

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Rhydypennau Primary School
Bow Street,
Ceredigion, SY24 5AD**

School Number: 667/2316

Date of Inspection: 3-5 May, 2005

by

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W268/78706**

Date: 8 July 2005

Under Estyn contract number: T/218/04P

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Rhydypennau Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rhydypennau Primary School took place between 3rd – 5th May. An independent team of inspectors, led by Dr David Evans, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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.

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Context

The nature of the provider

1. Rhydypennau Primary School is located in the village of Bow Street some four miles to the north of Aberystwyth on the main road that leads to Machynlleth. The school is on two sites: the nursery children and the reception class in the old school building, which is some distance from the main building; and the remainder of the classes (Y1-6) in the main building, which was opened in 1973.
2. The residential area from which the pupils come is described as one which is neither prosperous nor economically disadvantaged. Some 18% of pupils come from homes where Welsh is the main language. 7% receive free school meals and 55 (29%) have been designated as having special educational needs (SEN), including 10 (5%) who have a statement of SEN.
3. The new headteacher and deputy were appointed in September 2002, and a whole-school audit was held.
4. At present, there are 192 pupils on the register.
5. The school is designated a Category A school. This means that, in the school's life and work, Welsh is the main medium used but the school aims to ensure that pupils are totally bilingual by the time they transfer to the secondary sector.
6. The school aims at "growing and learning together and developing every individual to his/her full potential in a happy and Welsh environment".
7. The school was last inspected in April 1999.

The school's priorities and targets

8. The school's main priorities and targets for 2005-2006 include:
 - fostering a positive attitude towards Welshness and the use of the Welsh language;
 - raising pupils' standards of performance;
 - providing sufficient non-contact time for the staff in order to develop self-evaluation and school improvement further;
 - developing operational schemes to monitor behaviour in the school by consulting with the School Council;

- paying attention to the buildings and attempting to obtain sponsorship to assist the work;
- supporting a self-evaluation programme and improving the school in order to ensure that there are sufficient new resources to promote the schemes of work fully.

Summary

9. Rhydypennau Primary School is a good school where there is a feeling of purpose and commitment. There are outstanding features in the teaching and in the care, the guidance and the help given to learners. The headteacher gives the teachers strong leadership and support in every aspect of school life.
10. The inspection team agrees with the school's judgement in four key questions; where there are differences, the inspection team has given a higher grade.

Table of grades awarded

11. The inspection team adjudged 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?	1
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?	1
5 How effective are leadership and strategic management?	1
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

Standards

12. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	71%	4%	0%	0%

13. Pupils' standards in the lessons are higher than Welsh Assembly Government (WAG) all-Wales targets.

14. Under-fives standards of achievement are as follows:

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

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

Subject	Key Stage 1	Key Stage 2
English	-	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2

16. Under-fives make good progress with some outstanding features in the key skills of speaking, listening, reading, writing, application of numeracy, information and communications technology, personal and social education and creative skills.

17. Special Educational Needs (SEN) pupils make good progress, and they achieve the targets set for them.

18. In KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading and writing in Welsh and English are good with no important shortcomings. Standards in the skills of numeracy and information technology are good with no important shortcomings.

19. The standards of pupils' bilingual proficiency in both key stages display good progress. Pupils make exceptional progress in their personal, social and creative skills. They make good progress in their problem-solving skills.

20. In KS1 at the end of 2004, pupils' performance in the core subjects, namely, Welsh, mathematics and science, according to teacher assessment was much lower than national and local authority averages. Compared to schools with a similar percentage of pupils receiving free school meals, the school's results were also lower than the median. However, the results for the previous two years were higher than the national results and higher than the Local Education Authority (LEA) results.

21. In KS2 in 2004, pupils' attainment in the core subjects, namely Welsh, English and Science, is lower than national averages. In mathematics, the average is much lower than the national average. When compared to similar schools on the basis of the percentage receiving free school meals, the school's results are in the lowest quartile in every one of the subjects. Boys' performance is

significantly lower than girls' performance in the core subjects. However, the results for the previous two years indicate constant progress. It is noted that test results and teacher assessments in 2004 are substantially affected by the number of pupils in the class with SEN.

22. Pupils' attitudes to their work are good. Pupils' behaviour and attitudes are very good and a strength of the school.
23. Throughout the school, pupils' understanding of matters appertaining to equal opportunity is good. They respect diversity within other creeds and traditions in society.
24. Average attendance for the three terms before the inspection is 95.6 %. Pupils arrive at school punctually.

The quality of education and training

25. It was adjudged that the standard of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	66%	3%	0%	0%

26. The percentage of lessons which are good or better is much higher than the WAG target of 50% of lessons good or better.
27. In the lessons judged to be good with some outstanding features, the features include clear presentations at the beginning of a lesson, a purposeful variety of teaching techniques and strategies, high expectations, a challenging pace to the lessons, a good knowledge of the subjects, very effective class management, confident questioning and excellent matching of activities to pupils' individual needs.
28. The quality of assessment is good with some outstanding features. The assessments are accurate and consistent. Teachers know the pupils very well and there are very methodical and purposeful systems in place to ensure that pupils' progress is regularly recorded.
29. Annual reports to parents are of good quality. They give an honest and accurate picture of individual pupils' achievement and development.
30. The curriculum for under-fives is good with outstanding features across the six areas.
31. The school responds well to pupils' learning needs. The curriculum is broad, balanced and meets statutory requirements. Provision reflects social inclusion in every aspect of access and equal opportunities. There is good provision for SEN pupils.

32. The school has responded very well to ACCAC guidelines for Personal and Social Education (PSE).
33. The learning experiences promote pupils' personal, moral, social and cultural development very well.
34. The school's provision for sustainable development and world citizenship is good.
35. The cwricwlwm Cymreig is a prominent element of the provision with a very good emphasis on the local community. The relationship with local institutions is very good. The school communicates regularly with parents and the partnership with them is very good.
36. The quality of the care, the support and the guidance offered to learners is very good. Pupils are happy at school and there is a good relationship between them and the teachers. The school is a close community, with a caring and friendly ethos.
37. The school accords a high priority to the welfare of pupils. There is a very good relationship between the school and institutions in the community, which promotes the health and safety of pupils in a positive manner and contributes well to the area of PSE.
38. Provision for pupils with SEN is very good. Pupils with SEN receive very good support from the specialist teacher and assistants.
39. Policies for sex education, fire drill, equal opportunities and racial equality have been well established and staff are aware of them.

Leadership and management

40. The school is very well managed. The headteacher's management is purposeful, ambitious and very effective. He gives a strong feeling of decisive direction to the school's work. The deputy's role is also clearly defined; he is developing good management skills, which are of obvious assistance to the headteacher. An atmosphere of trust and mutual understanding has been created amongst the whole staff.
41. The school gives very good consideration to national priorities and the constant emphasis on social inclusion is a special feature of school life.
42. The senior staff who have leadership and management responsibilities contribute very effectively to improving standards and to the school's general development.
43. Members of the governing body have a good understanding of their role and their contribution to the school's strategic planning. They display a keen interest in their work and they fulfil their responsibilities effectively.

44. The headteacher, the governors and the staff are committed to improving standards. The whole staff is included in the self-evaluation process, and the governors also play a practical role in monitoring lessons. The role of curriculum leaders is developing well.
45. A detailed analysis is made of a range of pupils' test results. Good use is made of this analysis to improve teaching and learning.
46. The SDP is a useful document, but there is a lack of detail in the document with regard to priorities.
47. The self-evaluation report is concise, clear, readable and of good quality.
48. The school has made good progress since the last inspection.
49. The school has a good complement of teaching staff and they have appropriate qualifications. Good use is made across the school of teachers' expertise as they exchange classes in particular teaching areas.
50. Very good use is made of the teacher who supports SEN pupils. The classroom assistants are deployed purposefully at all times. Ancillary staff perform their duties very conscientiously.
51. The school has an adequate supply of resources for every age and subject; many of them are of good quality and easily accessible. The new library is an especial asset to the school.
52. Both sites offer pupils a very safe and pleasant environment. However, buildings on both sites have their deficiencies. In the old school building, toilet provision is inadequate and unsuitable; dampness is penetrating the walls and the floor. In the new building, a lack of space hinders teachers' and pupils' efforts to attain the highest standards; the supply of staff toilets in the main building is inadequate.
53. Overall, the school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 continue to maintain the good standards and respond to the challenge of targeting excellence across the school;
- R2 maintain good teaching practice;
- R3 further develop the school's self-evaluation system;
- R4 continue with the efforts to improve the quality of the buildings;

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

54. The inspection team's findings correspond with the school's judgement in the self-evaluation report.
55. In the lessons observed, standards of achievement are adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	71%	4%	0%	0%

56. The general quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
57. Under fives' standards of achievement are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

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

Subjects	KS 1	KS 2
English	-	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2

59. SEN pupils make good progress, and they achieve the targets set for them.
60. Under-fives' make good progress, with some outstanding features in the key skills of speaking, listening, reading, writing, application of numeracy skills, use of ICT, in their personal and social education skills and in their creative skills.
61. In KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading and writing in Welsh and English are good with no important shortcomings. Their standards in the use of numeracy skills and information technology are good, with no important shortcomings.

62. Pupils' standards of bilingual proficiency in both key stages display good progress with the vast majority of them communicating effortlessly orally and in written form in Welsh and English. Bilingualism, especially the development of Welsh, is integrated effectively within all aspects of school life.
63. Pupils across the school make excellent progress in their personal and social skills. Their creative skills are developing well with outstanding features. Progress in problem- solving skills is good with no important shortcomings.
64. In KS1 at the end of 2004, pupils' performance in the National Curriculum core subjects, namely, Welsh, mathematics and science, according to teacher assessment is much lower than national and local authority averages. Compared to schools with a similar percentage of pupils receiving free school meals, the school's results are also lower than the median. However, the results for the previous two years were higher than the national results and higher than the LEA results.
65. In KS2 in 2004, pupils' attainment in National Curriculum core subjects, namely Welsh, English and science, is lower than national averages. In mathematics, the average is much lower than the national average. When compared to similar schools on the basis of the percentage receiving free school meals, the school's results are in the lowest quartile in every one of the subjects. Boys' performance is significantly lower than girls' performance in the core subjects. However, the results for the previous two years indicate constant progress. It was noted that test results and teacher assessments in 2004 are substantially affected by the high percentage of pupils in the class with SEN.
66. Pupils' attitudes to their learning, the interest they display in their work and their ability to concentrate are good. On the whole, they work diligently at their tasks and they indicate a pride in the way they present their work. Overall, the majority of pupils make good progress in acquiring new skills, understanding and knowledge.
67. Pupils' behaviour and attitudes in the classrooms and around the school is very good and is one of the school's strengths, and they have a positive effect on the teaching and school life. School life is based on respect, trust and an awareness of the needs of others. Pupils are courteous to one another, to the staff and visitors to the school, and there are good relationships between them and the staff. Pupils are aware of the school's rules and expectations and they abide by them.
68. Throughout the school, pupils' understanding of matters appertaining to equal opportunity is good. They respect diversity within other creeds, attitudes and cultural traditions in society, whilst the oldest pupils respond maturely to concepts such as tolerance and justice. Visits to the local community and interesting places help to extend pupils' understanding of their community.
69. Average attendance for the three terms before the inspection is 95.6%. Pupils arrive at school punctually and maintain a good attendance standard.

Unauthorised absences are consistently low and registration is conducted in accordance with statutory requirements.

The quality of education and training

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

Grade 1: Good with some outstanding features

70. The inspection team's findings do not correspond to the judgement made by the school in the self-evaluation report.

71. It was adjudged that the standard of teaching in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	66%	3%	0%	0%

72. The percentage of lessons which are good or better is much higher than the WAG target of 50% of lessons good or better.

73. In a high proportion of lessons, the teaching is at a very good level, with focus, as well as clear and consistent aims and objectives. Lessons are planned and resourced exceedingly well. Teachers' medium and short-term planning is detailed and comprehensive. There is very good planning for under-fives across the six areas of learning.

74. The good relationships that exist between teachers and pupils contribute towards creating a purposeful, working atmosphere. All the teachers promote and provide well for equal opportunities in their teaching methods.

75. In over a third of the lessons observed, the teaching has outstanding features. These include:

- Clear presentation of the aims and objectives at the commencement of the lesson.
- A purposeful variety of teaching techniques and strategies.
- High expectations.
- A challenging pace in the lessons.
- Detailed knowledge and exceedingly good understanding of the subjects taught.
- Very effective class management which ensures good concentration by every pupil.
- Confident questioning which enables pupils to investigate matters in greater depth and detail.
- Very good matching of activities to pupils' individual needs. All the teachers provide differentiated tasks in their lessons to cater for the pupils' range of ability.

76. In the small percentage of lessons where good features outweigh shortcomings, the aims are not clear, nor are the tasks sufficiently challenging to extend the most able pupils; the presentation is too long and the lesson flows slowly.
77. Teachers mark pupils' work regularly, and the observations usually offer suitable guidance as to how to improve the work. However, the best practice has not been extended consistently throughout the school.
78. The quality of assessment is good with some outstanding features. The assessments are accurate and consistent, and meet statutory requirements, including those for SEN. Teachers know their pupils very well.
79. Outstanding use is made of assessments to improve planning and to indicate pupils' strengths and weaknesses, in order to promote learning progress.
80. There are very methodical and purposeful systems in place to ensure that pupils' progress is regularly recorded. Excellent use is made of national test results to investigate and analyse standards, and for target-setting.
81. Annual reports to parents conform to statutory requirements and they are of good quality. They give an honest and accurate picture of individual pupils' achievement and development, and the school sets targets for improvement.

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

82. The inspection team's findings correspond with the school's judgement in the self-evaluation report.
83. The curriculum for under-fives is good with outstanding features across the six areas of learning.
84. The school responds well to pupils' learning needs. The curriculum is broad, balanced and meets statutory requirements. Provision reflects social inclusion in every aspect of access and equal opportunities, and it is well structured in accordance with the school's main aims.
85. The school provides programmes of study which have been planned in detail and are available to all pupils, whatever their ability, gender or cultural background. There is good provision for pupils with special educational needs.
86. A series of policies for every National Curriculum subject and religious education have been adopted. These are concise documents, which consider the unique nature and requirements of each subject carefully. Teachers' schemes of work are also good and they display clearly the progression and the continuity of learning.

87. In every subject, teachers make mindful provision for developing key skills in literacy and communication, numeracy and ICT. There is good planning for key skills within the creative subjects.
88. The use of a cross-curricular approach is one of the school's strengths, and it inspires and enriches pupils' learning.
89. The school has responded very well to ACCAC guidelines for Personal and Social Education (PSE). It has a clear policy, and the school places special emphasis on pupils' personal development in the circle-time sessions. Pupils have responsibilities including representation on the School Council.
90. Every pupil has equal access to the full range of curriculum activities and every aspect of school life. Pupils benefit from equal opportunities and participate in a wide range of extra-curricular activities, including sports clubs and playing a wide range of musical instruments.
91. The learning experiences promote pupils' spiritual, moral and cultural development very well. They have a growing awareness of ownership and responsibility for the school and the environment. In the classrooms and during worship sessions, pupils display respect and enjoy opportunities to meditate and pray in a quiet and sincere manner.
92. The school promotes a good understanding of sustainable development and world citizenship through care for the school's environment, a clear focus on recycling and work in science and geography. Studies of nature make important contributions in this respect.
93. Valuable visits are organised to reinforce activities and enrich pupils' education across the curriculum. Very good use is made of visitors, including specialists in the fields of literature, the arts and nature.
94. The cwricwlwm Cymreig is a prominent element of the provision with a very good emphasis on the local community. Welsh culture is fostered by other activities linked to Urdd Gobaith Cymru. Pupils' awareness of other cultures and the diversity of the world is fostered through their work in geography and religious education. By making charitable collections for less fortunate countries, they realise their responsibilities as citizens.
95. The school communicates constantly with parents and there is a very good partnership with them. The majority signed the home-school agreement and a number come in to assist with different activities. Parents raise a substantial sum of money.
96. The relationship with the community is very good; the school plays a prominent role in village activities. Local ministers of religion come to the morning services from time to time and good use is made of the expertise of people in the community.

97. There are good links between curricular provision and the world of work. Through their involvement in a number of enterprises, the older children expand their understanding of the world of business and enterprise.
98. The partnership and links with the secondary schools are very good and include regular inter-school visits by teachers. Teachers also co-operate on different projects appertaining to the subjects taught. Pupils benefit from the help of students through the school's partnership with teacher training colleges.

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

Grade 1: Good with some outstanding features

99. The inspection team's findings do not correspond with the judgement made by the school in the self-evaluation report.
100. The quality of the care, the support and the guidance offered to learners is very good. Pupils are happy at school and there is a very good relationship between them and the teachers. There is a strong awareness amongst pupils that they are appreciated and supported. They are praised and rewarded for good efforts. Parents also have confidence in the care and guidance the school gives.
101. The school is a close community, with a caring and friendly ethos. Teachers and ancillary staff know the pupils well and they receive personal and educational guidance of exceptional quality.
102. No evidence of bullying was seen during the inspection, but the school has clear guidelines for staff, should the need arise. Parents and pupils report that the staff administer the policy and the procedures very effectively.
103. New pupils in the nursery class settle down quickly and feel safe there. Pupils starting school for the first time, and latecomers, receive good support from teachers and peers as they familiarise themselves with the ways of a new school.
104. The school accords a high priority to the welfare of pupils. There is a very good relationship between the school and institutions in the community which promote the health and safety of pupils in a positive manner, and contribute well to the area of PSE.
105. Constant attention is given to the personal welfare of individual pupils and to matters appertaining to health and safety. Very good practical steps are taken to ensure the safety of pupils while they are at school, and to monitor attendance and punctuality.
106. Staff display a very good knowledge of the detailed guidelines laid down for them in the area of child protection, and the operating procedures have been well established.

107. Policies for sex education, fire drill, equal opportunities and racial equality have been well established and staff are aware of them.
108. The provision for SEN pupils is very good, and fully complies with the Code of Practice (CoP). Very effective use is made of standardised tests to identify needs early. SEN pupils receive very good support from the specialist teacher and assistants to attain appropriate targets noted in the IEP.
109. Pupils make good progress in line with their ability. Effective use is made of outside agencies and the close links between the school and parents promote the progress of SEN pupils.
110. The work in a number of subjects reflects the importance accorded in the school to respect and tolerance. Pupils have good opportunities to discuss matters appertaining to citizenship on a local and world level, and their awareness of this is very good.
111. The pupils state that they are happy at school and that they feel that they can share any problems, including bullying, with the teachers. They regard their teachers as their friends.

Leadership and management

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

Grade 1: Good with some outstanding features

112. The inspection team's findings do not correspond with the school's judgement in the self-evaluation report.
113. The school is very well managed. The headteacher's management is purposeful, ambitious and very effective. He gives a strong feeling of decisive direction to the school's work. The deputy's role is also clearly defined; he is developing good management skills, which are of obvious assistance to the headteacher. A number of purposeful aims and objectives have been adopted for the school and they are reflected well in the work of the school. An atmosphere of trust and mutual understanding has been created amongst the whole staff.
114. The school gives very good consideration to national priorities and recent initiatives enable pupils to develop into mature citizens. The constant emphasis on social inclusion is a special feature of school life. The development of Information and Communications Technology (ICT) receives concentrated attention in every class and effective use is made of the interactive whiteboard.
115. The senior staff who have leadership and management responsibilities contribute very effectively to improving standards and to the school's general

development. They undertake a good measure of responsibility and they provide clear leadership for their fellow teachers.

116. Performance Management procedures are very effectively managed. Objectives agreed for every individual include personal objectives as well as others which emanate from the School Development Plan (SDP). Teachers are given good opportunities to develop their Continuing Professional Development (CPD).

117. Members of the governing body have a good understanding of their role and of their contribution to the school's strategic planning. They display a keen interest in their work and they fulfil their responsibilities effectively. They know the school well and they have discharged their responsibilities of monitoring and evaluating the educational provision effectively.

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

Grade 2: Good features and no important shortcomings

118. The inspection team's findings correspond with the school's judgement in the self-evaluation report.

119. The inspection team's findings correspond with the school's judgements in the self-evaluation report in four out of the seven key questions. Inspection evidence indicates that the school has been too conservative in adjudging itself grade 2 in key question 2, 4 and 5. The inspection team adjudged those questions to be Grade 1.

120. The headteacher, the governors and the staff are committed to improving standards. The whole staff are included in the self-evaluation process, and the governors also play a practical role in monitoring lessons. The role of curriculum leaders is developing well with constant monitoring of standards and provision in order to inform the SDP.

121. A detailed analysis is made of a range of pupils' test results, including baseline assessment tests and National Curriculum tests in KS1 and KS2. Good use is made of this analysis to improve teaching and learning, especially to target pupils who need further attention, in order to ensure that they also have an opportunity to achieve higher standards.

122. There is a clear link between the outcomes of the self-evaluations and the SDP. The SDP is a useful document with regard to giving strategic direction to the school's work, but there is a lack of detail in the document with regard to priorities.

123. The self-evaluation report produced by the school before the inspection is clear and readable. It is of good quality. It indicates that a culture of self-evaluation has been established in the school and that procedures continue to evolve as staff become more experienced and confident in this area.

124. The school has made good progress since the last inspection as it gets to grips with key issues. This success has had a clear effect especially on standards of achievement and teaching.

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

Grade 2: Good features and no important shortcomings

125. The inspection team's findings correspond with the school's judgement in the self-evaluation report.

126. The school has a good complement of teaching staff to deliver the curriculum. Teachers have appropriate qualifications, and planning for delegating responsibilities is good. The staff display good commitment to the school.

127. Good use is made across the school of teacher expertise as they exchange classes in different areas, for example, science, history, music, design and technology, and physical education.

128. Very good use is made of the teacher who supports SEN pupils, the *athrawon bro* and peripatetic music teachers. Classroom assistants are always purposefully deployed. Ancillary staff perform their duties very conscientiously in order to facilitate the day-to-day running of the school.

129. Teachers attend In-Service-Training (INSET) courses, with their professional development closely linked to the school's priorities. The beneficial effects of this training are seen in the good use made of information technology in some classes.

130. The school has plenty of resources for every age and subject, and their acquisition corresponds with the school's priorities. Many of them are of good quality and are easily accessible; constant and effective use is made of them in lessons. The new, attractive library is an especial asset to the school.

131. The school has plenty of equipment for developing pupils' creative and practical skills. Good use is made of computers and interactive whiteboards.

132. One of the school's prominent strengths is the high standard of the displays which contribute greatly to a stimulating environment, which is characteristic of school life.

133. The caretakers and the cleaners work very hard to keep the school clean and tidy for the pupils and the staff.

134. Both sites offer pupils a safe and pleasant environment. However, buildings on both sites have their deficiencies. In the old school building, toilet provision is inadequate and unsuitable; dampness is penetrating the walls and the floor. In the new building, lack of space hinders teachers' and pupils' efforts to attain the

highest standards; the shortage in the supply of staff toilets in the main building is inappropriate.

135. Budgetary control is stringent and the governing body monitors all the expenditure effectively. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: Under-fives

Grade 1: Good with some outstanding features

136. The general standard of educational provision for under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Good and outstanding features

Language development, literacy and communication skills: Grade 1

137. Nursery children listen well and begin to learn Welsh words every day. They are very ready to repeat, count and sing. They recognise familiar letters and form them in different ways and they enjoy listening to stories.

138. By reception age, children are developing their understanding of Welsh and they speak confidently. The children appreciate books and discuss them enthusiastically. They recognise a good number of letters and they copy simple sentences. Children from non-Welsh-speaking homes confidently express their needs and describe their feelings.

Personal and social development: Grade 1

139. Nursery children learn to become friends and consider the needs of others. They express thanks regularly and begin to understand that they need to await their turn and share toys. They are keen to help one another.

140. Reception children make clear progress in personal and social development. They respond appropriately to classroom routines and understand that they must await their turn and play together. They form good relationships with one another and with adults and they ask for help when the need arises. They concentrate for periods of time and they perform activities independently.

Mathematical development: Grade 1

141. Nursery children recite numbers correctly and they are familiar with a number of relevant rhymes. Their ability to use mathematical language is developing very

well. They can sort 'small', 'medium-sized' and 'large' objects, and their concepts are developing very well.

142. Reception children's mathematical development is very good. They can count to 20 and recognise relevant numbers. They can sort objects correctly according to colour and shape and they can create and continue a pattern correctly.

Knowledge and understanding of the world: Grade 1

143. By means of practical activities and play experiences, nursery children's knowledge and understanding of the world is developing very well. They experiment and discuss what they do when they play in the sand tub and the water tub. Nursery children know about creatures and they talk enthusiastically about animals.

144. By means of a number of pleasant activities and experiences, reception children's knowledge of the world is developing very well. They use a computer very confidently. They can explain what happens during the day and the night. They know about people who help us and about the location of the village. They understand that there are a number of sources of information and they respond very well to programs and books.

Creative development: Grade 1

145. Nursery children work very confidently with different media to create delightful pictures and very lively models. They sing very sweetly, maintain rhythm very well and undertake lively role-play in the classroom.

146. Reception children can discuss their favourite colours and create objects using different media. They can create pictures, patterns and three-dimensional work, and they produce work of a high standard, with excellent examples.

Physical development: Grade 1

147. Nursery children can name the parts of the body and they understand that they are growing. They use equipment with increasing control. When playing with toys, they display good control, and they make effective use of space. They can copy movements very well and display agility.

148. Reception children can handle equipment very well when playing in the sand. They can control their hands when using small equipment in table-top activities. They make very good use of space when they play in their own playground. They can jump, walk and create different shapes with very good control.

Shortcomings

149. There are no important shortcomings

Subject 2: English

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

Good features

150. Pupils listen well to teachers' presentations, ask relevant questions and some pupils offer extended observations. The vast majority can speak confidently using standard language and contribute relevantly to class discussions in a number of different situations. They express opinions and justify them effectively, and they describe their experiences and their ideas clearly to a group, in a whole- class situation and to adults. They can explain their activities and their point of view confidently to visitors.
151. The majority of pupils read fluently with clear expression and suitable intonation. They can answer questions about the characteristics and the content of books, and they can discuss plot and characters. The majority have a clear understanding of what they read and they are confident when expressing opinions about their choices. The most able children read challenging books quickly and meaningfully, and compare books by the same author or by different authors. The less able pupils make a good effort to read books which correspond to their ability. They succeed in interpreting words and use various strategies.
152. Pupils, throughout the key stage write in a variety of forms. Y3 and Y4 pupils develop their understanding of the link between reading and writing by reading to follow instructions. In Y5 and Y6, pupils understand the need to vary language as a response to differing requirements and audiences. Their written work includes formal letters, stories, poems and descriptive extracts.
153. More able pupils use a number of sentence patterns in cohesive paragraphs. They make correct use of verbs, adjectives and comparisons.
154. Across the school, pupils use dictionaries to reinforce their written work.

Shortcomings

155. Spelling mistakes are a feature of the work of a number of Y3 and Y4 pupils.

Subject 3: 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

156. KS1 pupils remember number rhymes and recall a wide range of previous work according to their age and ability. They understand the mathematical concepts of addition and subtraction and they can recall facts quickly and correctly.
157. KS1 pupils can recognise odd and even numbers, and double and halve numbers quickly. The older pupils can read numbers up to 100 and they can confidently interpret symbols and some mathematical diagrams correctly.
158. Pupils are familiar with standard units of measure, basic coinage and instructions. The majority of pupils can name simple two and three-dimensional shapes correctly.
159. In both key stages, pupils can calculate quickly when doing mental mathematics and they can explain well the methods they use to arrive at an answer.
160. In KS2, younger pupils know their numbers up to 1,000 and they can recall multiplication patterns quickly and confidently. The older pupils have a good knowledge of number processes and their strategies for dealing with mental mathematics are developing well.
161. By the end of KS2, the more able pupils have a good grasp of multiplication tables and they can apply this knowledge to multiplying two and three digits.
162. Pupils collect and present data for various purposes. The more able pupils can interpret data, and come to conclusions based upon them.
163. Pupils in KS1 and KS2 use ICT effectively to reinforce the learning. Pupils respond appropriately to questions in whole-class situations and they interact well when discussing mathematical problems in groups.
164. Pupils record their mathematical calculations neatly. The more able pupils complete appropriate supplementary work in order to extend or reinforce their knowledge, skills and understanding.
165. Pupils' skills across both key stages are developing well in problem-solving and investigative work.

Shortcomings

166. There are no important shortcomings.

Subject 4: 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

167. Pupils in both key stages display very positive aspects to the subject and they are developing a good scientific vocabulary, especially in KS2 where they use a wide range of terminology.
168. Across the school, pupils develop a good, and sometimes very good, understanding of the elements of nature around them. In both key stages, they develop a good understanding of the factors which contribute to healthy eating and living.
169. Y1 and Y2 pupils develop a good knowledge of flowers and small animals. They are aware of the component parts of plants and what they need to grow.
170. Across KS1, pupils are aware of the importance of electricity in their lives as well as its dangers. By experimenting, they develop an understanding that a complete circuit is needed to light a bulb.
171. Across KS2, pupils can describe well the habitats of different animals and plants. The older children in the key stage display a good knowledge and understanding of the importance and the function of the food chain.
172. The majority of Y5 and Y6 pupils display effective observation and deduction skills as they concentrate on different types of materials. They experiment effectively and they make effective use of equipment.
173. The older KS2 children develop good methods of recording practical experiments. They have a good understanding of the requirements of a fair test, and they understand that it is a good idea to repeat an experiment in order to establish reliable results. They predict sensibly and arrive at suitable hypotheses in their work. They measure accurately in a wide range of contexts and units.

Shortcomings

174. There are no important shortcomings.

Subject 5: Design and Technology

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

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

Good features

175. Pupils in both key stages use equipment safely and they are aware of risks and dangers. They are also aware of the importance of cleanliness when handling food.
176. The majority of pupils develop effective independent working skills, and also a good grasp of the processes of designing, making, proving, evaluating and improving.
177. In Y2, pupils design and make effective finger and hand puppets. They develop appropriate cutting-out and decoration skills, when choosing different materials, colours and textures.
178. Y3 and Y4 pupils develop good making and evaluating skills when using a piece of felt to create a pencil case. Good use is made of information technology to create patterns on the computer.
179. Pupils display a good understanding of the building process when creating good models of Celtic and Tudor houses. They measure materials for the making process, and choose various ways of joining and decorating them. Their evaluation skills are developing well.
180. Y6 children display good design skills when beginning to create leisure bags. They discuss different features and they make effective pictures to express their ideas on paper.
181. KS2 pupils work well together and they give their fellow-pupils' contributions a fair hearing. They respond sensibly to the ideas offered by others. They have a good awareness of health and safety requirements when working with different equipment and materials.

Shortcomings

182. There are no important shortcomings.

Subject 6: 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

183. KS1 pupils understand well the concept of today, long ago, and many years ago. They make worthwhile use of time-lines to promote their understanding of the passage of time.

184. KS1 pupils compare yesterday's lifestyles and life today very effectively by looking at a number of different sources. Y2 pupils study the account of Daniel Evans and his journey to Patagonia. They produce books and a beautiful album to illustrate the period. They make good use of drama in their lessons.
185. KS1 pupils have a good awareness of the purpose of different historical artefacts around the school and they know that they need to be treated carefully.
186. KS1 and KS2 pupils know the history of a number of famous people from Wales and beyond, and they reiterate simple facts and stories correctly. They can talk about the lives of St David, Sir Ifan ab Owen Edwards, Florence Nightingale and Samuel Morse.
187. KS2 pupils have a mature understanding of chronology. They recall very well facts from the periods they have studied. They display a sound knowledge of Victorian times, including details of the queen's life and the discoveries made during those times.
188. KS2 pupils display a sound knowledge of the history of the area, and especially the history of Aberystwyth harbour. The research work is purposeful and good, and highlights pupils' ability to identify effectively with people who lived in difficult circumstances.
189. KS1 and KS2 pupils make very effective use of a range of sources for their studies. Older pupils' understanding of the nature of primary and secondary evidence is very well developed.
190. Pupils make good use of ICT in their historical studies.

Shortcomings

191. There are no important shortcomings.

School's response to the inspection

To receive the inspectors' praise is a matter of pride for us as workers, children and governors, which acknowledges that Ysgol Rhydypennau is a good school with excellent features, which has continued to improve since the last inspection. It is also important to note the recognition that Ysgol Rhydypennau is a particularly happy school.

The report acknowledges the dedication of the teachers, their careful planning work and the variety of experiences given to challenge the children. It is noted that teachers' skills in promoting the children's motivation and learning are excellent. It is therefore very significant that the percentage of successful lessons is exceptionally high. As a result, the children's achievements, e.g. in key skills, are good, and they are a notable feature of their work.

It is acknowledged that there are several sound procedures in place to protect and promote the life of the school, and included amongst these are good provision for children who have special educational needs.

It was therefore gratifying to receive confirmation that the school ensures good value for money.

Recommendations have been made to move the school forward further and the remit now will be to formulate an action plan in order to do this. We were exceedingly glad that the inspection team shared our concern about the condition of the nursery building and that space is limited on the site of the lower school.

We will share the action plan with parents and the governors' annual report will report on the progress made during each year.

Appendix A

Basic information about the school

Name of school	Ysgol Rhydyppennau
School type	
Age-range of pupils	3-11
Address of school	Bow Street, Ceredigion
Post-code	SY24 5AD
Telephone number	01970 828608

Headteacher	Mr Adrian Havard
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Trefor Owen
Registered inspector	Dr David Evans
Dates of inspection	3-5 Mai, 2005

Appendix B

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	26	23	25	23	19	25	26	25	192

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0.5	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.8:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	23.7
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	92.2			96.3
Summer 2004	94			95.7
Spring 2004	97			95.5

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		19			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	5	21	48	26	0
		National	1	2	11	64	23	0
We: oracy	Teacher Assessment	School	0	5	5	64	26	0
		National	1	2	12	63	22	0
We: reading	Teacher Assessment	School	0	10	16	58	16	0
		National	1	1	17	59	22	0
We: writing	Teacher Assessment	School	0	26	11	63	0	0
		National	1	3	20	65	11	0
Mathematics	Teacher Assessment	School	0	0	31	58	11	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	31	58	11	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68%	In Wales	79%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6		29			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	2	4	20	34	40	0
		National	0	0	0	0	2	6	16	45	31	0
	Test/Task	School	3	0	0	0	0	3	17	56	21	0
		National	0	2	2	1	0	5	12	38	40	0
Welsh	Teacher assessment	School	0	0	0	7	3	7	10	43	30	0
		National	0	0	0	1	1	4	18	51	25	0
	Test/Task	School	3	0	3	0	0	0	21	35	38	0
		National	1	1	2	0	0	3	15	50	28	0
Mathematics	Teacher assessment	School	0	0	0	3	0	3	23	44	27	0
		National	0	0	0	1	0	4	19	46	30	0
	Test/Task	School	0	0	2	0	0	4	29	44	21	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	3	0	3	14	40	40	0
		National	0	0	0	0	1	2	13	49	35	0
	Test/Task	School	3	3	0	0	0	0	10	73	11	0
		National	0	2	1	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	70%	In the school	64%
In Wales	71%	In Wales	70%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of three inspectors who were present in the school for a total of eight days.
- The headteacher was the nominee
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- 57 questionnaires were completed by parents and these were analysed in detail; 96.4% of them were positive.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- The school's documentation and samples of pupils' work were examined.
- 35 lessons or sessions were observed.
- A sample of pupils' work was examined across the ability range in every year group.
- The inspectors listened to a group of pupils reading.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during break-times, dinner-times, and at the end and the beginning of school sessions.
- The inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection discussions were held with the staff and the GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David Evans Registered Inspector	Context, Summary and recommendations, Key questions 1, 2, 5 and 6, Early Years, science, design and technology.
Mr Mervyn Lewis Team Inspector	Key questions 3, 4, and 7, English, mathematics, history.
Mr Gwilym Morris, Lay Inspector	Contributions to questions 3, 4 and 7.

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their co-operation during the inspection.

Contractor:

Celtic Inspection Services Unit
UWIC
Cyncoed Rd
Cardiff
Wales
CF23 6XD

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Rhydypennau Primary School
Bow Street,
Ceredigion, SY24 5AD**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 3-5 May, 2005

by

**Dr David Evans
W268/78706**

Date: 8 July 2005

Under Estyn contract number: T/218/04P

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Rhydypennau Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rhydypennau Primary School took place between 3rd – 5th May. An independent team of inspectors, led by Dr David Evans, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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.

Context

The nature of the provider

1. Rhydypennau Primary School is located in the village of Bow Street some four miles to the north of Aberystwyth on the main road that leads to Machynlleth. The school is on two sites: the nursery children and the reception class in the old school building, which is some distance from the main building; and the remainder of the classes (Y1-6) in the main building, which was opened in 1973.
2. The residential area from which the pupils come is described as one which is neither prosperous nor economically disadvantaged. Some 18% of pupils come from homes where Welsh is the main language. 7% receive free school meals and 55 (29%) have been designated as having special educational needs (SEN), including 10 (5%) who have a statement of SEN.
3. The new headteacher and deputy were appointed in September 2002, and a whole-school audit was held.
4. At present, there are 192 pupils on the register.
5. The school is designated a Category A school. This means that, in the school's life and work, Welsh is the main medium used but the school aims to ensure that pupils are totally bilingual by the time they transfer to the secondary sector.
6. The school aims at "growing and learning together and developing every individual to his/her full potential in a happy and Welsh environment".
7. The school was last inspected in April 1999.

The school's priorities and targets

8. The school's main priorities and targets for 2005-2006 include:
 - fostering a positive attitude towards Welshness and the use of the Welsh language;
 - raising pupils' standards of performance;
 - providing sufficient non-contact time for the staff in order to develop self-evaluation and school improvement further;
 - developing operational schemes to monitor behaviour in the school by consulting with the School Council;

- paying attention to the buildings and attempting to obtain sponsorship to assist the work;
- supporting a self-evaluation programme and improving the school in order to ensure that there are sufficient new resources to promote the schemes of work fully.

Summary

9. Rhydypennau Primary School is a good school where there is a feeling of purpose and commitment. There are outstanding features in the teaching and in the care, the guidance and the help given to learners. The headteacher gives the teachers strong leadership and support in every aspect of school life.
10. The inspection team agrees with the school's judgement in four key questions; where there are differences, the inspection team has given a higher grade.

Table of grades awarded

11. The inspection team adjudged 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?	1
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?	1
5 How effective are leadership and strategic management?	1
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

Standards

12. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	71%	4%	0%	0%

13. Pupils' standards in the lessons are higher than Welsh Assembly Government (WAG) all-Wales targets.

14. Under-fives standards of achievement are as follows:

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

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

Subject	Key Stage 1	Key Stage 2
English	-	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 2	Grade 2

16. Under-fives make good progress with some outstanding features in the key skills of speaking, listening, reading, writing, application of numeracy, information and communications technology, personal and social education and creative skills.

17. Special Educational Needs (SEN) pupils make good progress, and they achieve the targets set for them.

18. In KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading and writing in Welsh and English are good with no important shortcomings. Standards in the skills of numeracy and information technology are good with no important shortcomings.

19. The standards of pupils' bilingual proficiency in both key stages display good progress. Pupils make exceptional progress in their personal, social and creative skills. They make good progress in their problem-solving skills.

20. In KS1 at the end of 2004, pupils' performance in the core subjects, namely, Welsh, mathematics and science, according to teacher assessment was much lower than national and local authority averages. Compared to schools with a similar percentage of pupils receiving free school meals, the school's results were also lower than the median. However, the results for the previous two years were higher than the national results and higher than the Local Education Authority (LEA) results.

21. In KS2 in 2004, pupils' attainment in the core subjects, namely Welsh, English and Science, is lower than national averages. In mathematics, the average is much lower than the national average. When compared to similar schools on the basis of the percentage receiving free school meals, the school's results are in the lowest quartile in every one of the subjects. Boys' performance is

significantly lower than girls' performance in the core subjects. However, the results for the previous two years indicate constant progress. It is noted that test results and teacher assessments in 2004 are substantially affected by the number of pupils in the class with SEN.

22. Pupils' attitudes to their work are good. Pupils' behaviour and attitudes are very good and a strength of the school.
23. Throughout the school, pupils' understanding of matters appertaining to equal opportunity is good. They respect diversity within other creeds and traditions in society.
24. Average attendance for the three terms before the inspection is 95.6 %. Pupils arrive at school punctually.

The quality of education and training

25. It was adjudged that the standard of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	66%	3%	0%	0%

26. The percentage of lessons which are good or better is much higher than the WAG target of 50% of lessons good or better.
27. In the lessons judged to be good with some outstanding features, the features include clear presentations at the beginning of a lesson, a purposeful variety of teaching techniques and strategies, high expectations, a challenging pace to the lessons, a good knowledge of the subjects, very effective class management, confident questioning and excellent matching of activities to pupils' individual needs.
28. The quality of assessment is good with some outstanding features. The assessments are accurate and consistent. Teachers know the pupils very well and there are very methodical and purposeful systems in place to ensure that pupils' progress is regularly recorded.
29. Annual reports to parents are of good quality. They give an honest and accurate picture of individual pupils' achievement and development.
30. The curriculum for under-fives is good with outstanding features across the six areas.
31. The school responds well to pupils' learning needs. The curriculum is broad, balanced and meets statutory requirements. Provision reflects social inclusion in every aspect of access and equal opportunities. There is good provision for SEN pupils.

32. The school has responded very well to ACCAC guidelines for Personal and Social Education (PSE).
33. The learning experiences promote pupils' personal, moral, social and cultural development very well.
34. The school's provision for sustainable development and world citizenship is good.
35. The cwricwlwm Cymreig is a prominent element of the provision with a very good emphasis on the local community. The relationship with local institutions is very good. The school communicates regularly with parents and the partnership with them is very good.
36. The quality of the care, the support and the guidance offered to learners is very good. Pupils are happy at school and there is a good relationship between them and the teachers. The school is a close community, with a caring and friendly ethos.
37. The school accords a high priority to the welfare of pupils. There is a very good relationship between the school and institutions in the community, which promotes the health and safety of pupils in a positive manner and contributes well to the area of PSE.
38. Provision for pupils with SEN is very good. Pupils with SEN receive very good support from the specialist teacher and assistants.
39. Policies for sex education, fire drill, equal opportunities and racial equality have been well established and staff are aware of them.

Leadership and management

40. The school is very well managed. The headteacher's management is purposeful, ambitious and very effective. He gives a strong feeling of decisive direction to the school's work. The deputy's role is also clearly defined; he is developing good management skills, which are of obvious assistance to the headteacher. An atmosphere of trust and mutual understanding has been created amongst the whole staff.
41. The school gives very good consideration to national priorities and the constant emphasis on social inclusion is a special feature of school life.
42. The senior staff who have leadership and management responsibilities contribute very effectively to improving standards and to the school's general development.
43. Members of the governing body have a good understanding of their role and their contribution to the school's strategic planning. They display a keen interest in their work and they fulfil their responsibilities effectively.

44. The headteacher, the governors and the staff are committed to improving standards. The whole staff is included in the self-evaluation process, and the governors also play a practical role in monitoring lessons. The role of curriculum leaders is developing well.
45. A detailed analysis is made of a range of pupils' test results. Good use is made of this analysis to improve teaching and learning.
46. The SDP is a useful document, but there is a lack of detail in the document with regard to priorities.
47. The self-evaluation report is concise, clear, readable and of good quality.
48. The school has made good progress since the last inspection.
49. The school has a good complement of teaching staff and they have appropriate qualifications. Good use is made across the school of teachers' expertise as they exchange classes in particular teaching areas.
50. Very good use is made of the teacher who supports SEN pupils. The classroom assistants are deployed purposefully at all times. Ancillary staff perform their duties very conscientiously.
51. The school has an adequate supply of resources for every age and subject; many of them are of good quality and easily accessible. The new library is an especial asset to the school.
52. Both sites offer pupils a very safe and pleasant environment. However, buildings on both sites have their deficiencies. In the old school building, toilet provision is inadequate and unsuitable; dampness is penetrating the walls and the floor. In the new building, a lack of space hinders teachers' and pupils' efforts to attain the highest standards; the supply of staff toilets in the main building is inadequate.
53. Overall, the school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 continue to maintain the good standards and respond to the challenge of targeting excellence across the school;
- R2 maintain good teaching practice;
- R3 further develop the school's self-evaluation system;
- R4 continue with the efforts to improve the quality of the buildings;

Acknowledgement

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