on a hard copy, with the data being placed weekly on a computer for monitoring. Homework is provided for those who are on long-term sickness absence either through their parents, or if there is a need, through home tutoring arranged by the LEA. These pupils are monitored naturally in the classroom on their return and additional support is provided according to need. There have been no exclusions from the school for at least nine years.
62. Pupils work particularly effectively as members of groups and display outstanding skills when working independently. They glean the information they need very effectively from a range of sources, including the class library and the Internet.
63. Pupils make good progress in their personal skills. They have good moral values and consistently display these from day to day in the life and work of the school. They are considerate, friendly and courteous to each other, staff and visitors and have a clear understanding of right and wrong. They work together well in lessons and other activities. Relationships between pupils across the school are outstanding.
64. Pupils understand the principle of equal opportunity well as the school consistently emphasises its importance. They have a good understanding of the diversity of creeds and cultures to be found in society and respect them.
65. Pupils' learning and personal development are promoted well by opportunities given them to participate in community life and they gain good knowledge and understanding of the world of work through visits by the police, the fire service, the school nurse, farmers, religious leaders and others. They visit workplaces such as the recycling centre, the emergency services and a local farm. They also visit local chapels, an agricultural show and eisteddfod and through a range of activities such as these pupils learn of the responsibilities of citizenship and their commitment to the community.

The quality of education and training

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

Grade 1: Good with outstanding features

66. The findings of the inspection team do not agree with the school's judgement in its self-evaluation report. Grade 2 was the grade awarded by the school. The higher grade was awarded because of the outstanding teaching seen across the school.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	63%	11%	0%	0%

68. This compares very well with the picture nationally as reported by HMCI in his annual report for 2007-2008. Nationally 80% of lessons are Grade 2 or higher. During the inspection 26% of lessons seen were outstanding in comparison with 16% nationally.

69. This school's strength is the quality of teaching throughout the school. An outstanding feature is the way in that all staff, the full-time teachers, the part-time teachers and the learning support staff, work effectively and conscientiously as a team. There is an outstanding working relationship between them and the pupils.

70. Teachers have a sound knowledge and understanding of the subjects they teach. Good attention is paid to the needs of the individual and there is careful planning to ensure equality for all.

71. A variety of resources and a range of teaching methods are used very skilfully in interesting tasks which meet the needs of pupils well, in line with their age and ability, and holds their interest.

72. Outstanding use is made of learning assistants which ensures full access to the curriculum for all pupils, meeting the linguistic needs of learners very well.

73. The school has strategies which develop bilingualism particularly well.

74. The good features of the teaching include:

- detailed and appropriate planning and a good structure to lessons;
- sharing clear aims and success criteria with pupils at the beginning of the lesson;
- an effective closing session of reviewing and evaluating work, discussing the good pieces and their features effectively;
- creating an exceptional atmosphere when presenting lessons;
- skilful and penetrating questioning when reviewing previous work and when holding evaluation periods to reinforce the learning;
- preparation of work which meets the needs of less able pupils as well as providing a challenge for talented pupils, and

- the appropriate and imaginative use of the interactive whiteboard to enrich the learning.
75. The outstanding features to the teaching include the above and also:
- the high expectations of pupils' work, their attitudes and their behaviour;
 - challenging tasks which stimulate pupils' interest and enthusiasm;
 - at the end of key stage 2, exceptional use is made of the interactive whiteboard and of ICT resources to reinforce the learning and teaching;
 - lessons moving forward at a particularly good pace with a very effective use of time, and
 - a very good balance between direct teaching and practical tasks, giving pupils the opportunity to work independently.
76. In the lessons awarded a Grade 3, tasks were insufficiently challenging and the pace of the lessons did not secure pupils' undivided attention.
77. The quality of the assessment, recording and reporting procedures are good and fully meet statutory requirements. Effective use is made of standardised tests and detailed and regular records are kept of each pupil's achievement and progress. The information gathered is used effectively to plan the schemes of work. Good use is also made of pupils' personal diaries to support the future planning.
78. In the best practice, teachers discuss and mark work alongside the pupils and positive comments are included in pupils' work which clearly show them what they need to do in order to improve. Older key stage 2 pupils are experienced in self-assessment; they have developed a number of effective strategies for identifying the strengths and weaknesses in their work.
79. The school has worked closely with the local cluster of schools and the LEA to meet the statutory requirements for standardising and moderating the core subjects and the end of key stage 2.
80. Reports to parents are of a good quality and offer a detailed picture of pupils' progress. In the pre-inspection meeting, parents expressed their satisfaction with the information presented by the school in the reports and with the opportunities they received to discuss their children's work and progress with the teachers.

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

Grade 1: Good with outstanding features

81. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
82. The school provides equal access to a broad and balanced curriculum which meets statutory requirements and is planned to ensure continuity and progression from one learning phase to the next, effectively identifying development in the key skills.
83. The school is outstanding in its response to pupils' learning needs and interests through offering a variety of experiences, some of them very challenging and

exciting. For example, in order to kindle the interest of boys, an old four-wheeled motorbike was brought into the class and it was refurbished by the pupils and teacher over a number of weeks during golden time. All pupils benefitted from the experience, both boys and girls, and great pleasure was derived from using it to offer rides to children and adults at the school's summer fair.

84. The quality of the curriculum provided for children under five is appropriate for their needs and the children enjoy a range of interesting experiences.
85. The school's provision for a variety of experiences both within and outside the school is outstanding. The curriculum is enhanced and enriched by the wide range of interesting and stimulating experiences which are an extremely effective means of supporting and promoting the interests and aspirations of different pupils. These have a positive effect on their learning. Visits are arranged to places of educational interest, residential courses and many other activities which enrich and reinforce pupils' understanding of the curriculum.
86. Teachers have identified individual pupils' particular talents which cannot be fully developed in the school and have transported the pupils in the evening to clubs in the area in order to give them the opportunity of developing their skills and achieving their potential, this is an outstanding feature. The exceptional partnership between the school and the secondary school in design technology projects and the 'F1 Challenge' and 'Cad/Cam' have enhanced pupils' skills in an outstanding way.
87. The broad experiences which pupils receive promote their spiritual, moral and social development in an outstanding way. The school is a close, caring community and the sense and awareness of agreed values such as respect towards property and fellow man permeate the school. These are very well nurtured through joint activities such as acts of collective worship which meet the statutory requirements.
88. The planning for developing pupils' personal and social education (PSE) has been fully integrated into the school's curriculum and pupils receive regular opportunities in class discussion sessions to discuss a variety of relevant topics, including emotions and feelings, the importance of friends and how to respect others.
89. Pupils have a clear sense of ownership and responsibility towards the school and its community. This is an outstanding feature of the provision. Detailed consideration is given to pupils' voices and they express their opinion through membership of the school council. Members receive very good opportunities to influence matters which affect their daily lives in the school. They had an opportunity to contribute substantially to the designing of the adventure area and the school garden.
90. Pupils' cultural development is very good. Pupils are given opportunities to gain knowledge and understanding of the traditions, culture and history of Wales through subjects such as history, geography and music. Opportunities to develop an awareness of other cultures are effectively promoted through work in subjects such as geography and religious education.
91. Over recent years, the support of parents through the very active Parent Teacher Association has been outstanding. The association has helped raise a

substantial sum of money for resources in undertaking much work to transform the school grounds and building to a very good learning environment.

92. Almost every parent has signed the Home-School Agreement. The school makes appropriate provision for language support for two pupils who have recently arrived from a foreign country.
93. Pupils prepare the 'Carreg Ateb' newsletter which they distribute in the community. They also prepare occasional pieces for the local newspaper. There are formal links with a teacher training department in a university and with vocational training units in local colleges. Pupils from the local secondary school come to the school on work experience placements. There are good transition arrangements in place between the school, the local nursery and the secondary school.
94. Pupils contribute well to their local communities including those in Llanycrwys and Farmers, through taking part in, for example, agricultural shows, Thanksgiving and Christmas services, visits to residential homes for the elderly, the St Davids Day concert and more. Their work on the garden plots and the school grounds has been exceptional and has helped create an outstanding learning environment.
95. Pupils receive good opportunities to learn about the world of work and to use that knowledge to develop their academic skills and their life skills. Visits to the local recycling centre have helped pupils with their work on sustainability issues. This is developed further through visits to the National Botanical Gardens where they have their own allotment. Pupils visit the local supermarket to see how it operates and use the information gained to manage the school fruit shop.
96. The school provides very well for pupils' bilingual proficiency. This is based on a sound policy and is one of the school's main aims. By key stage 2, pupils receive very good opportunities to develop their ability to learn through the medium of both English and Welsh.
97. The 'Cwricwlwm Cymreig' permeates throughout the school's work and satisfies the requirements. Very good emphasis is placed on studying the heritage of Wales and on giving pupils opportunities to contribute to Welsh cultural activities.
98. Equal opportunities are promoted well in the school and this is reflected in the provision. The whole ethos of the school reflects the values of self-respect and honesty. Pupils have a very good understanding of right and wrong and demonstrate respect towards other children, people and property.
99. There is outstanding provision for education for sustainable development. Pupils are fully aware of the Eco-Schools requirements and the school has gained that organisation's Green Flag.
100. Pupils learn about the democratic process through holding an election to choose members for the school council. The school council helps pupils to contribute towards the decisions which directly affect them.
101. There is good provision for awareness of entrepreneurship. Pupils work on the 'F1 Challenge' engineering project for pupils in key stage 2 which is supported by industry.

102. The learning experiences offered encourage pupils, at an appropriate level, to be responsible for their own learning and to understand the need to be flexible, enterprising and adaptable. They also enable pupils to gain a range of other valuable skills, including lifelong learning skills such as bilingualism, proficiency in ICT and personal and social skills. Very good work is being done to prepare pupils for transferring to the secondary school.

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

Grade 1: Good with outstanding features

103. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

104. The school pays detailed attention to pupils' welfare and the quality of the care, support and guidance offered them is outstanding. The school is a happy, caring and inclusive community where pupils feel that they are appreciated and supported very well. There is an exceptional relationship between the pupils and each other and between them and their teachers and other adults.

105. The school works in full and productive partnership with a range of support agencies and services in order to ensure a careful assessment of pupils' needs and appropriate provision for them. Careful consideration is given to the opinions of all stakeholders and regular questionnaires are sent to parents and to the local community; this is an outstanding feature. The school council is effective as a means of including pupils in making decisions.

106. Transition programmes for pupils on starting school, moving from, class to class and transferring to the secondary school are outstanding and ensure that pupils settle in quickly to their new environment. Younger children in the reception class settle in quickly and happily and are confident in their work and play. The fact that the nursery group leader works as an assistant at the school facilitates a very effective transfer from nursery to reception. The induction programmes for pupils who start at the school during their school career and especially those who come from different linguistic backgrounds, are an outstanding feature.

107. Personal support and guidance of an outstanding quality are provided by the school. During discussions, pupils praised the relationship between them and adults at the school. Pupils are confident in seeking the help and support of staff, they turn readily to adults for help and there is a strong ethos of mutual respect. Pupils have access to a PSE programme in line with national recommendations and its effect on them is outstanding.

108. The monitoring of behaviour, attendance, performance and punctuality is good. Parents are reminded annually of the requirements with regard to attendance and behaviour. Where a child is absent in the morning without an explanation, the home is contacted immediately to establish a reason. Parents are aware of their responsibility to report their child's absences to the school in good time. They can use their child's contact book to inform the school of any short-term absences in the future such as a hospital appointment. Referral of pupils to the educational welfare officer is rare.

109. The school shows commitment to encouraging pupils to recognise the benefits of healthy eating and living, making good efforts to implement a 'healthy eating'

programme. In relation to this, the school council has been successful in establishing a fruit shop which opens each morning at break time.

110. The school's policies and procedures for promoting good behaviour are very effective. Teachers and staff at the school use a range of positive strategies to encourage pupils to understand, manage and develop their behaviour.
111. Arrangements for child protection are outstanding. The designated governor is well-informed of the school's guidelines in this area and all members of staff have received training in the most recent guidelines.
112. Policies and procedures relating to first aid, sex education, racial equality and fire prevention are implemented and known to all. The school has appropriate arrangements in order to deal with complaints and appeals.
113. The provision for pupils with SEN is outstanding and meets the requirements of the Code of Practice. They have full access to the whole curriculum. The school identifies and analyses pupils' special needs at an early stage in the reception class. Their academic progress is monitored very carefully, data is analysed effectively and very good use is made of it to arrange support for individuals. The SENCo has a thorough knowledge of pupils' needs and the designated governor is also aware of her responsibilities.
114. Individual educational plans include specific learning targets which correspond very well to pupils' individual needs. The plans are regularly reviewed and are discussed with all the relevant people. The school works very effectively with parents, the LEA agencies and the secondary school according to need.
115. The school has high expectations with regard to behaviour and pupils respond very positively to those expectations. The school's policies and procedures are very effective in encouraging pupils to understand, manage and develop their standards of behaviour, especially when pupils are developing their independence as learners. This ensures that each pupil has the opportunity to work effectively and without disturbance.
116. The school has clear policies for promoting equal opportunities, racial equality and diversity. Good attention is given to tolerance, inter-relationships and respect towards others within collective worship assemblies and the every day life of the school. Gender equality is ensured in the curriculum through the challenging of stereotypical viewpoints. Suitable opportunities are given to boys and girls to attend all activities and the school recognises and respects diversity and gives full consideration to pupils' social, educational, ethnic or linguistic background. This is evident in the treatment of new pupils from foreign countries.
117. All reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably and the school has prepared an accessibility plan in accordance with the 2001 Disability and Special Educational Needs Act.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
119. The school is well led and the headteacher gives it a positive direction and purpose. He has a very clear vision of how to develop the school in the future and much emphasis is placed on providing stimulating and rich experiences for the pupils. The school's mission statement is reflected in clearly expressed aims and objectives and is at the heart of the school's work.
120. The headteacher displays exceptional commitment to the school and his professional attitude provides a very good role model for the staff and pupils. There are clear guidelines on curricular matters, daily routine and individual responsibilities. The school's documentation is detailed, and kept accurately. The sense of organisation and attention to detail is reflected in all aspects of the school's life and work.
121. The headteacher has led the school strongly through an unsettled period of restructuring over the last three years when two of the units at Ffarmers and Ffaldybrenin were closed and the united school was established on the site of the Coedmor unit in Cwmann. He has also addressed other changes and introduced, with the support of the staff, a number of initiatives which have had a positive effect on pupils' learning and the standards achieved.
122. The headteacher and staff successfully create a good ethos based on strong values which are evident in the school's life and work. They have also succeeded in creating a caring, stimulating and supporting environment which promotes effective learning and ensures equality for all.
123. The headteacher leads the staff well and the staff support each other and work together well as a team. Curricular co-ordinators perform their duties conscientiously and supportively. Since the last inspection, the school has been established on one site and there have been many staff changes and these have resulted in the duties of the curricular co-ordinators being redistributed; these roles are developing well.
124. Curriculum co-ordinators have managerial roles which have been clearly defined in their job descriptions. They work closely with cluster co-ordinators from local schools in order to prepare schemes of work in response to the 2008 Curriculum and the skills framework. They keep subject files but the content and quality of these is inconsistent.
125. There is a timetable for monitoring and co-ordinators produce whole-school subject reports which identify strengths and weaknesses and set targets for improvement for the SDP. However, the recording of monitoring activities, apart from class observations, is not rigorous.
126. The headteacher conscientiously addresses the task of analysing performance data. End of key stage predictions are constantly reviewed and amended according to pupils' progress but annual targets are not set for each year group.

127. The headteacher monitors the performance of individual staff members and sets targets which reflect the school's priorities and the needs of the individual. Non teaching staff are included in performance management which is comprehensive and thorough and which identifies training priorities and needs.
128. The school responds well to national priorities and places particular emphasis on standards in literacy and strives constantly to improve them. The school promotes pupils' awareness of sustainable development very effectively and pupils develop a good awareness of citizenship and responsibility through the work of the school council. Recently, in recognition of its outstanding work in ICT, the school was awarded BECTA accreditation.
129. The governing body is very supportive of the headteacher and staff and fully meets all the statutory and legal requirements. It was actively involved in the process of joining the three units despite strong objections from the communities of the units to be closed.
130. All statutory and recommended policies, documents and procedures have been adopted and implemented.
131. Governors receive comprehensive reports from the headteacher which inform them of all aspects of the school's life and work and the headteacher and chair of governors regularly discuss managerial issues. Governors contribute to the strategic planning through scrutinising the SDP.
132. The governing body meets regularly and some governors visit the school to observe lessons.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
134. A self-evaluation culture is developing in the school. Effective arrangements have been established for monitoring and evaluating performance. The self-evaluation records show that the school has a good knowledge of its educational provision and, overall, of the standards achieved in each subject although these are not monitored thoroughly in each subject.
135. The detailed and thorough self-evaluation report produced by the school before the inspection is of a good quality. It provides a useful overview of the school's current position. It gives a judgement on all aspects of the inspection. It identifies areas and aspects which are strengths in the school together with those in need of development. The judgement is supported by evidence from different sources. However, the report does not clearly identify the outstanding features nor why they have been judged so.
136. The school has formal arrangements for gathering opinions of parents, staff and pupils through comprehensive questionnaires. In addition, they seek the opinion of the community; this is outstanding practice. These arrangements ensure that the school considers the opinions of all stakeholders when planning developments.

137. The SDP is a comprehensive document which gives strategic direction the school's work. It identifies expected outcomes together with the success criteria for the current priorities. However, these are very numerous and the plan is not easy to manage. It identifies individuals' responsibilities for action and earmarks resources to support the development.
138. The school supports its priorities very well through the allocation of resources, and there is evidence that actions taken by the school have led to measurable improvements. For example, the 'Aled Afal' series was introduced in order to improve pupils' written Welsh and this has already raised standards. Recently, the school invested substantially in ICT equipment and this is beginning to have a positive effect on ICT standards across the curriculum.
139. The implementation of the SDP is regularly monitored by the headteacher who reports on developments to the governing body each term. They in turn have an opportunity to be actively involved and contribute towards the process.
140. The findings of the inspection team agree with the school's judgements of grades given in six of the seven key questions in the self-evaluation report. The grade in the remaining question was raised.
141. Very good progress has been made since the last inspection. The school has addressed the key issues in detail and, for example, improvement was seen in standards in the core subjects. In addition, the quality of teaching has risen and is by now outstanding.

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
143. The school has a sufficient number of staff for the number of pupils on roll. Teachers are appropriately qualified, and they have detailed job descriptions which identify their curricular responsibilities. Teachers' expertise is used well throughout the school.
144. Teachers display commitment to the school, and classroom assistants work well alongside the teachers, providing good support for pupils; they make an effective contribution to the work of the school.
145. There are appropriate arrangements for the continuous professional development of staff. All staff have opportunities to attend in-service training courses in order to meet their professional development needs and the programme has been appropriately linked with the priorities in the SDP.
146. The secretary, the midday supervisors and the caretaker fulfil their duties effectively. The school is kept clean and tidy.
147. The headteacher, managers and subject co-ordinators ensure that there are sufficient resources available to support the school's curricular priorities. The condition and quality of resources, which are all easily available to pupils, reflect the school's commitment to high expectations and standards in all areas of the curriculum. Effective use is made of all the school's resources in order to promote high standards.

148. The classrooms are of an appropriate size for the number of pupils on roll and the imaginative use of displays of pupils' work and other learning materials creates a stimulating educational environment.
149. The quality of the school's site is outstanding and the school makes very effective use of its grounds. There is a playing field which is used well in the summer, but tends to hold water in winter. The surface of the yard is in a very good condition. and the area for the children under five is attractive and includes three sheds which are used regularly. A Celtic house and fort are excellent resources for adventurous play and the vegetable garden offers pupils the opportunity to grow a variety of produce.
150. The school has adopted effective procedures for managing teachers' planning, preparation and assessment time in line with statutory requirements and has taken appropriate steps to remodel the workforce.
151. The school monitors the use of its resources well. The headteacher and governors manage the budget effectively, and ensure good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good features

152. Pupils in key stages 1 and 2 confidently discuss their experiences and their work with each other and with adults. During group or whole-class discussions, the majority respond in extended sentences according to their age and ability. They listen to each other and follow instructions very well.
153. Pupils in key stage 1 express themselves effectively for different purposes, developing confidence and accuracy. From Y1 onwards, they make good use of words and phrases they have learnt, including vocabulary which is relevant to the subject.
154. In key stage 2, pupils practise and develop their skills of discussion in pairs or groups. They use this practice to evaluate and review the written work which follows. By the end of the key stage they have refined these skills very well.
155. In key stage 1, pupils master their reading skills in line with their age and ability. They read with expression and use their phonic knowledge to build unfamiliar words. They can speak about what they have read and give good reasons for liking a story.
156. In key stage 2, pupils' ability to read fluently and meaningfully improves as they become familiar with fictional and non-fictional topics. They can define and discuss terms relevant to the world of books. They gather information from different sources very confidently, especially the class library and the Internet.
157. The majority in key stage 1 learn the essentials of writing effectively, including some conventions of punctuation. They use a variety of syntax when writing

appropriately for personal and factual purposes. They display appropriate progress in using different forms of sentences and adjectives.

158. Pupils in key stage 2 write in a range of styles including lists, letters, poetry and scripts. They realise that language format depends on its purpose and show the ability to persuade and record their opinions. They are increasingly aware of the need to change format when writing for different audiences. They pay due attention to punctuation and paragraphing. They use a range of idioms and similes and display good command of syntax and mutations. They compose extended pieces which hold the reader's attention.

Shortcomings

159. There are no important shortcomings.

English

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

Good features

160. Standards in listening are good across the key stage. Pupils listen intently to their teachers and display courtesy towards their peers when speaking.

161. Pupils discuss their activities sensibly in groups and work together well. The vast majority of pupils express ideas with confidence and clarity.

162. Pupils make good progress in reading in relation to their ability and are proud of their achievements. They read books from a structured reading programme which are augmented by books from the class library. Older and more able pupils read with increasing fluency and accuracy. They know of several authors and name their favourite books. The more able pupils speak confidently of the books they have read and the characters and main events in the work of their favourite authors. They understand what a blurb is and use it to help them choose books. They use reference books correctly to search for information, especially at the upper end of the key stage.

163. Pupils write with increasing accuracy which is in line with their ability. Pupils write for a number of purposes and for a variety of audiences. Examples include poetry, scripts and persuasive writing. Pupils write correctly and older pupils make effective use of descriptive words. Their stories are interesting and they understand well the conventions of writing a dialogue. Pupils have an increasing understanding of paragraphs and use them more often and correctly in their work as they move through the key stage.

Shortcomings

164. There are no important shortcomings.

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

165. Pupils in key stage 1 develop good research skills through scrutinising materials. They change the shape of objects by pushing and pulling. They understand that

some shapes are irreversible and prove that through making jelly; through melting ice they prove that there are some materials which can be reversed.

166. They investigate forces through releasing small cars on different slopes and on varying surfaces. They predict and record the results effectively.
167. Pupils have a good understanding of electricity and the electrical equipment they use around the house. They attempt to create electricity through making a simple battery using a lemon and wires.
168. Pupils predict confidently when investigating sound and check their predictions by placing various objects in boxes and shaking them. They record their results simply and accurately.
169. In key stage 2, pupils have good knowledge of living and non living things. They understand what foods should be included in healthy meals.
170. Pupils investigate the solubility of different materials effectively and predict confidently. They also investigate methods of filtering dirty water in order to clean it. They have a good knowledge of the water cycle and how water evaporates and changes its state.
171. Pupils have a good knowledge of electrical circuits and recognise symbols in a diagram. Some can identify a problem by looking at the diagram and suggest how to solve it. They create electrical circuits and devise ways of increasing or reducing the force in order to make a light more or less bright. They use scientific vocabulary correctly when working on their tasks.
172. They confidently investigate methods of suppressing the noise of a clock by wrapping it in various materials. They sensibly predict and record the results in detail using a computerised program.

Shortcomings

173. There are no important shortcomings.

Design technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

174. In key stage 2, pupils develop outstanding designing and making skills.
175. At the end of key stage 2, pupils' ability to discuss and evaluate interlinked mechanisms is outstanding. They know well how to control different types of movements in products effectively, for example, models of a fairground; how to slow them down and how to make them go faster.
176. By the end of key stage 2, pupils have developed outstanding techniques to ensure consistency and accuracy including the use of appropriate software. Due to the school's close links with the secondary school, pupils have the opportunity to use a cutter and plotter to design their products, for example, picture frames and the car for the F1 project.

Good features

177. In both key stages, pupils evaluate their work sensitively to specific criteria offering positive suggestions for improvement.

178. All pupils are proud to display their work and evaluate each other's work. They apply appropriate health and safety measures when using tools and equipment, for example, when preparing food such as cakes and a fruit salad.
179. Throughout the school, pupils apply appropriate knowledge and skills from other subjects, especially science, mathematics and art, and develop their understanding of the purpose of design technology to meet the needs of society.
180. In key stage 1, pupils develop good skills of designing and making as they work together and independently. They discuss their ideas and check them effectively when completing their tasks with the floor robot.
181. They learn how to use tools and equipment safely and make an effective range of artefacts which are completed to a high standard. They speak about their ideas and sketch, measure, choose suitable materials, assemble and join materials. They use their ICT skills well to support the design process such as using Logo to make a plan of the classroom.
182. Key stage 1 pupils respond well to a specific planning task; they use good strategies to solve a problem when making individual choices in order to make a toy which lights up.
183. In key stage 2, pupils use designing, making and evaluating skills as they test their products against their original intentions, showing more confidence in using a wider range of materials.

Shortcomings

184. There are no important shortcomings.

Information technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

185. Pupils display a very good knowledge of the computer, the digital camera and the recording machine and make outstanding use of these both independently and when working together.
186. At the end of key stage 2, pupils respond outstandingly as they create exciting presentations which combine a variety of information and media, for example, a news bulletin.
187. Older pupils in key stage 2 search for information from a range of sources which they sort intelligently giving consideration to its relevance, its credibility and its accuracy.
188. At the end of key stage 2, pupils make exceptional use of computerised programs to create their own databases, searching more than one field in order to follow specific paths of enquiry.

Good features

189. In both key stages, pupils display good knowledge of how to use the interactive whiteboard skilfully.

190. In key stage 1, pupils use computerised programs to develop independent learning skills and use the word processor and graphic programs effectively. The older pupils can edit their work simply.
191. They load, save and print their own work confidently changing the font and size of print according to need. They use these skills well to create a material to be displayed through arranging the text, choosing a font and inserting images into their work. Through using various programs, all pupils reinforce their literacy and numeracy skills.
192. In key stage 2, all pupils use tools and equipment appropriately, independently, correctly and confidently. They work together on specific tasks.
193. All pupils use a word processor to draft their work and to insert pictures and sound. They use their skills effectively to improve the presentation of their work.
194. Pupils use their skills well to gather, find and discuss information to support their investigations throughout the curriculum. They can present information in different forms, including words, pictures, tables and graphs.
195. Pupils know that computers have an important role in their daily lives and can describe how to use them in different contexts.

Shortcomings

196. 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

197. Pupils in both key stages sing tunefully, effectively coordinated, with good control of breathing, texture and dynamics.
198. In key stage 1, pupils clap a simple rhythm and choose sounds to represent their feelings. They respond well to music through dance.
199. Pupils have a good understanding of pitch and dynamics. They understand that the voice is an important tool and that they can also use parts of the body in order to create a musical sound.
200. They choose instruments to make low or high, loud or quiet noises and experiment effectively with these in order to create musical sentences. They use many objects in order to create a graphic score.
201. Pupils in key stage 2 understand musical elements well and display these effectively when performing and composing. They place a row of bells in their correct order according to their pitch.
202. They sensible discuss the types of sounds which they can create in order to compose a film score. They work in groups to compose a musical piece. They evaluate their own work and that of others effectively.
203. They respond well to music. They demonstrate a good awareness of a change in pace, pitch and dynamics and use appropriate movements which reflect the mood of the music. They give very original interpretations.

204. They produce sounds with their voices blending together well to create a noise similar to a factory at work.

205. After listening several times to the Alla Danza Toccata, pupils use a computerised program to create similar music. They succeed well in reflecting the tempo and sound of the music.

Shortcomings

206. In both key stages, pupils' knowledge and understanding of different musical styles and of the music of a variety of cultures is limited.

School's response to the inspection

The contents of the report are a source of pride to everyone involved with Ysgol Carreg Hirfaen, the teaching and support staff, the governors, children and parents. We are proud of the fact that the inspectors have stated that our school is a good school with many outstanding features, and the outstanding relationship between the staff and pupils contributes significantly to the good standards achieved and to the quality of life at the school.

The report clearly recognises the commitment of all the school's staff towards ensuring high standards, it acknowledges their careful and detailed planning work, the various strategies used to challenge and extend each pupil, and the rich variety of curricular, cultural and extra-curricular experiences provided for all children at the school.

We are proud that the percentage of good and very good lessons is particularly high in Carreg Hirfaen and that the quality of the teaching is a strength in the school. As a result of this, pupils' achievements in the key skills are high throughout the curriculum and an outstanding feature of their work. The confirmation that pupils' cultural development and standards of bilingualism were outstanding throughout the school, that pupils' behaviour was of the highest order and that the relationships between pupils and teachers and between the pupils themselves were a strength of the school was also pleasing.

It is also acknowledged that there are many sound procedures in place to safeguard and promote school life, including very good provision for pupils with SEN. It is also stated that the school is a happy, caring and inclusive community where pupils feel they are appreciated and supported very well. The report therefore confirms that we are achieving our aim of creating a happy and secure school for our pupils. We are proud of this.

The success of Ysgol Carreg Hirfaen is testimony of the constant commitment, support and diligence of all the school's stakeholders - the pupils, staff, parents, governors, Carmarthenshire education officers and the communities of Cwmann, Ffarmers and Ffaldybrenin.

The headteacher, staff and governors will incorporate the recommendations identified into the School Improvement Plan after drawing up the post-inspection action plan.

We would like to thank the inspection team for their courtesy in the undertaking of the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Carreg Hirfaen
School type	Community
Age-range of pupils	4 – 11 years of age
Address of school	Cwmann Lampeter Carmarthenshire
Postcode	SA48 8EP
Telephone number	01570 422391

Headteacher	Mr Aled Jones Evans
Date of appointment	December 1999
Chair of governors	Mr Owen Thomas
Registered inspector	Mr Robert Jones
Dates of inspection	07-09 October 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	3	11	18	7	9	15	11	77

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	4	4.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	18.5
Teacher (fte): class ratio	1.18:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	96.30	96.00	95.30
Spring 2009	100.0	97.41	95.61
Summer 2009	90.23	95.23	95.76

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	7
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 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	81%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 in 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 English or Welsh (first language) by teacher assessment			
In the school	89%	In Wales	77%

Appendix 4

Evidence base of the inspection

The inspection team included three inspectors who were present at the school for a total of six inspection days. A peer assessor joined the team for two and a half days, taking a full part in the inspection.

Before the inspection:

- pre-inspection meetings were held with the headteacher, teachers, parents and governing body to discuss the school's life and work;
- 18 questionnaires completed by parents were thoroughly analysed; most of the responses were positive.

During the inspection

- the school's policies and documents together with the self-evaluation report were examined;
- discussions were held with the headteacher and the curriculum co-ordinators;
- 27 sessions or parts of learning sessions were observed;
- inspectors listened to pupils reading and held discussions with them on their work as part of the evaluation of standards in the key skills;
- examples of pupils' work in each class were examined;
- meetings were held with the school council;
- attendance registers, pupils' records and teachers' planning files were inspected, and

- inspectors attended whole school acts of collective worship.

After the inspection, post-inspection meetings were held with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert Jones Registered Inspector	Context, Summary and Recommendations, Appendices Key Questions 1, 5, 6 and 7 English, science, music.
Mrs Buddug Bates Team Inspector	Key Questions 2, 3 and 4 Welsh, design and technology, information technology.
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Kate Olson Peer Assessor	Contributions to Key Questions 1, 2 and 3
Mr Aled Jones Evans Headteacher	Nominee

Acknowledgement

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

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