

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

A report on the quality of education in

**Ysgol Gynradd Gymunedol Trewen
Cwm-Cou, Newcastle Emlyn
Ceredigion
SA38 9PE**

School number: 6672345

Date of inspection: 02/02/10

By

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Introduction

Ysgol Gynradd Gymunedol Trewen 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 Gynradd Gymunedol Trewen took place between 02/02/10 and 04/02/10. An independent team of inspectors, led by Carolyn Jane Thomas, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

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 **full** 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 Gynradd Gymunedol Trewen is a community school, located in the small village of Cwm Cou near Newcastle Emlyn. The Local Authority (LA) is Ceredigion. There are 64 pupils on roll, aged between 4 and 11. Children begin school full time after their fourth birthday. Two pupils are “looked after” by the local authority. There are three full time and one part time teacher at the school. The head teacher is in charge of a class.
2. Learners come from a wide range of social backgrounds which is described as neither prosperous nor economically disadvantaged. The school reports that about 1.6 per cent of pupils are eligible for free school meals (FSM); this is below the average for Wales. 2 pupils are looked after by the LA.
3. About 26 per cent of pupils have been identified as having some degree of special educational needs (SEN). This is a higher proportion to that found in most primary schools in Wales. Two pupils have a statement of SEN.
4. Welsh is the sole medium of instruction in the Foundation Phase and Key stage (KS) 1, and the main medium in Key stage (KS) 2. The language of the majority of pupils at the school is Welsh. 67% of pupils come from homes where English is the first language. Nearly all pupils come from a white ethnic background.
5. There have been no significant changes to the building since the last inspection.
6. The school was last inspected in February 2004.

The school's priorities and targets

7. The school's priorities for 2010 are to:
 - focus on teaching;
 - provide training for risk assessment, focusing on challenging behaviour;
 - achieve a target of 84% in the core subject indicator at Key Stage 1;
 - achieve a target of 77% in the core subject indicator at Key Stage 2;
 - close the gap between achievement of boys and girls by 5%;
 - implement the policy for the more able and gifted;
 - include skills and assessment in KS2 schemes of work;
 - further develop Physical Education and School Sport (PESS);
 - continue working towards the ECO platinum award;
 - further develop internal assessment and moderation strategies;
 - set targets for standards in bilingualism; and
 - achieve the target of 94% for attendance.

Summary

8. Ysgol Gynradd Gymunedol Trewen is a school which has many good features. High quality teaching engages pupils enthusiastically in their work and the innovative curriculum is full of interest and excitement for them. Leadership is focused on ensuring equality for all and this is an outstanding feature of the school. Some aspects of management are underdeveloped such as the involvement of all stakeholders in the setting of targets. The relationship in this exceptionally caring environment is outstanding.
9. The inspection team agrees with the school's judgement in its self evaluation report in five out of the seven key questions. The team identified outstanding features in key question 4 and awarded a higher grade and has given a lower grade to key question 6 because of the identified shortcomings.

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 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 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 3
7 How efficient are leaders and managers in using resources?	Grade 2

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

11. In key stage 1 and 2, pupils' achievements in areas of learning and all subjects inspected are as follows:

Achievement in the areas of learning for under-fives

Areas of learning	Grade
Overall Grade for the Foundation Phase	Grade 2
Personal and social development, wellbeing and cultural development	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected in key stage 1 and key stage 2

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English		Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications Technology	Grade 1	Grade 2
Design and technology	Grade 1	Grade 2
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art and design	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

12. During the time of the inspection, standards of achievement in lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

13. Pupil's standards of achievement in lessons compare well with the figures noted in Her Majesty's Chief Inspector's Annual Report 2008-09 of standards being good or better, grade 2 or grade 1, in 85% of lessons. The comparison is favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2008-09 states that standards are outstanding in 12% of lessons. There is significant improvement since the last inspection in the number of pupils attaining standards well above average.

14. In KS1, in Welsh, mathematics and science, and when the three subjects are combined, the 2009 national assessments for seven year olds show that results are below the national and local averages. However, the number of pupils achieving Level 3 in Welsh is above the national and local average.
15. When results are compared to the baseline assessments on entry, they show that children make good progress. When the results are compared to schools with a similar proportion of learners entitled to FSM, the 2009 results place the school in the lowest 50% in the family of schools.
16. In KS2, in Welsh, mathematics and science, and when the three of the subjects are combined, the 2009 national assessments for eleven year olds show that results are below the national and local averages. However, the number of pupils achieving Level 5 in Welsh compares well with the national and local average. When the results are compared to schools with a similar proportion of learners entitled to FSM, the 2009 results place the school in the lowest 50% in the family of schools.
17. Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Learners with Additional Learning Needs (ALN) make excellent progress in relation to their prior attainment and underlying capabilities regardless of their social, ethnic or linguistic background. The vast majority of learners make good progress from the time they start school and are making good progress towards fulfilling their potential. They are confident about moving on to the next stage of their education.
18. Standards in learners' key skills, including children under five, are good. Pupils' standards and progress in listening and speaking are outstanding. All pupils across the school speak confidently and clearly in English and Welsh. They all ask questions well and all listen carefully to each other and their teachers. However, standards in reading and writing are not as well developed and pupils do not always use their knowledge of writing skills effectively and consistently. Standards in numeracy and ICT are good.
19. Learners' bilingual skills are outstanding. They use both languages with ease. The majority of pupils conduct very good discussions independently without being prompted or guided by adults. This is a strength of the school.
20. Attitudes of learners to their work and behaviour are outstanding throughout the school. Pupils work very well in pairs and in small groups, supporting each other and ensuring that everyone makes a contribution. Attendance is good.
21. All learners' personal, social, moral and wider development is good overall. The positive ethos and the supportive relationships in the school help pupils develop secure personal values to guide them. Pupils show kindness, honesty and a sense of what is fair in their dealings with adults and with each other.
22. Throughout the school, learners are happy to take responsibility in a variety of aspects of school life and they are enthusiastic about the developing role of the

school council. However spirituality is not as well developed and they do not take sufficient opportunities for quiet reflection and to consider spiritual issues.

23. Learners' awareness of equal opportunities is outstanding. Their understanding of the diverse nature of society, in which people have different beliefs and customs, is outstanding. Learners are well prepared for the next phase of their education, their ultimate participation in the workplace and the community.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	63%	0%	0%	0%

24. The quality of teaching in lessons observed is higher than the average reported in HMCI's report for 2008-09 which is that teaching is good or better (grade 1 or 2) in 85% of lessons. Grade 1 for teaching was not awarded in the last inspection and this is a significant improvement.
25. Teachers have a sound knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is reflected in the lessons where the teaching promotes the appropriate skills and incorporates them in the subjects. There is very good relationships between teachers, learning support staff and learners. This co-operation creates a positive working ethos in the school, and instils in the learners the confidence to express themselves. Learners' bilingual competence is given good and consistent attention in all classes.
26. The school conforms to the statutory requirements for assessment, recording and reporting on learners' progress. Procedures for the standardisation and moderation of assessment are developing well.
27. The school has set a recent focus on assessment for learning and for peer assessment practices, and has begun to establish the recording of pupils' progress in the light of the revised curriculum. There is an appropriate emphasis on areas of their development as learners.
28. The school makes effective use of standardised tests for many skills in order to assess pupils' achievements in specific areas. Teacher led lesson evaluations are undertaken effectively, as teachers observe and record significant aspects of progress or areas for development.
29. In the Foundation Phase, the system of observing and recording progress and achievement of individual children is a strength. Aspects of children's daily work is assessed and used as basis for detailed "field notes" on each child's progress and are transferred to the child's personal profile. The information recorded effectively guides the nature of further work in the different areas of learning.

30. Reports to parents are informative and conform to statutory requirements.
31. The curriculum is broad and balanced and meets the needs of the range of pupils very well. It also meets the statutory requirements for the Foundation Phase, Curriculum at KS2 and Religious Education. The school uses a thematic approach to curricular planning and these plans are appropriately cross referenced to the National Curriculum key skills and range.
32. The overall provision for learners' moral, social and cultural development is outstanding. Collective Worship meets statutory requirements. Relationships within the school are positive and pupils across the school are polite and demonstrate respect for each other, adults and visitors. Daily acts of worship offer opportunities for pupils to reflect well on positive values and an appreciation of the world.
33. Partnerships with parents, the community and other academic organisations are excellent. They have great confidence in the headteacher and staff and value the very welcoming nature of the school. Parents and carers are pleased with the standard of education and the high quality pastoral care their children receive in the school.
34. The school provides outstanding personal support and guidance. The headteacher's personal commitment to the pastoral care of pupils underpins the life and work of the school, and learners state that they feel secure, safe and respected in the school. This is a very significant feature of the school. Learners have regular opportunities to voice their views and opinions and do so with confidence through the school council. The school has appropriate policies and procedures in place to ensure health, safety and well-being of learners, which are monitored carefully by the staff and governing body. The school is successful in promoting healthy eating and a healthy lifestyle. The school has adopted the policy of the LEA to guide practice in child protection issues.
35. The provision for pupils with ALN is outstanding. The policy of early intervention is highly successful and the school's policy complies with the Code of Practice and the framework for inclusive education. The progress learners with ALN make is outstanding in relation to their ability.
36. Excellent support is provided for any learner whose behaviour impedes their progress and that of others but this support is very rarely required due to the outstanding behaviour of all pupils. There are effective procedures for recorded instances of oppressive behaviour such as bullying.
37. The school celebrates diversity in its exceptional range of links and activities with people from other countries, faiths and cultures. The Lesotho link is particularly strong and there are others such as Nepal and South Africa. This is an outstanding feature.

Leadership and management

38. The school is well led and managed and the headteacher is well supported by his staff. High expectations and aspirations for all pupils are at the forefront of their shared vision. The quality of all leaders at different levels at the school is good and makes the school a purposeful and effective community.
39. The headteacher has a very clear vision for the school and his management and support of staff and learners is very good. He is a pro-active member of the governing body and has a very good relationship with the parents.
40. Although there is a positive culture of regular consultation and commitment to improving the quality of education at the school, the systems of self-review and strategic planning lack rigour and sufficient detail. Members of staff and the governing body have not been sufficiently involved in deciding or addressing the school's priorities. However, formal self evaluation processes have recently been introduced and form a good basis for development. Nevertheless, all interested parties are not fully involved in the process of evaluating how goals and priorities each year are identified and met. As a consequence, leadership cannot ensure that priorities are based upon a broad picture or that a sense of unity, collaboration and full ownership is established at the school.
41. The most recent School Development Plan (SDP) contains targets and identifies appropriate strategies to raise standards. The school has made good progress in addressing the key issues raised by the last report, with the exception of standards of writing in English and Welsh.
42. The governing body is well informed by the headteacher and other staff and is strongly supportive of the school. All statutory policies and documents meet requirements, including the school prospectus. However, its role and its involvement in setting the strategic direction of the school through the SDP is limited.
43. There are sufficient numbers of qualified and experienced teachers and support staff to meet the requirements of the National Curriculum. They are appropriately deployed and work very well together as a team.
44. The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school priorities in curriculum development. However the school is aware of the need to audit and purchase more computers and tools for Design Technology.
45. The school budget is carefully monitored by the governing body and the headteacher and the school provides good value for money.

Recommendations

46. In order to further raise standards and improve the quality of education provided, the school should:

- R1 raise standards of writing in English and Welsh in KS1 and KS2 **
- R2 further develop formative assessment in order that:
- challenging targets are set for the more able learners. **
 - all learners are fully involved in the process of improving their own work. **
- R3 involve all stakeholders, in particular the governing body, in identifying key targets in order to ensure the effectiveness of strategic planning.

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.

** The school has identified these recommendations in the SDP.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

49. Pupil's standards of achievement in lessons compare well with the figures noted in HMCI's Annual Report 2008-09 of standards being good or better, grade 2 or grade 1, in 85% of lessons. The comparison is favourable when considering outstanding standards, grade 1, where HMCI's Annual Report 2008-09 states that standards are outstanding in 12% of lessons. There is significant improvement since the last inspection in the number of pupils attaining standards well above average.

50. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. Most children begin school with average levels of basic skills for children of this age.

51. Grades for standards in the areas of learning for the under-fives were:

Areas of learning	Grade
Overall Grade for the Foundation Phase	Grade 2
Personal and Social Development, Well-Being and Cultural Diversity	Grade 1
Language, Literacy and Communication skills	Grade 2
Mathematical Development	Grade 2
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English		Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications Technology	Grade 1	Grade 2
Design and technology	Grade 1	Grade 2
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art and design	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

52. In KS1, in Welsh, mathematics and science, and when the three subjects are combined, the 2009 national assessments for seven year olds show that results are below the national and local averages. However, the number of learners achieving Level 3 in Welsh is above the national and local average.

53. When the results are compared to the baseline assessments on entry, they show that they make good progress. When the results are compared to schools with a similar proportion of pupils entitled to free school meals, the 2009 results place the school in the lowest 50% of family of schools.

54. In KS2, in Welsh, mathematics and science, and when the three subjects are combined, the 2009 national assessments for eleven year olds show that results are below the national and local averages. However, the number of pupils achieving Level 5 in Welsh compares well when compared with the national and local average. However when compared with the family of school they are in the lowest quartile for all three subjects.

55. Girls do better than boys overall at both key stages, but boys have made relatively better progress than girls over the past two years and the gap in achievement is narrowing. Learners with ALN make good progress in relation to their prior attainment and underlying capabilities regardless of their social, ethnic or linguistic background. The vast majority of learners make good progress from the time they start school and are making good progress towards fulfilling their potential and are confident about moving on to the next stage of their education.
56. The tracking system and the setting of targets at the school provide evidence to indicate that there is improvement in learners' achievements, and standards are good. The targets set for the majority of learners are challenging and realistic, however the targets set for the more able and talented learners are not sufficiently challenging. Learners are beginning to have an understanding of how well they are progressing and how to improve their work. The improvement in standards is well reflected in standards being awarded Grade 2 in this inspection in most subjects. Evidence drawn from the scrutiny of work and discussions with learners reveals good standards and this is also evident in the lessons observed.
57. Children in the Foundation Phase and pupils in KS1 and KS2 make good progress, achieve targets set and attain good standards in most subjects.
58. Learners' key skills in literacy, numeracy and the use of ICT are good overall. Their speaking and listening skills are outstanding.
59. All learners read for a range of reasons and they reach acceptable standards. They use reference books sensibly to find out information. Their expressive reading and understanding of text however, is not consistent. However their deductions and inferences for set purposes are good.
60. In a wide range of activities in other subjects a significant number of learners write for a range of reasons but they do not sufficiently use different styles and genres.
61. Learners' bilingual skills are outstanding. Learners use both languages with ease. The majority conduct very good discussions independently without being prompted or guided by adults. This is a strength of the school.
62. Learners' numeracy skills in other subjects are good with no important shortcomings. All use their skills well to collect and interpret information in other subjects like science and they use their knowledge of mathematics to investigate carefully and to identify appropriate results and findings.
63. Skills in information and communication technology in KS1 are outstanding, and in KS2 have good features that outweigh shortcomings. All learners use simple programs and equipment well to reinforce their work in other subjects. They use art and language packages to express the information they collect and print their work. The majority of learners are able to store and retrieve their work. They understand the use of the internet to research and to find the relevant information. Many compose, draft, edit and print their work.

64. Learners' understanding of Welsh music, art, history and traditions are good with no important shortcomings. All have a strong awareness of the work of famous national and local people and they discuss events such as St David's Day with enthusiasm and pride. The majority of learners are familiar with a range of Welsh tales and legends. They benefit from visits locally and across Wales.
65. Problem solving skills are good. Learners work well in pairs and small groups, supporting each other and ensuring that everyone makes a contribution. Opportunities for them to work independently are strength of the school. Opportunities for learners to acquire the skills to improve their own learning are developing well, and some of the more able learners sometimes take the initiative for their own learning.
66. Learners' attitudes to their work are positive throughout the school. Pupils are enthusiastic learners who enjoy their work. They work well with one another. They are keen to answer questions in introductory sessions, work with concentration on organised activities and are happy to share their work with others at the end of the session.
67. The behaviour of all learners' is exceptional in all areas of school life. They are extremely courteous towards staff and visitors and work closely and easily together. This is an outstanding feature of the school and is a product of the ethos of personal responsibility that exists in the school.
68. Attendance averaged 93.5% for the three terms prior to the inspection. This is below local and slightly above national averages. There was no unauthorised absence.
69. Registration meets requirements and most learners are punctual and keen to attend school.
70. Long term absentees are well supported, both at home and when they return to the school. There have been no exclusions for at least the past 13 years during which the Headteacher has been at the school.
71. Learners' personal, social, moral and wider development is good overall. The positive ethos and the supportive relationships in the school help learners develop secure personal values to guide them. All show kindness, honesty and a sense of what is fair in their dealings with adults and with each other.
72. All learners are happy to take responsibility in a variety of aspects of school life and they are enthusiastic about the developing role of the school council. However spirituality is not as well developed and they do not take sufficient opportunities for quiet reflection and consider spiritual issues.
73. Learners respond well to the excellent opportunities to learn about different cultures and religions and they show respect for difference in general. They work on a variety of links and projects with other countries; in particular an outstanding link with schools in Lesotho has been developed.

74. Learners have a good knowledge of the world of work as a result of the many opportunities they have to be active in the community and they understand the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

76. The quality of teaching during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	63%	0%	05	0%

77. The quality of teaching in lessons observed is higher than the average reported in HMCI's report for 2008-09 which is that teaching is good or better (grade 1 or 2) in 85% of lessons. Grade 1 for teaching was not awarded in the last inspection and this is a significant improvement.
78. Teachers have a sound knowledge of the revised curriculum, the framework for the Foundation Phase and religious education. This is reflected in the lessons where the teaching promotes the appropriate skills and incorporates them in subjects.
79. There is a good relationship between teachers, learning support staff and learners. This co-operation creates a positive working ethos in the school, and instils in the learners the confidence to express their thoughts and opinions.
80. Teachers use a good range of teaching techniques and appropriate resources that successfully supplement the activities they arrange, in order to ensure learners active participation.
81. The provision to meet the language needs of all learners is good. Their bilingual competence is given consistent attention in lessons and from all classes and is good.

82. The good and outstanding features in the teaching include:
- good use of drama and role play, often with an element of humour, to fully engage all;
 - the practical and challenging nature of tasks set;
 - good use of questioning techniques to extend learners' problem solving skills and their understanding;
 - good subject knowledge;
 - good pace to the lesson;
 - assessment is linked to learning;
 - good class control; and
 - allowing time and opportunities for learners to make their own decisions.
83. All adults treat learners fairly and equally and all benefit from the same opportunities, both in lessons and in the wider life of the school. All staff promote equality of opportunity very well and ensure that all are treated fairly, irrespective of their abilities and backgrounds. This is an outstanding feature of the school.
84. The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress. There is an appropriate and clear policy which offers sound guidance on practices and procedures. Procedures for the standardisation and moderation of assessment are developing well.
85. The school has set a recent focus on assessment for learning and for peer assessment practices, and has begun to establish the recording of learners' progress in the light of the revised curriculum. There is an appropriate emphasis on areas of pupil development as learners.
86. The school makes effective use of standardised tests for many skills in order to assess learners' achievements in specific areas. Teacher led lesson evaluations are undertaken effectively, as teachers observe and record significant aspects of progress or areas for development.
87. In the Foundation Phase, the system of observing and recording progress and achievement of individual children is a strength. Aspects of children's daily work is assessed and used as basis for detailed "field notes" on each child's progress and are transferred to the child's personal profile. The information recorded effectively guides the nature of further work in the different areas of learning.
88. There are meetings between teachers in Year 6 and teachers from the secondary school, where an assessment of pupils' progress is discussed. However, the arrangements for teachers from cluster schools for the purpose of moderation and consistency of assessment is at an early stage.
89. Learners in KS2 are becoming increasingly involved in the process of assessment for learning, setting their own targets for improvement and developing the skills needed to assess their peers and themselves effectively.
90. Learners' work is marked consistently, however not all teachers offer full and relevant comments on pieces of work. In the best instances, comments offer a

suggestion about improving the work in other instances, however, there is insufficient attention to encouraging learners' to correct and edit aspects of their work.

91. Reports to parents meet statutory requirements. They are of good quality and offer valuable information to parents on their children's progress. The school also provides several formal and informal opportunities for parents to meet teachers to discuss their child's progress.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
93. The curriculum is broad and balanced and meets statutory requirements. The school uses a thematic approach to curricular planning and these plans are appropriately cross-referenced to the National Curriculum key skills and range. All topic plans are shared with the staff, so continuity and progression is secure.
94. The provision for key skills is good. A clear overview of planning for the teaching of key skills guides planning at a medium and short term level. The provision for planned opportunities for pupils to work together, to experience problem-solving activities is outstanding. However, opportunities for pupils to improve their own learning and performance are at an early stage. Provision for bilingualism is outstanding and the use of oral Welsh and English is a consistent feature of KS2.
95. The quality of out of school learning is good. Visits and visitors are linked to topics covered in class. The visits provide first hand experiences for all pupils and enhance the curriculum. It provides a wide range of learning experiences, including extra-curricular activities such as good sporting and cultural clubs to support the curriculum, i.e. Dragon Sport, choir, an Urdd Club, rugby and football tournaments. This meets the needs and interests of the range of learners with different abilities very well.
96. The overall provision for learners' moral, social and cultural development is outstanding. Relationships within the school are positive and learners' across the school are polite and demonstrate respect for each other, adults and visitors. Daily acts of worship, which meet statutory requirements, offer opportunities for learners' to reflect well on positive values and an appreciation of the world.
97. Partnerships with parents, the community and other academic organisations are excellent. They have great confidence in the headteacher and staff and value the very welcoming nature of the school. They are pleased with the standard of education and the high quality pastoral care their children receive in the school. The school maximises what is available to provide very good experiences for the children. An active PTA raises considerable amount of money annually.

98. The community is very supportive, attending school concerts and activities. Individuals also listen to readers and speak about their work and life experiences.
99. Visitors enrich the curriculum and include theatre companies, a worker from an Eco centre and a community counsellor. Educational trips are made to Llangrannog's Urdd camp, the County Council's headquarters and an artist's workplace.
100. There are good transition arrangements in place with secondary schools and between Key Stages. Student teachers from an initial teacher training institution undertake placements at the school. Support staff students from Coleg Ceredigion and learners from secondary schools attend work experience placements.
101. The curriculum complies with the legal and course requirements.
102. Links with the world of work are very good and the school maximises what is available to it. The Police and Fire service deliver their programme on personal safety and security. Various other individuals, including some parents, speak about their work and help pupils' understanding.
103. The school is currently developing many strategies to ensure that pupils' bilingual skills develop progressively through the key stages. Learners receive encouragement to develop confidence in communicating in both English and Welsh. Parents are encouraged to attend adult classes in Welsh at the school. The provision for the "*Cwricwlwm Cymreig*" has good features. It includes the study of the local area in history, geography and modern day Welsh artists and musicians.
104. The school is very strong in promoting equality of access to the curriculum and all school activities. In the pre inspection meeting, many parents informed the inspection team that they chose this school above others in the locality because of its reputation for working well with SEN pupils and the levels of care it shows to its children in general.
105. The school's work on sustainable development and global citizenship is excellent.
106. It has achieved the Eco Schools Green flag for the third time. Outstanding work has led to getting to the final of the Blake Shield's UK competition, certificates for work to help an Indian orphanage and receiving the International Schools award.
107. The promotion of enterprise awareness, both financial and social, is excellent. A group of learners won first prize in an UK competition in 2009 for their work in developing a small business through using good enterprise skills. Activities are extended throughout all age ranges in the school.
108. The encouragement of personal responsibility in pupils is a very strong feature of the school. Learners work very well both independently and in groups with little

encouragement or coaxing required. School and Eco Councils are democratically elected and the school has achieved Level 3 of the Healthy Schools award.

109. The school is PESS registered and teachers attend courses to help them deliver Physical Education lessons. A teacher from the local secondary school delivers some Physical Education transition lessons at the school. This is good practice.

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

Grade 1: Good with outstanding features

110. The findings of the inspection team differ from the grade 2 judgement made by the school in its self evaluation report because there were outstanding features throughout the school in terms of care and guidance and therefore a higher grade was awarded by the team.
111. The manner in which the school cares for, guides and supports its pupils, regardless of ability, gender, race or home background, is outstanding. The school provides a happy, safe and caring environment for its pupils and works closely in partnership with a range of agencies and support services. This multi disciplinary approach is particularly beneficial for learners in challenging and vulnerable circumstances.
112. The headteacher and staff have established very effective procedures to ensure that the pastoral and educational guidance of learners are met in a sensitive manner.
113. The school enjoys very positive partnership with parents and carers. They feel valued and are confident their views and concerns are well considered by the school. They are also encouraged to help at the school.
114. Pupils also have regular opportunities to voice their views and opinions and do so with confidence through the school council. The school council is a very good forum for the development of pupils' personal and social skills. Members of the school council say they appreciate this and are proud of the changes to school life that they have instigated. They state that all pupils are good ambassadors for the school. This is an outstanding feature.
115. The induction programmes for children entering the school, moving up classes and transferring to secondary school are very effective and ensure learners settle in quickly into their new environment with minimal disruption to their learning and well being. All adults and established learners' offer outstanding support to children when they start at the school or when they transfer from another school.
116. The school provides outstanding personal support and guidance for pupils. The headteacher's personal commitment to the pastoral care of pupils underpins the

life and work of the school. Learners' state that they feel secure, safe and respected in the school. This is a very significant feature of the school.

117. Work on monitoring behaviour, attendance, punctuality and performance is good. The behaviour policy is applied consistently, resulting in behavioural standards of the highest order. Rewards systems include '*Seren Yr Wythnos*', plus ones for each term and annually. Rewards are open to everyone. They are fully aware of this and feel motivated to show a good attitude and perform as best they can. A weekly celebration assembly provides good opportunities for learners' to celebrate their achievement outside the school.
118. Healthy eating and lifestyles are promoted very successfully. The canteen provides healthy alternatives including taster opportunities for both pupils and parents. Parents of children who bring lunchboxes are advised and encouraged to become aware of healthy content. There is a good range of physical activities, including sports events.
119. The school is kept locked during the day and the site is secure and well fenced. When parents park on the school yard at the end of the day in order to collect their children, there is a clear system for ensuring that pupils are not placed in danger. This is a positive development on a concern raised at the previous inspection. There are sufficient staff trained in First Aid.
120. Child protection procedures meet requirements. The school has very effective measures to deal with appeals and complaints and to promote the protection of children. The headteacher is the nominated person and has a deputy and a nominated Governor to assist. The staff have all been trained and know and follow the correct procedures. Links with support agencies such as social services and the Police are good but rarely required.
121. Criminal Record Bureau certificates are in date for the newer staff members. Longer serving staff are awaiting developments from the LA and the headteacher is working closely with the LA with regards to this matter.
122. The provision for pupils with ALN is outstanding. The policy of early intervention is highly successful and the school's policy complies with the Code of Practice and the framework for inclusive education. The progress pupils with ALN make is outstanding in relation to their ability.
123. There are very close relationships with all the agencies involved in supporting pupils and their various needs, including the educational psychologist. Teachers monitor and track pupils' progress very carefully. There is close liaison between teachers and the Special Education Needs Co-ordinator, who is the headteacher. All are very well informed about pupils' needs. The SEN Governor has specialised in the field. Pupils with SEN receive excellent support from their class teacher and learning support assistants and the special needs peripatetic teacher.

124. Pupils' Individual Education Plans contain specific learning targets that correspond to their individual needs. Members of staff also carefully monitor the development of those on school action.
125. However, occasionally the challenge of tasks for more able pupils is less well developed, but the school has identified this in its Self Evaluation Report.
126. The school's provision for equal opportunities is outstanding. Equality for all is firmly embedded in the school's ethos and the headteacher and staff place a high priority on the social inclusion of all learners'. The school recognises the different social, ethnic, educational and linguistic backgrounds of all and takes this into account when delivering support and guidance.
127. Excellent support is provided for anyone whose behaviour impedes their progress and that of others but this support is very rarely required due to the outstanding behaviour of all learners. There are effective procedures for recorded instances of oppressive behaviour such as bullying. Parental involvement is included in the diary entries made on such events. Children stated that they would find it easy and natural to approach a member of staff with a concern or to report an incident.
128. There were no learners in wheelchairs at the time of the inspection and none with disabilities that required significant physical adjustments. Should such a learner attend the school the arrangements would be made via the LEA to accommodate them. Disability and access plans are in place.
129. The school celebrates diversity in its exceptional range of links and activities with people from other countries, faiths and cultures. The Lesotho link is particularly strong and there are others such as India and South Africa. This is an outstanding feature.

Leadership and management

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
131. The school is well led and managed and the headteacher is well supported by his staff. High expectations and aspirations for all pupils are at the forefront of their shared vision. The quality of all leaders at different levels at the school is often good and makes the school a purposeful and effective community. The good leadership at the school is a core factor in the good standards, teaching, planning and curriculum.

132. The headteacher has a very clear vision for the school and his management of staff and pupils is very good. He is a pro-active member of the governing body and has a very good relationship with the parents.
133. The school's policies and practices that promote equality of opportunity are outstanding and this is reflected in the work of the school. It is a very ordered community where everyone is valued and all enjoy equal access to all the school offers. As a result, all staff contribute well to the caring ethos and this has a positive effect on all pupils' behaviour and attitudes.
134. The school takes appropriate account of national priorities and is developing stronger links with local partnerships. There are positive arrangements to moderate standards within the school and this has had a positive effect on teaching and learning.
135. The school takes appropriate account of national standards and there is a strong focus on recent curricular developments in terms of the Foundation Phase and Curriculum 2008. Changes in provision and practice reflect a clear commitment to raising standards.
136. The school sets suitably challenging targets for most of the pupils at the end of the key stage. However, the targets set for the attainment of the more able and talented learners' are not always challenging enough. The school is generally successful in meeting these targets, but those in the SDP are not always clearly defined and occasionally there is limited evidence to demonstrate the consistent success of initiatives.
137. The arrangements for teacher's performance management meet statutory requirements and the outcomes are effectively linked to individual professional needs. The headteacher undertakes staff appraisal and provides positive feedback to staff. However, job descriptions are generic and are not updated in line with changes in roles and responsibilities.
138. The governing body is well informed by the headteacher and other staff and is strongly supportive of the school. All statutory policies and documents meet requirements, including the school prospectus. However, its role and involvement in setting the strategic direction of the school through the SDP is limited.
139. The governing body is generally successful in meeting its statutory obligations.

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

Grade 3: Good features outweigh shortcomings

140. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report.

141. Although there is a positive culture of regular consultation and commitment to improving the quality of education at the school, the systems of self-review and strategic planning lack rigour and sufficient detail. Members of staff and the governing body have not been sufficiently involved in deciding or addressing the school's priorities. However, formal self evaluation processes have recently been introduced and form a good basis for development. Nevertheless, all interested parties are not fully involved in the process of evaluating how goals and priorities each year are identified and met. As a consequence, leadership cannot ensure that priorities are based upon a broad picture or that a sense of unity, collaboration and full ownership is established at the school.
142. The inspection team agrees with the school's judgement in its self evaluation report in five out of the seven key questions. The team identified outstanding features in key question 4 and awarded a higher grade and has given a lower grade to key question 6 because of the identified shortcomings.
143. The headteacher and staff have recently introduced strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement. They regularly monitor planning and teaching and provide constructive feedback. However they are not fully involved in the self evaluation process.
144. The most recent SDP is a useful document containing measurable targets and identifying appropriate strategies to raise standards. These have appropriate success criteria and timescales. The areas identified in this closely match several of the recommendations made in this report. However, the allocation of resources to support initiatives is not always clearly identified and as with the self evaluation process, all interested parties in the school do not have sufficient ownership of this key document.
145. The school has made good progress in raising standards and in addressing the issues raised by the last report with the exception of writing in English and Welsh. Learners' progress is good.

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

Grade 2: Good features and no important shortcomings

146. There are sufficient numbers of qualified and experienced teachers and support staff to meet the requirements of the National Curriculum. They are appropriately deployed and work very well together as a team.
147. A good number of support staff are employed. They are used effectively in classrooms, have clear roles and make significant contributions to classroom activities, including supporting pupils with ALN. The school administration shows the smooth running of the day to day life of the school and the ancillary staff, including the caretaker, undertake their duties effectively and efficiently.

148. The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school priorities in curriculum development. However the school is aware of the need to audit and purchase more computers and tools for Design technology.
149. The school makes very good use of the local environment, the community and educational sites to enrich pupils' learning. The school makes very effective use of the school grounds to enhance learning. There are outdoor facilities of high quality on site and these are utilised to very good effect in delivering the curriculum. The provision of outdoor learning for the Foundation Phase is both safe and secure with a good range of stimulating play equipment.
150. The school building and accommodation is a good setting for learning. There is a good sized main hall for multiple activities including lunch. Classrooms are of reasonable size and learners' colourful displays help create a warm, welcoming and colourful atmosphere. The building is well maintained and used effectively and toilet facilities are adequate. The building offers good opportunities to vary teaching strategies and accommodate pupils' learning styles.
151. All members of staff have job descriptions that provide an overview of their duties and responsibilities, however many are not currently updated. Teachers and support staff regularly attend a range of in-service courses to improve their skills and enhance their professional development.
152. Arrangements have been implemented to meet the requirements of the teachers' workload agreement. Planning, preparation and assessment time is appropriately used by teachers to raise standards and is monitored by the headteacher. The deployment of teachers to all classes allows subject specialism to be effectively exploited.
153. The school budget is carefully monitored by the governing body and the headteacher and the school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: Good features and no important shortcomings

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

Personal and social development, wellbeing and cultural development

Grade 1: Good with outstanding features

Outstanding features

155. All children make exceptional progress in their personal and social development. They become confident and sociable with adults through, for example, meeting visitors from the local community and further afield. Older and younger ones confidently converse with peers whilst discussing the houses for the “three little pigs”. All share toys and equipment equitably.

156. All children are willing to persevere, but readily seek help and support when they need it. All have excellent relationships with each other and all adults. All children know the importance of washing their hands and cleaning their teeth and do so willingly. Nearly all are able, with a little help, to put on their wellingtons and coats and all are able to go to the toilet independently.

157. Within an exceptionally inclusive family atmosphere, all treat each other with respect and obvious affection. They are aware of the culture of Wales and older children have a growing awareness of the different cultures and religions that exist.

Good features

158. All children are developing an interest in the world around them. They examine plants and dig and plan whilst displaying a good sense of awe and wonder.

Shortcomings

159. There are no significant shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

160. Most children speak clearly and confidently to both adults and other children. Many older ones use complex sentences and sustain conversations well. They frequently give detailed explanations of their ideas, for example when building houses. All children listen well when adults are speaking to stories and instructions. They display increasing concentration to the ideas and answers of their peers.
161. Older and younger children handle books confidently, develop good attitudes to reading and show that they understand that text carries meaning. They enjoy experiencing a range of stories and rhymes and avidly explore fiction and non-fiction books for themselves. Most recall a high level of detail when retelling the events of a story and they relate well to the characters. Many correctly recognise most of the letters of the alphabet and read simple structured texts independently. A few use phonic strategies to help them “sound out” words.
162. All children successfully develop as emergent writers when using their mark making skills. Many older children write their names correctly and attempt to write the letters of the alphabet.

Shortcomings

163. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

164. The majority of children recognise the use of number in everyday life. They demonstrate a good understanding of the use of money in role play activities and successfully engage in a wide range of activities to match, sort, order and count a range of objects with increasing accuracy. Older children count to and order numbers to 20 correctly.
165. All children use a range of non-standard measures to help them solve problems involving length. For example they investigate the length of the straw as they build the house for the little pig. Older children correctly name two dimensional shapes including square and rectangle. A few more able ones described how shapes may change if they are stretched or squashed.

Shortcomings

166. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

167. All children develop a good awareness of the natural world. They look after plants, handle flowers with care and know that sunshine, rain, light and nutrients are necessary for seeds and plants to grow. When planting seeds they confidently explain how food gets into them and they know that slugs eat plants.
168. All children know that human beings need food in order to live. They enjoy cooking and preparing food and have a good awareness of the need for a healthy diet. Many know that fruit and vegetables are important to maintain good health and older ones are aware that many animals have a skeleton.
169. Most children have a good awareness of changes over time. A wide range of activities increases their familiarity with the seasons and changes in the weather. They recognise differences that have occurred since they were babies and they can sort and classify old and new objects and they recognise that changes occur in cooking.
170. Older children confidently use the computer to design and draw. Their skills in navigating simple programs and in controlling the mouse are good. They successfully use a simple data program to record information that they have collected. Both older and younger children input instructions with growing confidence so that a programmable toy follows a specific route.
171. All learners confidently discuss Bible stories and a few discuss some important features of other cultures.

Shortcomings

172. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

173. All children use equipment, including scissors, paint brushes and a range of writing books, confidently. They handle small objects with good control and co-ordination.
174. All children quickly learn to dress themselves for outdoor learning. Most of the older children and younger ones demonstrate good physical skills during specific lessons. All are aware of safety issues as they run, skip and jump during their play sessions.

Shortcomings

175. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

176. Both older and younger children listen to a range of music with interest. They often respond imaginatively to a variety of compositions. Many work expressively with percussion instruments.

177. All children work skilfully in three dimensions, for example they construct and make cards from paper to make seasonal greeting cards. With guidance they create symmetrical pictures and they confidently mix colours. Their paintings are increasingly well proportioned.

178. Previous work indicates that children develop appropriate designing and making skills, for example when making puppets.

Shortcomings

179. There are no important shortcomings.

Welsh first language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

180. Learners in both key stages listen extremely well to their teachers and respond appropriately to questions about the stories they are reading. They also make good progress in listening to one another's ideas when working in pairs or small groups.

181. All learners make good progress in using their speaking skills for a wide variety of purposes. In both key stages they express their ideas well and use a developing vocabulary to describe characters in stories in some detail.

182. Most learners in KS1 make progress in developing their reading skills. They are developing a good knowledge of letter sounds and competently apply their knowledge to work out unfamiliar words.

183. In KS2, learners make appropriate progress in using their reading skills for a variety of purposes. In Y3 and Y4 most show good knowledge of characters and

story settings and they demonstrate interest in the books that they read. In both key stages, a few demonstrate their knowledge about books and authors.

184. As they proceed up through the school, learners make satisfactory progress in writing for a range of purposes and in a variety of forms. During their time in KS1, learners' show an increasing independence in their spelling and apply their knowledge of letters and sounds to spell words they want to write.
185. In KS2 most learners of all abilities write a few pieces of increasing length and with greater complexity.

Shortcomings

186. In KS1 the more able do not read sufficiently challenging material.
187. In KS2 learners decode words but read without sufficient understanding and few pupils show sufficient regard for punctuation as they read.
188. In both key stages many do not produce written pieces of sufficient length to reflect their age and ability.

English

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

189. In KS2, all learners listen well to presentations by teachers and to the contributions of other pupils. They speak clearly and confidently about their work and experiences with both adults and their peers. They use vocabulary correctly to express ideas and opinions whilst taking part in class discussions and most use extended vocabulary.
190. All learners begin to realise the need to adapt their spoken language and intonation of voice when participating in role play situations and when creating their own play scripts and stories.
191. All learners read a suitable range of books and display positive attitudes towards reading. The best readers read with some fluency, correctly and expressively and have a good understanding of the texts they read. Some individuals have favourite authors and can describe features of books written by them. Most can give adequate account of the content of the books that they are currently reading.
192. Most learners have basic higher order skills, enabling them to retrieve information from sources on the internet and from non-fiction books.
193. All learners write in a variety of forms for different purposes according to their age and ability. They show some understanding of language forms. They

produce creative and factual work which has some good features outweighing shortcomings. Most of the older learner's writing is organised into paragraphs using different sentence patterns. Older learners use verbs and adjectives correctly and they develop a mastery of syntax that has good features.

Shortcomings

194. Most learners' have limited higher order reading skills when discussing books and other reading materials.
195. The majority of learners' extended writing is underdeveloped.

Mathematics

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

Good features

196. In KS1, pupils' standards are good. All respond well in oral and mental mathematics sessions. Almost all younger learners' have a secure grasp of the order of numbers from 0 to 30 and readily manipulate number bonds to 10. Most successfully represent these by using apparatus and recording number sentences.
197. Many of the older KS1 learners know their number bonds of two, five and ten well. Most count confidently in twos to 40 and back to zero. Most learners recognise where each number should be located on an empty number line. Most of the more able show a good understanding of odd and even numbers.
198. By the end of KS1, most learners have a firm grasp of doubling single digit numbers. They work well on addition and subtraction using single and two digit numbers and most are developing a good understanding of place value to a hundred. Most identify simple fractions easily in practical situations. Most learners have a good knowledge of the names and properties of two-dimensional shapes. They measure and weigh everyday objects accurately, using standard and non-standard measures.
199. Most learners in KS1 confidently tell time correctly to within the hour and half hour intervals. The understanding of many pupils of the concept of buying and selling is good and their coin recognition is good.
200. The majority of learners represent data in various ways such as units, simple tables and block graphs. Most discuss and explain their results knowledgeably.
201. In KS2, pupils have a good understanding of number patterns. Across the key stage, they develop well an understanding of place value and handle numbers up to 10,000. They round off whole numbers to the nearest 10, 100, 1,000 or 10,000.

202. Younger pupils in KS2 work out tables well by using different strategies. They have a growing understanding of, and often make accurate calculations of, three figure numbers. Pupils show an understanding of fractions and they calculate these in a practical manner. By the end of the key stage they understand more complex fractions.
203. Older learners in KS2 have a secure knowledge of addition and subtraction, doubling using partitioning; they apply this knowledge well to solve problems.
204. Learners know that they need to collect information to solve problems. They use their mathematical skills to work out how to conserve energy. Pupils plan their work well and make effective use of calculations to work out how much money they can save.

Shortcomings

205. 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

206. In KS1, learners investigate a range of contexts and make good progress as they move into KS2 and the more formal provision at this key stage.
207. Younger learners in KS1 investigate magnets and mirrors confidently and describe the range of outcomes from their investigations. They plant flowers and other plants indoors and outdoors, and are aware of the need to water them and ensure they get light in order for them to grow.
208. Older learners in KS1 investigate the properties of materials and make informed judgements about the best materials to make houses for the Three Little Pigs. They confidently test the effects of the elements and undertake fair testing of the strength of different materials. They record their results accurately in table form. They investigate healthy foods as part of their studies and discuss accurately food intake as they make informed judgements regarding the balance of their own and each others intake.
209. All KS2 learners have a good understanding of life processes and living things. They can name different organs in the body and they know how they work. They can name healthy foods and are very aware of the need for regular exercise.
210. In KS2 learners demonstrated a good understanding of the water cycle. They show an appropriate awareness of the meaning of evaporate, condense and precipitate. Pupils discuss and test the changes to materials caused by heating, burning, confidently sorting changes into reversible or irreversible change.

211. Learners' classify forces and investigate gravity and friction using a range of equipment. They confidently use standard measures to measure force. They are aware of the properties of a range of materials and understand that materials are solid, liquid or gas.

Shortcomings

212. There are no significant shortcomings but a few learners' understanding of circuits and the concept of insulation is underdeveloped.

Information and communications technology

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

Outstanding features

213. In KS1 learners show outstanding skills in preparing a 'photo story' of The Three Little Pigs. They record each other's sentences, organise the scenes using appropriate props and take pictures with the digital camera. In their own group they combine these on the computer to create a presentation which they watch and evaluate well.

Good features

214. All pupils develop terminology linked to ICT in an appropriate manner. They use these terms confidently and effectively when talking and describing their work.

215. All learners demonstrate a good knowledge of the computer and work independently using various tools and programmes. In both key stages pupils are developing word processing skills very well. They also use a variety of graphic and data handling. They import and export text and images with confidence.

216. KS1 learners load, save and print their work with great confidence, changing the font, colour and size of print as required. They show great skill in choosing an appropriate picture to create a 'wanted poster' for the 'wicked wolf'.

217. In KS2, pupils use the internet confidently to research and investigate information to support their work on given tasks. They make good use of tables as they prepare investigations in other subjects. They use emails competently.

Shortcomings

218. In KS2 pupils' data handling skills and the use of spreadsheets are less well developed.

Design and technology

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

Outstanding features

219. In KS1, the learners' co-operative skills as they work in pairs and groups designing and making are outstanding. They use a range of tools very competently and safely making very good choices from a wide range of materials.
220. All plan their work effectively and identify features that they like and dislike and those that could be improved in a structured and mature way. This is an outstanding feature.
221. In KS1 the learners respond very well to a given task by using good problem solving skills as they create houses depicting houses from the area. In their project on houses they use a programmable toy competently and they store, test and modify instructions to move the toy along different routes.

Good features

222. During their cooking sessions, learners in KS1 understand health and safety issues as they prepare different foods. Older learners are very aware of safety rules as they use tools to cut and glue.
223. In both key stages learners evaluate each other's work sensitively according to set criteria. They offer positive suggestions for improvement.
224. In KS2 learners further develop their designing and making skills. They show good skills when working independently and in groups using various construction kits in their preparation and design work. They apply appropriate knowledge and skills from other subjects, especially science and mathematics as they design and create windmills.
225. In KS2, learners competently test products against initial design specification individually and in groups. They discuss and modify their designs showing good co-operative skills.
226. Learners in KS2, apply appropriate knowledge and skills from other subjects, especially science and mathematics as they design and create windmills. They show very good skills when working independently and in groups using various construction kits.
227. KS2 learners' are developing their understanding of the place design and technology has in meeting the needs of society. They do this through extensive research work such as their study of wind farms and windmills for producing energy.

Shortcomings

228. There are no significant shortcomings.

History

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

Good features

229. In Y1 and Y2, most learners develop an appropriate sense of chronology, for example through considering their own development and comparing photographs and artefacts. Previous work indicates that they begin to explore events and aspects of the lives of people in the past. For example, they find out about Susan Rees and David Davies.
230. In both key stages, learners have a developing awareness of change over time. Through studying history in a Welsh context they know how life in Wales has changed. They confidently use common words relating to the passage of time in the correct context. They enjoy listening to stories and recall and interpret important facts about some of the well known characters from Welsh and British history.
231. In KS2, pupils acquire a sound knowledge of the Rebecca riots at Efailwen. They discuss the effect of the riots on the community and how it pervades the lives of today in some detail. They research the life of Twm Carnabwth on the internet and record their findings in detail to devise a poster.
232. Older learners use time lines effectively to promote their thinking skills. They have a good understanding of the main aspects of life in all periods studied and are well informed about the characteristics of society in that period. They know about the living conditions during the period and are confident when conducting historical enquiry in groups, pairs or individually.
233. Historical references by older Y5 and Y6 learners to the *Cwricwlwm Cymreig* in relation to their locality is often very good.

Shortcomings

234. There are no important shortcomings.

Geography

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

Good features

235. Pupils in KS1 know and explain their routes to school well. Their awareness of their own locality and of places beyond is developing well. Using different kinds of maps, pupils name and locate human and physical features confidently, within their own locality.

236. Pupils in both key stages know that people can affect the environment positively and negatively, both locally and in the wider world. Their understanding of looking after the environment is good.
237. In KS2, pupils' knowledge of their locality and beyond is developing well. They research using atlases and ICT effectively. They investigate the human effects on the landscape and classify them accurately. They confidently discuss oceans and continents on a world map and can use co-ordinates to plot locations on a map accurately.
238. Older KS2 pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the physical features of rivers and show good understanding of the effects of human activity on them. They use maps confidently and use them effectively to plot routes locally.
239. In their enquiry work, using specific language, older pupils compare and contrast their own locality in Wales with that of Lesotho. Through discussions and collaboration, problem solving skills and investigations, pupils clearly identify geographical features and developments in both communities.

Shortcomings

240. There are no important shortcomings.

Art and design

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

Good and outstanding features

241. In KS1, learners' develop outstanding skills when discussing how and why they make their choices in colour or material. They carefully select media to create outstanding aesthetic work. This is an outstanding feature.
242. In both key stages, learners have an outstanding knowledge of artists from Wales such as John Elwyn and Helen Elliot. In KS2, they have studied the work of Diane Mathias and also based outstanding work on Henri Rousseau and Vincent Van Gogh. They demonstrate an outstanding knowledge of their varied styles and apply them effectively in their own work. They evaluate their work sensibly using appropriate terms.
243. Learners of all ages work regularly with practising artists and craft workers and, as a result, develop a very clear understanding of what they are trying to achieve. They have a very well developed perception of art as a medium through which to express their own ideas and feelings, and not as something that other people do. This is a good feature.

244. Pupils in KS1 experiment with shape, colour, pattern, line and tone and are developing a very good range of skills and techniques, which they apply consistently.
245. In KS2, learners use sketchbooks to record investigations and initial observations for example in developing their understanding of perspective. They use these effectively in the finished product. Older ones have a good knowledge of proportion and accurately position features as they draw human faces.
246. In KS2, learners work and experiment purposefully with clay and have produced tiles to create a display in the school hall. These are skilfully displayed and the finished product is of a high standard.
247. Learners of all ages across the school thoughtfully and successfully evaluate and reflect critically on their own work and that of others. Using appropriate description terminology, they comment on similarities between different works. They also relate their own work to the context within which it is intended, such as creating various moods using colour.
248. The majority of learners in KS2, confidently experiment and learn from their mistakes. They willingly and maturely explain how they overcame their difficulties, for example, they rapidly discover the optimum amount of paint to use and how hard to press down. All make strong connections with their work in science and understand that materials such as paper and fabric respond differently to the application of paint. This is a good feature.

Shortcomings

249. 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

250. Learners throughout the school acquire musical knowledge, skills and understanding by direct engagement with the elements of music through a range of activities.
251. All learners across the school sing a range of songs together and show an appropriate understanding of certain musical elements when singing. They can sing songs in the 'round' and a few individual pupils can hold pitch in two part singing. All in KS1 know a variety of appropriate rhymes and songs and they sing tunefully.

252. In KS1, all learners consider and discuss different ways of making sounds using their voices and various other tuned and untuned instruments. They use a variety of rhythms and words to make clear distinctions within the elements of duration and dynamics.
253. In KS2, learners compose in response to various stimuli, for example Gwyddno's Feast in the story of Cantre'r Gwaelod. They compose, perform and evaluate their own work carefully according to their ability. They listen very well to others' performances then they sensitively comment on and evaluate the work of their peers and are able to suggest improvements.
254. At the end of KS2, learners are beginning to notate their composition using standard notation. They are also developing composition skills by using ICT and this is often to a good standard.
255. Many interested learners extend their musical knowledge and competence well through a range of extra-curricular activities where they receive instrumental tuition and this contributes effectively to their knowledge and understanding of the subject within the classroom situation.

Shortcomings

256. There are no important shortcomings.

Physical education

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

Good features

257. The school's positive promotion and development of all pupils has resulted in pupils achieving good standards in physical education.
258. Learners' throughout both key stages understand the need to warm muscles before vigorous exercise begins. They have a good understanding of the effect of exercise on their bodies and how it helps them maintain a healthy lifestyle.
259. By the end of KS1, most learners' display good body control and they succeed in making effective use of space whilst moving around the hall. They confidently combine balance and movement using a variety of body parts, levels and pathways. Instructions are accurately followed, showing a very good understanding of vocabulary related to movement.
260. All learners co-operate well with each other and concentrate and persevere in order to improve their performance. They listen well to their peers as they evaluate each other's performance and all pupils appropriately offer suggestions on how to improve their performance.

261. In key stage 2, learners' consolidate their skills very well. When challenged, most pupils find solutions to problems for example by linking a series of controlled movements together using a range of body balancing positions. They achieve good standards in the skills of movement, balance and strength. They spin and stretch with dexterity to achieve good standards.
262. All in KS1 and KS2 evaluate their own and the performance of others. Most pupils use correct terminology and are able to identify what makes a performance successful and they make simple judgements about the performance.
263. All learners' are enthusiastic and work very well during their lessons. Although it was not possible to observe swimming and outdoor activities during the inspection, discussions with learners', photographic evidence and evaluation records indicates that the standards achieved are good throughout the key stages.

Shortcomings

264. There are no important shortcomings.

Religious education

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

Good features

265. Most pupils in KS1 and KS2, confidently recall the main characters and events from Bible stories and they have a basic understanding of the main features of Christianity. They discuss the importance of promoting a fairer world and explain for example why they are supporting Lesotho. Most learners' throughout the school recall simple facts about Judaism.
266. Many learners in KS2 speak confidently about the religions they are studying and a few recall facts from their previous work. They develop an appropriate understanding of the importance of religion in some people's lives and many name the places of worship used by different religions and the main holy books.
267. Older learners in KS2, recognise that people from different faiths worship in different ways and have different concepts of God. They begin to compare the main features of Christianity and many can explain the importance of celebration in the life of Christians.
268. Many learners, in both key stages, understand the importance of special places and begin to relate their own choice of places of worship, such as the village church. The majority of pupils know the stories of the main Christian festivals and understand the importance of Jesus to Christians.

269. Most learners in KS1 and KS2, understand that many people have devoted their lives to the service of God. Many pupils understand the importance of symbols, music and dance within the different religions. Visits to the local church to study its features exemplify well the significance of the church in the local community and these impacts well on the overall standard achieved.
270. In KS2, learners often reflect on the important question about life, belief and faith that the study of religion raises. This work is often good. During the inspection, the standard achieved in lessons on faith and miracles was outstanding.

Shortcomings

271. There are no important shortcomings.

School's response to the inspection

The school's response follows discussion and shared notes by the teaching staff and Chair of Governors.

Ysgol Trewen:

- Is satisfied with the final outcome
- Agrees with all the Grades in the 7 Key Questions
- Appreciates the professional dialogue that occurred between the staff and inspection team
- Believes the team had a true snapshot of the school
- Welcomed the fact that the team was prepared to spend valuable time meeting pro-active visitors from the wider school community
- Is happy that the team recognised the valuable contribution of the pupils to school development
- Appreciates the courtesy afforded to the staff and pupils during lesson observations
- Intends to use the inspection recommendations as a vehicle to plan and implement strategies and set targets to ensure school improvement.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Gymunedol Trewen
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Cwm-Cou Newcastle Emlyn Ceredigion
Postcode	SA38 9PE
Telephone number	01239 710664

Headteacher	Mr Graham Jones
Date of appointment	01/09/1997
Chair of governors / Appropriate authority	Mr Peter Wellington
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	02/02/10 – 04/02/10

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	0	10	9	9	6	9	11	10	64

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	0.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	N/A	96.37%	94.2%
Spring 2009	N/A	95.5%	91.4%
Summer 2009	N/A	95.0%	94.9%

Percentage of pupils entitled to free school meals	1.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Ysgol Gymunedol Trewen
Ceredigion

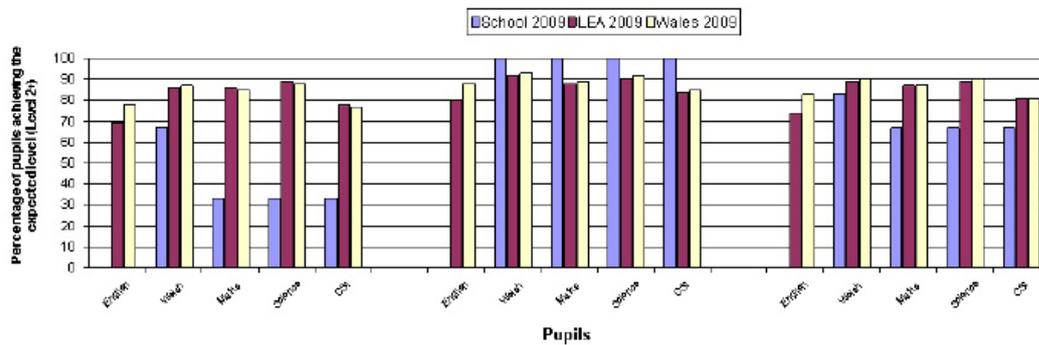
LEA/School no: 667/2345

School comparative information: National Curriculum Assessments 2009 with benchmarking

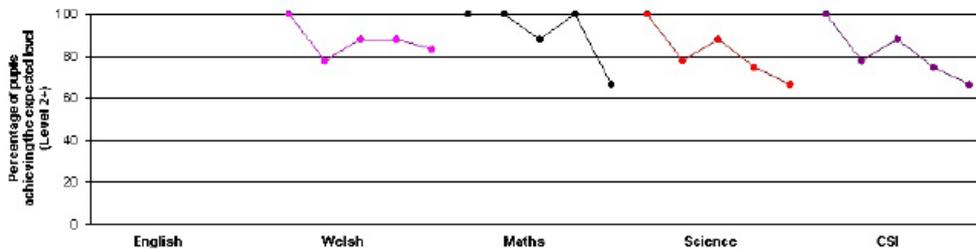
Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	-	69	78	-	80	88	-	74	83
Welsh	67	86	87	100	92	93	83	89	90
Maths	33	86	85	100	88	89	67	87	87
Science	33	89	88	100	90	92	67	89	90
CSI	33	78	77	100	84	85	67	81	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh	83	85		100		100	
Maths	67	88		96		100	
Science	67	92		100		100	
CSI	67	82		90		100	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

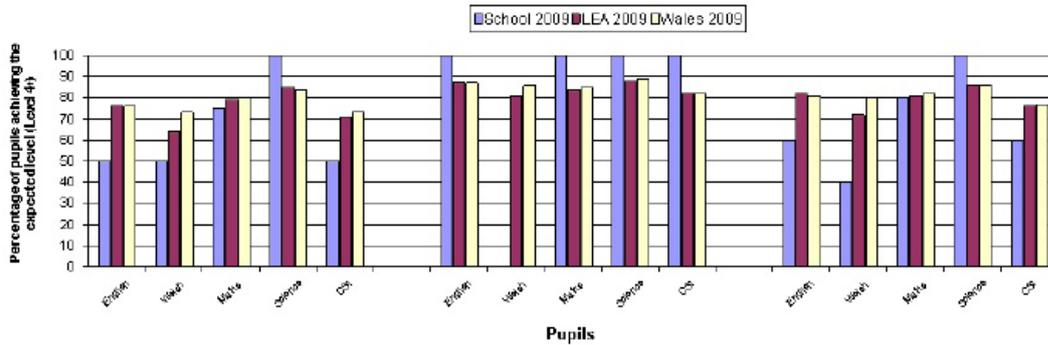
Ysgol Gymunedol Trewen
Ceredigion

LEA/School no: 667/2345

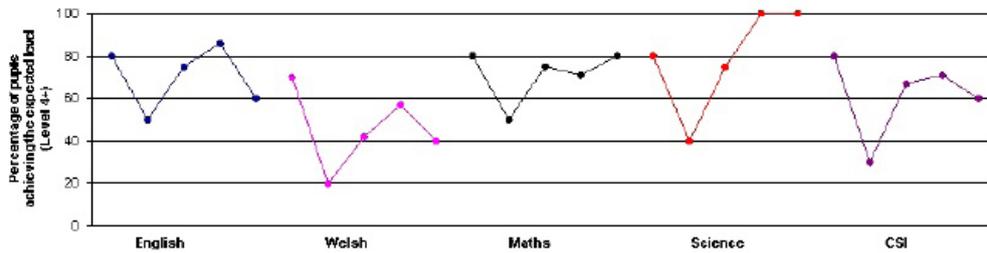
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	50	76	76	100	87	87	60	82	81
Welsh	50	64	73	0	81	86	40	72	80
Maths	75	79	80	100	84	85	80	81	82
Science	100	85	84	100	88	89	100	86	86
CSI	50	71	73	100	82	82	60	76	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- | | | |
|------------|---|--------------------------------------|
| Quartile 1 | School is in the top 25 per cent. | Free School Meal Group |
| Quartile 2 | School is in the top 50 per cent but not the top 25 per cent. | |
| Quartile 3 | School is in the bottom 50 per cent but not the bottom 25 per cent. | Less than 8 percent eligible for FSM |
| Quartile 4 | School is in the bottom 25 per cent. | |

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	60	84		90		100	
Welsh	40	75		88		100	
Maths	80	84		92		100	
Science		89		97		100	
CSI	60	80		88		96	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days at the school. They were assisted by the school's nominee and a peer assessor.

These inspectors visited:

- 19 lessons
- Registration, assemblies and acts of collective worship

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection
- Teachers and support staff
- Groups of children in all classes
- The school council
- Members of the community and
- Other people associated with the school.

The team also considered:

- The schools self-evaluation report
- 15 responses to a parents' questionnaire. All were positive comments.
- Documents provided by the school before and during the inspection
- A wide range of pupils' past and present work; and
- Samples of pupils' records.

After the inspection, the team held meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Led on ; Context, Summary, Recommendations and Appendices Key Questions 1, 3, 5 & 6 Foundation Phase, Mathematics, Science, History, Geography, Religious Education And contributed to: Key Question 2
Mrs Buddug Bates Team Inspector	Led on: Key Question 2, 4 & 7 SEN, Welsh, English, Design and technology, Information and communications technology, Music, Art and design, Physical Education And contributed to: Key Question 1
Mr Dylan Jones Lay Inspector	Contributed to: Key Questions 1, 3, 4 & 7
Mrs Janet George Peer Assessor	Attended meetings and contributed to discussions on all key questions
Mr Graham Jones Headteacher	Nominee

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Ysgol Gynradd Gymunedol Trewen, for the co-operation and assistance both before and during the inspection.

Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton, Wrexham, LL13 OLF