

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

A Report on the Quality of Education in

**Ysgol Llanychllwydog
Pontfaen
Fishguard
Pembrokeshire
SA65 9SE**

School Number: 6682231

Dates of Inspection: 24/04/07

by

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Ysgol Llanychllwydog 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 Llanychllwydog took place between 24/04/07 and 26/04/07. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanychllwydog Primary School is situated in Cwmgwaun and serves an agricultural area at the foot of the Preseli Mountains. The school is a traditional Welsh school and around 70% of pupils come from homes where the main language is Welsh. The community is a close one and the school places great emphasis on fostering the Welsh traditions and customs that are an integral part of the way of life in this locality.
2. The school caters for pupils between three and 11 years. At present, there are 27 pupils on roll, which includes four part time children of nursery age. They are taught in two classrooms, one for pupils between three and seven years and another for pupils between seven and 11 years. The school describes the area as neither advantaged nor disadvantaged; no pupils are in receipt of free school meals. Seven pupils are on the special needs register (SEN), two of whom have statements of SEN.

The school's priorities and targets

3. The school's aims include:
 - helping pupils to feel totally comfortable and to enjoy the education provided for them;
 - developing each pupil as a member of society and to live happily with each other;
 - preparing pupils for life long learning;
 - fostering lively, enquiring minds;
 - developing pupils` independent learning skills;
 - fostering pupils` spiritual, moral, social and cultural development;
4. The school's main priorities and targets for 2006-2007 are to:
 - raise the level of achievement for pupils in English;
 - develop flexible ways of using number amongst the pupils;
 - raise pupils` reading levels in both Welsh and English;
 - prepare the KS1 classroom in order to begin implementing the Foundation Phase;
 - maintain and raise the standards of learning and teaching by establishing programmes of self-evaluation and performance management.
5. The school was last inspected in 2001. During the last five years, a number of staffing and management changes have taken place. Since September 2006, the school has been managed by a team that includes a satellite head from a nearby primary school with the help of her deputy. A newly qualified teacher (NQT) has been teaching KS2 pupils since September 2006.

Summary

6. Llanychllwydog Primary School provides a very happy and caring environment and has continued to maintain standards since the last inspection. It is managed by a supportive governing body. The head teacher, deputy head teacher and staff work conscientiously to ensure the school's clear values. The inspection team agreed with the judgements made by the school in six of the seven key questions. The pupils' standards of Welsh oracy, the good working relationship between teacher and pupil and the pupils' behaviour are obvious strengths.

Table of grades awarded

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

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

Grades for standards in subjects inspected

8. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

9. The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils with SEN make appropriate progress and achieve the targets set for them.

Grades for standards in subjects inspected

11. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 3
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

12. Pupils' key skills are developed well in the early years. From an early age, their skills in speaking Welsh are developing well and they make good use of their early skills of listening, numeracy and ICT to promote the learning.
13. In KS1, standards and achievement in the key skills of listening and speaking are good with outstanding features. During lessons, pupils think carefully and speak correctly when talking extensively with peers and adults. Their reading and writing skills are good. Pupils' use of their number and ICT skills are good across the curriculum as well as their progress in creative and problem solving skills.
14. In KS2, listening skills are good. Their reading skills are not as good, mainly in English. They speak well across the curriculum in English and Welsh. Writing is satisfactory across the curriculum. They make satisfactory use of ICT to promote learning. Number skills are used well across the curriculum. Their personal, social and learning skills are good, as well as their creative and bilingual skills.
15. Almost without exception, pupils in both key stages are enthusiastic learners who enjoy their work and play.
16. In 2006 in upper KS1, pupils' attainments according to teacher assessments in the NC core subjects were above the local and national averages. When compared with schools across Wales, the school's performance is in the first 25%. Results were similar in 2005.
17. In upper KS2 in 2006, standards of pupils' attainment according to teacher assessment in Welsh and science were above the local and national averages, lower in mathematics and significantly lower in English. When compared with schools across Wales, the school's performance is in the bottom 25%. Results were similar in 2005, but above local and national averages in 2004 and 2003. There is no significant difference in the performance of girls and boys.
18. Pupils' behaviour and attitudes in the classrooms and around the school are very good. Pupils' behaviour has a positive effect on the learning and life of the school in general.

19. Attendance rates for the last year are 95% and fulfil the WAG expectations. Registration meets statutory requirements.
20. Pupils show good awareness of equal opportunities and respect differences in society. The school takes a full part in community life by means of a variety of activities.

The quality of education and training

21. Standards of teaching in the subjects and areas of learning are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	68%	27%	0%	0%

22. On the whole, the standard of teaching is good and contributes effectively to the progress made by pupils and the standards they reach. Good examples of teaching were seen across the school.
23. The teachers are role models of a high standard and have a very good relationship with the pupils. Very effective measures are employed to ensure equal opportunities for all pupils. Effective use is made of teacher expertise in subjects such as music, physical education and religious education.
24. The structure and arrangement of lessons are good and the majority develop at an appropriate pace. Appropriate ranges of teaching strategies are used including effective questioning and appropriate intervention whilst pupils complete their tasks. Good use is made of resources to support the teaching and learning.
25. Outstanding features of the teaching include:
- very good relationships with pupils;
 - high standards of subject knowledge;
 - very effective use of resources.
26. Shortcomings in the teaching include:
- introductions that are too short;
 - planning and teaching focus not specific enough for the children under five;
 - less effective use of teaching resources, and
 - overuse of worksheets.
27. The good features of assessment, recording and reporting outweigh some shortcomings. The standard of baseline assessment made after children begin full time education in the reception class is good. The tracking system for pupils' progress throughout the school in the core subjects is effective. Assessment procedures and record keeping in the foundation subjects and religious education is less formal.
28. There is a marking policy, and examples were seen of constructive comments. However, this process as well as ensuring that pupils play an active role in the

process is not consistent throughout the school. Assessment procedures for pupils with SEN are good.

29. Annual reports to parents meet statutory requirements. They give a clear picture of pupil achievement especially in the core subjects. Information on the foundation subjects is not always specific enough and the targets for improvement are not clear enough.
30. The school succeeds well in meeting pupils` needs and interests by providing a broad and balanced curriculum that meets legal requirements. The overall quality of the provision for children under five is appropriate to their needs.
31. The school has an appropriate policy and procedures for key skills but procedures for developing handwriting and presentation of work are not effective enough. The school offers extra-curricular experiences of a good standard and homework is appropriately targeted.
32. Spiritual, moral, social and cultural development is good. There is an effective and comprehensive programme for collective worship, however not every pupil attends in order to conform to requirements.
33. There is a high standard of Welsh ethos throughout the school. The school places a very good emphasis on Welsh culture and Welsh heritage. Also, there are appropriate procedures in place to promote knowledge and understanding of other cultures. Through the school council, pupils have good opportunities to take responsibilities.
34. The school takes an active part in community life by means of a variety of activities. There is a close partnership with parents who are very supportive. The vast majority of parents have signed the home/school agreement.
35. There is little provision for education linked to the world of work. The staff have not undertaken placements in business or industry. Pupils` entrepreneurial skills are underdeveloped.
36. Provision for sustainable development and global citizenship is underdeveloped.
37. The respect shown towards pupils and the emphasis placed on raising their self-respect as well as the focus placed on developing awareness of the needs of others is a very strong element of school life. All the staff know their pupils very well and the school provides a good level of support and personal guidance for individual pupils. Pupils of all abilities are included well in the life and work of the school.
38. Pupils with special educational needs (SEN) are identified and assessed effectively and early. There are Individual Educational Profiles (IEP`s) of a good quality in order to meet the majority of the pupils` needs, and pupils make appropriate progress. However, the general support does not give sufficient attention to the needs of some pupils with the reading of English.

39. There are appropriate policies in place for child protection, and the health and safety and welfare of pupils with all staff aware of procedures. Every member of staff has recently attended a course on first aid. A matter of welfare was discussed with the head teacher and the Governing Body.

Leadership and management

40. The standard of leadership of the management team is good. They have a vision for improving and developing the school and are supported by teachers and support staff. An evaluation of performance data is carried out. Benchmark information is used to compare the school's performance with other schools. Quantitative whole school targets are set which are realistic, without being too challenging in English.
41. The GB fulfil their duties conscientiously; they have a good awareness of their responsibilities and are very supportive of the school. The GB meet regularly and have subject responsibilities, but their role in monitoring provision is less developed. The school prospectus and the governors' annual report to parents meet the WAG requirements. The governors have a good overview of the budget and oversee finance well.
42. The school operates fairly effectively on a day-to-day basis. The management team are not always on hand to make immediate decisions.
43. The management team, the governing body and staff are committed to improving standards. When judging success and evaluating their own performance, the school uses a good range of strategies, based upon a wide range of data and qualitative evidence. The SDP is a detailed plan for 2006-2007, and sets out the school priorities clearly, noting timetables, criteria for success and agreed costs.
44. The self-evaluation report produced before the inspection is comprehensive. The inspection team agree with the school's identification of its strengths and areas for improvement and with the judgements made by the school in six out of the seven key questions; a lesser grade was awarded in one key question.
45. Overall, the school has continued to maintain standards since the last inspection by responding to the key matters noted. Standards of achievement have risen in music and physical education, but portfolios for subjects across the curriculum are not complete.
46. The school has a good number of teachers with suitable qualifications and they are used effectively throughout the school. Very effective use is made of peripatetic teachers in music and physical education. The Learning Support Assistants (LSA) work effectively with teachers; in KS2, their teaching and recording of pupil progress is excellent.
47. The quality and amount of resources is appropriate. The resources are matched to the school's priorities for development and are reviewed regularly.

48. Overall, the buildings and rooms are of a satisfactory quality but are confined as to the requirements of the NC. The school overcomes its restricted facilities for physical education activities by using a local games centre and swimming pool. Effective use is made of the community and the local area as an educational resource. Despite the GB and parents working diligently since the last inspection, inside toilets have not been provided for staff and pupils.
49. Overall, the school provides good value for money.

Recommendations

50. In order to improve the school in the areas inspected, the staff and governing body need to:

R1 raise standards in mathematics and reading in KS2;

R2 further develop assessment procedures;

R3 provide wider learning experiences which promote:

- a) pupils` awareness and understanding of sustainable development and world-wide citizenship, and
- b) work related education and the development of pupils` entrepreneurial skills

R4 ensure that all pupils have the opportunity to attend whole school collective worship;

R5 provide inside toilets for pupils and staff.

The school is addressing the first recommendation in the current SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Pupils` standards of achievement

52. Overall, the standards of achievement in the subjects and areas of learning are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

53. Standards of achievement compare well with the WAG target of seeing standards at Grade 3 or better in 100% of classes by 2010.

54. The overall quality of educational provision for the under-fives is good and appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

55. Pupils with special educational needs (SEN) make appropriate progress and achieve the targets set for them.

Grades for standards in subjects inspected

56. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade2	Grade3
History	Grade2	Grade2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

57. Pupils` key skills are developed well in the early years. From an early age, their skills in speaking Welsh are developing well and they make good use of their early skills of listening, numeracy and ICT to promote the learning.

58. In KS1, standards and achievement in the key skills of listening and speaking are good with outstanding features. During lessons, pupils think carefully and speak correctly when talking extensively with peers and adults. Their reading and writing skills are good. Pupils` use of their number and ICT skills are good

across the curriculum as well as their progress in creative and problem solving skills.

59. In KS2, listening skills are good. Their reading skills are not as good, mainly in English. They speak well across the curriculum in English and Welsh. Writing is satisfactory across the curriculum with the majority presenting their work neatly. They make satisfactory use of ICT to promote learning. Numeracy skills are used well across the curriculum and are evident in science, design and technology and geography. Their personal, social and learning skills are good, as well as their creative skills, mainly in music.
60. KS2 pupils` bilingual skills are good. When speaking and listening, pupils make good use of details in one language to communicate the essence of the meaning in another. They read texts in one language and perform a number of tasks based on them in another. They can transfer information read or heard from one language to another, in written form.
61. Almost without exception, pupils in both key stages are enthusiastic learners who enjoy their work and play. They turn to their work without hesitation and concentrate well. They show an interest in their work and are anxious to do their best.
62. In 2006 in upper KS1, pupils` attainments according to teacher assessments in the NC core subjects were above the local and national averages. When compared with schools across Wales, the school's performance is in the first 25%. Results were similar in 2005.
63. In upper KS2 in 2006, standards of pupils` attainment according to teacher assessment in Welsh and science were above the local and national averages, lower in mathematics and significantly lower in English. When compared with schools across Wales, the school's performance is in the bottom 25%. Results were similar in 2005, but above local and national averages in 2004 and 2003. There is no significant difference in the performance of girls and boys.
64. Pupils` behaviour and attitudes in the classrooms and around the school are very good. Pupils` behaviour has a positive effect on the learning and life of the school in general.
65. Pupils are aware of the schools` expectations and rules and follow them. They are friendly, considerate and show respect and courtesy towards each other, staff and visitors to the school. There was one case of suspension during the last year.
66. Attendance rates for the last year are 95% and fulfil the WAG expectations. Pupils are punctual on arrival at school and lessons begin promptly. Registration meets statutory requirements.
67. Pupils show good awareness of equal opportunities and respect differences in society. The school takes a full part in community life by means of a variety of activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	68%	27%	0%	0%

70. On the whole, the standard of teaching is good and contributes effectively to the progress made by pupils and the standards they reach. The figure of 73% for teaching at grade 2 or better is slightly below the average noted in the HMI's report for 2005-6. Nationally, the standard of teaching is good or better in 79% of lessons. Good examples of teaching were seen across the school.

71. Teachers are role models of a high standard and have a very good relationship with the pupils. Very effective measures are employed to ensure equal opportunities for all pupils.

72. There is an appropriate policy for teaching and learning and teachers have good knowledge of subjects they teach and of National Curriculum (NC) requirements, as well as latest developments in education. Effective use is made of teacher expertise in subjects such as music, physical education and religious education. Teachers are good language models for the pupils to imitate, and this has a positive effect on the development of pupils' Welsh language. Teachers' skills of promoting bilingualism are effective.

73. A classroom assistant makes a very effective contribution in relation to those pupils who need extra attention.

74. Individual lessons have specific objectives but these are not always shared with pupils at the beginning of lessons. Different activities are noted clearly and there is an appropriate focus on differentiated work for pupils of different ages and abilities. In the majority of lessons, there are effective plenary sessions.

75. The structure and arrangement of lessons are good and the majority develop at an appropriate pace. Appropriate ranges of teaching strategies are used including effective questioning and appropriate intervention whilst pupils complete their tasks. Good use is made of resources to support the teaching and learning.

76. Outstanding features of the teaching include:

- very good relationships with pupils;

- high standards of subject knowledge;
 - very effective use of resources.
77. Shortcomings in the teaching include:
- introductions that are too short;
 - planning and teaching focus not specific enough for the children under five;
 - less effective use of teaching resources, and
 - overuse of worksheets.
78. The good features of assessment, recording and reporting outweigh some shortcomings. The policy is appropriate and gives clear guidance on assessment, recording and presenting reports. Opportunities for assessment are noted in the short term planning and appropriate use is made, to a large extent, of the evidence collected for future planning.
79. The standard of baseline assessment made after children begin full time education in the reception class is good. Good use is made of the evidence produced.
80. Good use is made of a range of evidence from standardised assessment in KS1 and KS2. This information is used appropriately in order to set targets. The tracking system for pupils` progress throughout the school in the core subjects is effective. Assessment procedures and record keeping in the foundation subjects and religious education is less formal.
81. Good samples are kept of pupils` work, some levelled according to the NC guidelines, as well as test results, reports and personal details.
82. There is a marking policy, and examples were seen of constructive comments. However, this process, as well as ensuring that pupils play an active role in the process, is not consistent throughout the school. Older pupils have recently begun working alongside teachers to set targets for themselves in order to highlight a way forward.
83. Assessment procedures for pupils with SEN pupils are good.
84. Annual reports to parents meet statutory requirements. They give a clear picture of pupil achievement especially in the core subjects. Information on the foundation subjects is not always specific enough and the targets for improvement are not clear enough.
85. The school operates an open door policy in order for parents to discuss pupils` development. Official open evenings are also held during the year for this purpose.

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

86. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
87. The school succeeds well in meeting pupils` needs and interests by providing a broad and balanced curriculum that meets legal requirements. The overall quality of the provision for children under five is appropriate to their needs.
88. There are appropriate policies for each subject and comprehensive schemes of work for the majority of subjects, which contributes effectively at ensuring continuity and progression in pupils` knowledge, understanding and skills. At present, the school is in the process of adapting the schemes to a fairly new system of working on a two-year cycle of themes. Useful curricular maps give a clear overview of experiences provided in a number of subjects.
89. Consistency in the short term planning provides a good framework for the development of lessons. Lesson notes are clear, appropriate and differentiated information is provided on the nature of the activities and assessment opportunities are appropriately noted.
90. The school has an appropriate policy and procedures for key skills, and opportunities for their development are noted on the short term planning. However, there is room to pay more focused attention as to why they are included. There is good provision for pupils` creative development in subjects such as art and music, and procedures for promoting thinking and problem solving skills are developing appropriately. Procedures for developing handwriting and presentation of work are not effective enough.
91. The school effectively promotes the bilingual skills of pupils in KS2 and at an appropriate level; they easily turn from one language to another in different situations.
92. The focus on equal opportunity is a basis for all aspects of school life. Pupils with SEN have full access.
93. Pupils learning experiences are extended very effectively by the provision of educational visits, which offer direct, rich experiences in the locality and further a field. The range of visits is an obvious strength, especially those involving drama, history, religious education, science and health education. Pupils are offered residential visits to the Urdd campus in Llangrannog and the Millennium Centre in Cardiff. Good use is made of visitors such as authors, clergymen, naturalists, drama companies and members of the fire brigade.
94. The school offers extra-curricular experiences of a good standard including a cooking club that is part of activities associated with the Urdd. Homework is appropriately targeted.

95. Pupils` spiritual, moral, social and cultural development is good. However, the school does not fully conform to the statutory requirements for collective worship as a small minority of pupils are involved in curricular work during these sessions. A comprehensive and effective programme for assemblies highlights good opportunities for pupils` moral and spiritual development. On these occasions, there is an appropriate atmosphere where music plays an important role. The positive ethos of the school, the relationship between pupils and between staff and pupils, as well as the opportunities for pupils to work together all promote their social development very effectively. Older pupils have responsibility as monitors during the dinner hour.
96. Pupils are aware of those less fortunate in their society and across the world and contribute well to charities. The school sponsors a child in Malawi.
97. The school provides a number of good experiences in relation to health and social education. Good opportunities are given in circle time and assemblies, as well as in a range of general classroom activities in order to develop caring values. Effective concentration is placed on health education and the school is part of the County's healthy eating project.
98. There is a high standard of Welsh ethos throughout the school. The school places a very good emphasis on Welsh culture and Welsh heritage. Also, there are appropriate procedures in place to promote knowledge and understanding of other cultures, especially in religious education.
99. Through the school council, pupils have good opportunities to take responsibilities. Older pupils take care of the younger children.
100. The school takes an active part in community life by means of a variety of activities. There is a close partnership with parents who are very supportive. Parents who attended the pre-inspection meeting as well as the questionnaires that were returned gave a very positive response. The vast majority of parents have signed the home/school agreement. The school has a hard-working parent-teachers association who raise money for the school by holding social events.
101. The school is not in partnership with an initial teacher-training institute.
102. There is little provision for education linked to the world of work. The staff have not undertaken placements in the world of business. Pupils` entrepreneurial skills are underdeveloped.
103. Provision for sustainable development and global citizenship is underdeveloped. Pupils are aware of the need to re-cycle and to care for the environment; opportunities to do practical work by re-cycling are part of school life.

104. School provision takes national priorities and projects into account, such as matters relating to equality, tackling social deprivation and diversity and disability.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team do not match the judgements made by the school's grade one in the self-evaluation report. No outstanding features were observed.
106. There is a happy, family ethos and a positive environment in the school. The respect shown towards pupils and the emphasis placed on raising their self-respect as well as the focus placed on developing awareness of the needs of others is a very strong element of school life. Initiatives such as the golden board and a week of respecting others play an important part in this context.
107. All the staff know their pupils very well and the school provides a good level of support and personal guidance for individual pupils. Pupils of all abilities are included well in the life and work of the school. The school has an appropriate policy for PSE but there is room to extend the scheme of work to include more details of focused elements.
108. Pupils feel confident to ask teachers if they do not fully understand any aspects of their work; this has a very positive aspect on pupils' attitudes.
109. Parents and carers are encouraged to play a key role in their children's academic and social development.
110. The school's induction procedures for children entering the nursery and reception classes and for pupils who join the school at a later age are good. There are strong links with the secondary school and the process of transferring pupils is a successful one.
111. Pupils with special educational needs (SEN) are identified and assessed effectively and early. Good use is made of appropriate tests and teacher expertise. The Special Educational Needs Co-ordinating Officer (SENCO), who has been in post since September 2006, ensures that the policy and procedures comply with the Code of Practice.
112. Support is provided within the classroom for pupils with SEN and the classroom assistant contributes effectively to their development. The teaching staff, as well as the classroom assistant, has attended appropriate training courses to further extend their expertise. Also, the school has adopted good links with a number of outside agencies.

113. There are Individual Educational Profiles (IEP`s) of a good quality in order to meet the majority of the pupils` needs, and pupils make appropriate progress. The plans are reviewed at least twice a year and good opportunities are given to parents to discuss their children`s progress. On the whole, teachers` short term plans concentrate appropriately on differentiation for pupils of all abilities. However, the general support does not give sufficient attention to the needs of some pupils in the reading of English.
114. The school has effective strategies in place to ensure that inappropriate behaviour does not have a harming effect on pupil progress, and the school provides effective support. The support behaviour teacher visits the school regularly offering advice or working with individual children when required. There is a clear anti-bullying policy, which is well implemented.
115. There are appropriate policies for child protection, and the health and safety and welfare of pupils with all staff aware of procedures. Every member of staff has recently attended a course on first aid. A matter of welfare was discussed with the head teacher and the Governing Body.
116. The school has a clear policy on promoting equal opportunities. The focus on these elements is obvious across the curriculum, where the importance of respect and tolerance is emphasised. The school very effectively promotes equality between both sexes, with boys and girls receiving the same opportunities. No evidence of stereotyping was seen during the inspection.
117. There is a clear policy, scheme of work and procedure for promoting good inter-relationships between races and there is good provision in a number of curriculum areas for appreciating differences in society, especially in religious education and personal and social education lessons.
118. Arrangements for access for disabled pupils and adults are appropriate considering the present needs of the school. The school has an accessibility plan, which has been presented to governors but has not yet been published.

Leadership and management

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
120. The standard of leadership of the management team is good. They have a vision for improving and developing the school and are supported by teachers and support staff.
121. The school ethos supports a good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.
122. The school takes note of some national priorities. Pupils` understanding of sustainable development and global citizenship is not sufficiently developed. Links with other educational providers are good. The school council helps pupils to contribute towards and directly influence decisions that affect them.
123. An evaluation of performance data is carried out. Benchmark information is used to compare the school`s performance with other schools. Quantitative whole school targets are set which are realistic, without being too challenging in English.
124. When judging success and evaluating their own performance, the school uses a good range of strategies, based upon a wide range of data and qualitative evidence.
125. An effective system of staff evaluation promotes teachers` continual professional development.
126. The GB fulfil their duties conscientiously; they have a good awareness of their responsibilities and are very supportive of the school. The GB meet regularly and by means of reports by the head teacher, they receive comprehensive information about the life and work of the school. They have subject responsibilities, but their role in monitoring provision is less developed. The school prospectus and the governors` annual report to parents meet the WAG requirements.
127. The governors have a good overview of the budget and oversee finance well. Decisions on expenditure are closely linked to priorities noted in the SDP. A recent audit of finances by the LEA in 2003 recognised the financial management of the school; only minor improvements were recommended.
128. The school operates fairly effectively on a day-to-day basis. The management team are not always on hand to make immediate decisions.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
130. The management team, the governing body and staff are committed to improving standards. The staff are involved in the self-evaluation process, and the opinions of governors, parents and pupils are considered.
131. The governing body has a developing understanding of the school's strengths and the plans of action in the SDP. The deputy head teacher is released for half a day per week in order to monitor curriculum matters and is supported by the KS1 teacher in her role as subject co-ordinator.
132. Since January 2007, the deputy head teacher has undertaken regular sampling of work, visiting classes and monitoring lessons, and making a review of provision. Evaluation results are shared in staff meetings, which are worked upon, leading to recommendations, for example, raising standards in the reading of English. Despite being new, these self-evaluation procedures are effective in noting priorities and action plans in order to improve.
133. The system of keeping portfolios of levelled work is at an early stage although there is a good example in ICT. Working alongside other schools is taking place in order to develop the system.
134. The SDP is a detailed plan for 2006-2007, and sets out the school priorities clearly, noting timetables, criteria for success and agreed costs. A detailed analysis of a range of assessment and test results is made.
135. Performance management procedures have a good effect on staff development. They contribute effectively to recognising the professional needs of all staff.
136. The self-evaluation report produced before the inspection is comprehensive. It highlights strengths and weaker areas for improvement and is based upon a range of documented evidence.
137. The inspection team agree with the school's identification of its strengths and areas for improvement and with judgements made by the school in six out of the seven key questions; a lesser grade was awarded in one key question.
138. Overall, the school has continued to maintain standards since the last inspection by responding to the key matters noted. Standards of achievement have risen in music and physical education, but portfolios for subjects across the curriculum are not complete and indoor toilets have not been provided for pupils and staff.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
140. The school has a good number of teachers with suitable qualifications and they are used effectively throughout the school. Very effective use is made of peripatetic teachers in music and physical education. Teachers co-operate well as a team and show a strong dedication to the school. The Learning Support Assistants (LSA) work effectively with the teachers; in KS2, their teaching and recording of pupil progress is excellent.
141. In service training is appropriately linked to priorities for school development. The school has adopted an effective procedure for managing planning, preparation and assessment time (PPA), ensuring that the NQT is mentored according to statutory requirements.
142. The quality and amount of resources is appropriate. Effective use is made of interactive whiteboards to support teaching and learning; use of computers to improve ICT skills is not as good, mainly in KS1. The resources are matched to the schools` priorities for development and are reviewed regularly.
143. Overall, the buildings and rooms are of a satisfactory quality but are confined as to the requirements of the NC. For children under five, an enclosed area has been set apart for creative activities, as well as a suitable area for their physical development. Despite the GB and parents working diligently since the last inspection, inside toilets have not been provided for staff and pupils.
144. The school overcomes its` restricted facilities for physical education activities by using a local games centre and swimming pool. Effective use is made of the community and the local area as an educational resource. Displays on the classroom walls are colourful and attractive and reflect pupils` achievements in a variety of subjects.
145. Decisions on expenditure are well connected to the priorities in the school`s plans. The head teacher has authority over such decisions, and the finance sub-committee are diligent in their monitoring role of reviewing and directing significant areas of expenditure. Safe processes are in place to ensure value for money.
146. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

147. Pupils across KS1 make good progress in speaking and listening and the majority reach very high standards. They listen well to stories, instructions and presentations. They speak clearly and with confidence when asking and answering questions. They use rich, natural language including a variety of sentence patterns and idioms when expressing an opinion and when contributing to discussions.
148. The majority of pupils across KS1 make good progress in reading and in general, they read accurately with a good level of understanding. They confidently discuss the characteristics of book covers.
149. KS1 pupils make good progress in writing at levels appropriate to their age and ability. By the end of the key stage, they are developing well as independent writers. They make good progress in their use of punctuation, including capital letters, full stops and speech marks. They write for a variety of reasons including creating questions for a questionnaire, news, descriptions, reports, prayers, re-telling stories and creating a range of their own.
150. Across KS2, pupils make good progress in speaking and listening. They listen well to presentations and display good levels of understanding. They show a good grasp of a range of sentence patterns, comprehensive vocabulary and idioms, for example, expressing an opinion about the main characters in the tale of Branwen, the importance of historical sources and the significance of pilgrimage. The skills of the majority of pupils in the lower end of the key stage are very good when contributing to discussions.
151. Overall, the majority of KS2 pupils make good progress and achieve good standards in reading. They read correctly with a good level of understanding. Across the key stage, pupils show appropriate awareness of how to collect information from factual books, and use dictionaries well.
152. Across KS2, pupils write for a good range of purposes including self-portraits, memoirs, responding and reviewing stories, descriptions of opinions, letters, stories, scripts and dialogues. The majority make good progress in both content and conventions of language. From Y4 onwards, the majority use paragraphs effectively when writing. They make appropriate use of word processing skills when presenting and re-drafting aspects of their work.

Shortcomings

153. Across the two key stages, handwriting skills of a substantial minority are not sufficiently developed.

154. Reading skills of a minority of KS2 pupils are not sufficiently developed.

Mathematics

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

155. Pupils in both key stages are developing a good mathematical vocabulary.

156. KS1 pupils have a secure grasp of place value and they order numbers correctly. They understand the principles of addition and subtraction and use these principles to solve simple problems.

157. KS1 pupils recognise odd and even numbers and count on confidently in twos, fives and tens. They understand the concept of halving and Y2 pupils have excellent doubling skills.

158. KS1 pupils have a good understanding of money and they recognise the value of a variety of coins. They calculate change correctly after adding a list of small purchases.

159. KS1 pupils name and describe a range of two-dimensional and three-dimensional shapes, they use standard units of measure correctly, they recognise simple fractions and can tell the time in five-minute intervals on an analogue clock.

160. By the end of KS1, pupils can find patterns in descending and ascending addition lines. They have a secure knowledge of number bonds and their problem solving and investigating skills are developing. They understand when to use multiplication to solve a problem. They are beginning to analyse data well and are learning to record their findings in different forms such as simple graphs.

161. In KS2, pupils are beginning to develop their prediction skills and they have a secure understanding of measuring using standard units. They have a secure understanding of the characteristics of two and three-dimensional shapes and can use this knowledge in subjects such as design and technology.

162. In KS2, pupils develop further knowledge of place value, including decimal points. They begin to realise the relationship between fractions, percentages and decimals. By Y6, the majority have a developing knowledge of multiplication tables.

163. The majority of KS2 pupils can give fairly accurate mental calculations at an appropriate level, using the four rules.

164. Pupils in KS2 collect data and collect and analyse graphs in different forms in order to communicate information. They show good skills of reading scales.

Shortcomings

165. In KS2, the majority of Y3 pupils are unable to record their addition work appropriately in columns and rows.

166. Many KS2 pupils do not use a wide range of mental calculation strategies.

167. In KS2, problem-solving skills are underdeveloped.

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

168. Across both key stages, good use is made of timelines to reinforce pupils' understanding of chronology.

169. Pupils in KS1 are developing an appropriate vocabulary and their chronological awareness is developing through concentrating on their own lives and those of their families. They focus well on family trees.

170. KS1 pupils make good use of a range of everyday artefacts, including those involved in farming, in order to extend their understanding of the concept of "long ago" and the "present", and in order to discover how elements of life have changed. They concentrate well on how people travelled during different periods in history. They develop a good understanding of the reasons behind wearing clothes to keep warm when travelling in vehicles during the first decades of the last century.

171. KS1 pupils make good use of stories of people from Welsh history such as Prince Llywelyn in order to develop their awareness of the past. They concentrate effectively on the lives of children, for example, the story of Jane Pritchard, daughter of the manor. They develop their awareness of cause and effect by concentrating on the story of Mari Jones and her efforts to raise money to buy a Bible.

172. KS2 pupils make good use of their visit to Castell Henllys by developing an effective understanding of a number of elements related to the life of the Celts including homes, food, clothes and preparations for war. They have a good awareness of the reasons for locating hill forts in specific places.

173. KS 2 pupils concentrate well on a number of elements relating to the local area and they show good skills when creating a questionnaire to collect information. They show adventurous skills when using artefacts and maps and can place many local events from the last century in their chronological order. When following a detailed study of information on headstones in the local cemetery, they made effective use of their graph making skills to present a range of information on people from the past.
174. Pupils across KS2 show a good awareness of the Tudor period in relation to its` chronological relationship with other periods. They make good use of a timeline when concentrating on the reign of different kings and queens. They make effective use of artefacts in order to find information about the period. They ask appropriate questions and their skills in coming to interesting conclusions are developing effectively.

Shortcomings

175. In KS1, pupils do not present their knowledge and understanding in a sufficient range of ways.

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

176. In both key stages, pupils listen attentively to music in whole school gatherings and in classroom situations. They can recognise the works of some famous classical composers, including Welsh composers.
177. In both key stages, pupils have an increasing repertoire of songs; they pay careful attention to rhythm, pitch and dynamics and sing with pleasure and enthusiasm.
178. KS1 pupils create interesting movements in response to a musical stimulus. They move like a variety of animals to music by William Mathias imitating the pitch, duration and speed of the music. They discuss their own performances and that of others.
179. In KS2, pupils make good progress in composing, performing and evaluating their work. They listen attentively to a wide variety of music in order to recognise its` main characteristics.
180. KS2 pupils are successful in composing and organising sounds in response to a piece of music, concentrating well on beat and the quality of their compositions. They improve their own performances by discussing the results and evaluate their own work sensitively and effectively. They use their ICT skills effectively for this purpose.

181. KS2 pupils are learning to play instruments due to effective arrangements whereby a peripatetic teacher provides instruction; they make good progress.
182. Pupils have good opportunities to stage public performances for the local community; as a result they gain confidence and raise their standards of achievement.

Shortcomings

183. There are no significant 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

184. In KS1 and KS2, pupils wear appropriate clothing for different activities. Pupils understand the benefits of warming and cooling activities before, and following energetic activities.
185. Pupils in KS1 work diligently and enthusiastically whilst performing their activities and listen very well to instructions given by the teacher.
186. In KS1 during games activities, the pupils develop good skills of throwing and aiming at a target. They develop a good awareness of the rules and conventions of games and conform to rules and safety arrangements.
187. In swimming activities, KS1 pupils gain confidence very well in the water. They show good floating skills, with about half of pupils using a variety of propulsion skills using either their arms or legs.
188. In KS2, pupils take part in a good range of games, which include the development of movement, ball skills, making decisions and awareness of space. Pupils develop an awareness of safety rules, with the majority developing a good awareness of attacking and defending skills. Around two thirds of KS2 pupils display good skills of sending, receiving, hitting and travelling with a ball. They respect the conventions of fair play and practice with enjoyment.
189. In swimming activities, KS2 pupils make very good progress. The majority swim unaided, competently and safely. Over half of pupils practice the principles and skills of water safety and survival.

Shortcomings

190. There are no significant 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

191. Pupils in both key stages are developing a good grasp of a range of Bible stories and can concentrate effectively on the moral messages that are contained in some of them. They are aware of features of Christian worship and can concentrate well on prayer and can write prayers of thanks.
192. Pupils across KS1 focus well on places of worship in their area and they develop their awareness of the importance of churches by visiting St David's Cathedral. They have a good knowledge of the significance of different areas within a church and of elements to do with a baptism service.
193. In KS1, pupils discuss effectively things that are important to them, and they develop good knowledge of the importance of sacred books. They focus effectively on the importance of the Bible to Christians, and extend their understanding by looking in detail at the efforts of Mari Jones in getting a Bible.
194. Pupils in KS1 look effectively at a number of elements related to Judaism, concentrating on celebrations. They look in detail, for example, at customs associated with celebrating Purim.
195. KS2 pupils focus well on the Ten Commandments as part of their work on rules and they create their own commandments. They investigate the characteristics of a good and bad personality effectively and discuss confidently the advantages and disadvantages of being old or young.
196. KS2 pupils have a good understanding of the importance of places of worship within different religions, focusing well on different places of worship in their locality. Good use was made of a visit to St David's Cathedral in order to realise and develop their knowledge of the significance of different sections of a church.
197. KS2 pupils show a good understanding of the importance of Christian pilgrimage. They are developing a good understanding of the reasons for going on a pilgrimage and they have a good knowledge of places of pilgrimage in Wales.
198. In KS2, the pupils develop a good knowledge of different religious holidays and their significance, by concentrating, for example, on what is involved in the Hanukah celebrations in relation to Judaism and the importance of Holy Week to Christians.
199. During work on the Muslim faith, pupils across KS2 focus well on the importance of the five pillars of Islam.

Shortcomings

200. In KS1, pupils do not present their knowledge and understanding sufficiently in a range of different ways.

School's response to the inspection

The staff, governing body and pupils of Ysgol Llanychllwydog wish to thank the inspection team for the courteous and professional manner in which it carried out its duties. The inspection process was thorough with positive feedback that has offered clarity for the future development of the school.

We are very proud of the inspection's conclusions and that the report justifies our opinion that many good features are highlighted in the life and work of the school. We believe that the report offers a true and fair picture of the school and of the standards achieved.

We appreciate how the report highlights the caring ethos of the school community, the good working relationship between teachers and pupils and the positive attitudes and behaviour of our pupils. We also appreciate the recognition given to the school's partnership with parents, the local community and other schools and the enthusiastic and effective classroom support staff working at the school.

The inspection has given the school an opportunity to look carefully at every aspect of its life and work. It has reinforced our strengths and has clearly identified areas where we can develop further.

The school will share with parents its action plan in response to the recommendations of the inspection team. The governing body's annual report will report on the progress made.

Appendix 1

Basic information about the school

Name of school	Ysgol Llanychllwydog
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Pontfaen Fishguard Pembrokeshire
Postcode	SA65 9SE
Telephone number	01348 881307

Head teacher	Miss Ann James
Date of appointment	September 2006
Chair of governors/ Appropriate authority	Mr Haydn Williams
Registered inspector	Mr Jeffrey Harries
Dates of inspection	24-26 April 2007

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	2	3	4	5	4	3	2	2	25

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3
Teacher (fte): class ratio	1.1:1		

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.5:1
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	11.5

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 07	85%	77%	93.5%
Autumn 06	86%	N/A	96%
Summer 06	80%	77%	95.5%

Percentage of pupils entitled to free school meals	0%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who spent a total of six inspection days at the school.

Before the inspection:

- meetings were held with the head teacher and staff, the governing body and nine parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 13 questionnaires that were returned were analysed and the inspection team considered the results; 93% of the responses were positive, and
- school documentation was scrutinised.

During the inspection:

- evidence was collected based on inspecting classes in a total of 19 lessons or sessions across the age ranges;
- there were other observations including collective worship services, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- pupils` work from each year group was scrutinised by inspectors, in addition to work in the classroom and on display around the school, and
- post-inspection meetings were held with the head teacher, the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary and recommendations Key questions 1,5, 6 and 7 Mathematics Music Physical Education
Mr Brinley W. Jones Team Inspector	Key questions 2, 3 and 4 Welsh History Art
Mr Dylan Jones Lay Inspector	Contributions to key questions 1,3,4 and 5
Mrs Shân Clarke Nominee	Taking part in discussions

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Acknowledgement.

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